

Unit 04 Allergic to the 21st century

TEMAT MATURALNY: ZDROWIE

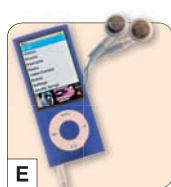
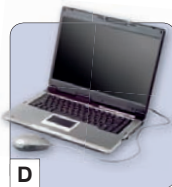
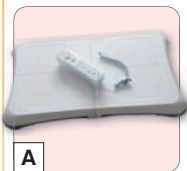
TARGETS FOR THIS UNIT

COMMUNICATION: expressing cause and effect, describing the results of past actions, explaining, recommending and suggesting
LANGUAGE: the present perfect simple/continuous, the past perfect simple/continuous, sentence patterns with the past simple/the present perfect and the past perfect/the past simple
REVISION: the present perfect, the past perfect
VOCABULARY: ailments, symptoms, diagnoses, disabilities
PRONUNCIATION: sounds and spelling: g

A. INTRO

1 Work in pairs. Make a list of the health problems we have today that our great-grandparents didn't have.

2 Look at the pictures (A–E) and match with the problems (1–7). You can choose some pictures more than once. What do you think these problems are and why do people get them? Use a dictionary if necessary.



- | | |
|--------------------------|----------------------|
| 1 Mobile elbow ___ | 5 Wii knee ___ |
| 2 Texter's thumb ___ | 6 iPod earache ___ |
| 3 PlayStation pimple ___ | 7 Mouse shoulder ___ |
| 4 Wii shoulder ___ | |

B. VOCABULARY

3 Read these extracts from instant messages (IMs) about health problems. Choose the correct alternatives to complete the sentences. Which problem listed in activity 2 isn't discussed?

A

Ben says

I've got a really 1. **sore/hurtful** elbow. It's ages since I last did any sport! No idea what it could be.

Dave says

You've been on your mobile a lot recently, haven't you? I bet it's 'mobile elbow'! That comes 2. **through/by** bending your arm too tightly for too long. You 3. **restrict/stop** the blood supply. People who get it really 4. **badly/hard** can't do things like open jars. You'd better be careful!

B

Meg says

My thumb is 5. **stiff/hard** and 6. **nauseous/swollen**. I think I must have banged it.

Pete says

No, I reckon you've got texter's thumb. Doctors started 7. **deciding/diagnosing** it a few years back. It 8. **comes/arrives** when people text all the time and it has something to do 9. **by/with** pressing small buttons. Give it a rest for a while and you should 10. **recover/repair** soon.

C

Donna says

I'm seeing the doctor later. I 11. **ache/pain** all over – my knees and my shoulder are really hurting.

Tom says

That's 12. **triggered/started** by using your Wii Fit too often! You're putting too much 13. **strain/effort** on your joints. You should warm up! Loads of people have been getting the same problems since Wii released the Wii Fit game.

D

Tricia says

You know something's brought me out in painful 14. **blisters/rash** on my hands? Well, it's a new condition called 'PlayStation Pimple'! It's where the white blood cells attack the sweat glands, and in my case it's 15. **down/up** to me playing on my PlayStation too much!

Richard says

Perhaps they ought to 16. **bring/take** out a vaccine against all these new conditions!

E

Carol says

These earaches I've been having are caused by my iPod, would you believe it. Apparently the bud earphones create a moist, warm environment for the bacteria to multiply and you can 17. **come/take** down with all sorts of diseases! Uggh!

Jenny says

Poor you! I know people say don't share earphones – that's obviously how you 18. **affect/contract** these things! Also iPods can cause 19. **deafness/blindness** later on in life, can't they?

Based on information from

<http://www.dailymail.co.uk/health/article-1191703/So-YOU-allergic-iPod-As-doctors-warn-mobile-elbow-high-tech-ailments-rise.html#>

4 Underline the phrases used to express reasons and consequences of the health problems described in the IMs. Work in pairs and use these phrases to talk about reasons and consequences of some other common conditions – eg flu/cold/stomach ache etc.

5 Work in pairs. Complete the questions with the correct forms of words from the IMs. Then discuss your answers.

- 1 What are the most common causes of a skin _____?
- 2 What other health problems have something to _____ with modern technology?
- 3 How can we reduce the risk of _____ infectious diseases?
- 4 What should happen to a doctor who failed to _____ a major health problem?
- 5 What health problems have you had recently that are _____ to your lifestyle?

C. LISTENING

6 Listen to a person talking about a TV health documentary. Decide if the statements are true (T), false (F) or there is no relevant information in the recording (NI).



- Not all allergies cause a rash.
- One of Molly's allergies is to her cat.
- Doctors see Molly's type of problem quite often these days.
- Molly's problems were diagnosed when she was a baby.
- Different weather conditions can cause a reaction.
- Molly's allergies would probably have been worse a hundred years ago.
- Molly's family are now living in a new home without man-made fabrics.
- Molly's family are concerned that Molly's life will become harder for her.

7 What do you think Molly's hygiene routine is?

Pron spot

8 The consonant 'g' can be pronounced in different ways. Read the words and identify the sounds. Put the words in the correct column. Listen and check.



hygiene allergic trigger diagnose
emergency regime digital beige

| /dʒ/ | /g/ | /ʒ/ |
|------|-----|-----|
| | | |

D. LANGUAGE FOCUS 1

Present perfect simple/ present perfect continuous

1 Read the sentences (A–F) and answer the questions (1–4).

- A I've phoned the doctor and he'll be here soon. Don't worry.
 B I've seen five doctors about this problem. I still don't have a diagnosis.
 C I've had this rash for four days.
 D I've been waiting to see the doctor for half an hour.
 E I've been playing computer games all day and I've got a bit of a headache.
 F I've been working out at the gym a lot lately and my legs really ache.

Which sentences talk about:

- recently finished actions? _____, _____
- actions that started in the past and are still continuing? _____, _____, _____
- the results of actions that finished recently? _____, _____
- the results of repeated or incomplete actions in the recent past? _____, _____

2 Complete the rules with the following words:

finished duration simple incomplete
when before repeated result

The *present perfect tenses* are used to talk about actions the present. _____ the action happened is not important. We use the *present perfect simple* to describe _____ actions in the recent past and their _____ in the present. We use the *present perfect continuous* to describe _____ or _____ recent actions, their _____ and results. With state verbs we only use *the present perfect* _____.

Extra!

1 Read the sentence sets A and B. Then complete the substitution tables with the tense names.

A

It's the first time I've heard of that!

This is the second time I've had a strange rash on my hands.

This is the worst reaction she's ever had.

| | | | | |
|------|--------|--|---------|-----------------|
| It | is the | first/second/last time | subject | the _____ tense |
| This | | best/worst/biggest/ most painful + noun | | (+ ever) |

B

It's ages since I last did any sport.

It's a long time since I last went to the doctor.

| | | | | |
|-------|------------------------|-------|---------|-----------------|
| It is | ages/a long time | since | subject | the _____ tense |
| | three weeks/five years | | | (+ last) |

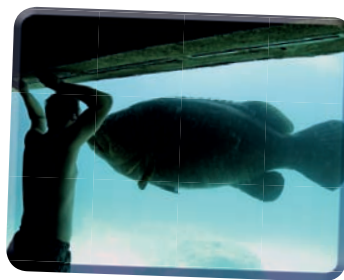
1 For more information, go to GRAMMAR SUMMARY, page 138.

9 Underline the correct option in italics to complete the dialogues.



- A: It *is/was* a long time since you *have brought/ brought* your laptop to school.
 B: Yes. This is the first time I *have used/used* it since Harry *repaired/has repaired* it.
- A: It's *ages* since I *have last met/last met* Teresa.
 B: Me too! I haven't *seen/been seeing* her since 2007!
- A: Have the doctors *decided/been deciding* what is wrong with Mark?
 B: Not really. They *have given/been giving* him several different diagnoses over the last two years.
- A: This is the worst cold I *have ever had/ever had*.
 B: You *have been having/had* it for a long time.
- A: How long have you *talked/been talking* on the phone? It's not good for you, you know!
 B: I know! But my elbow's better now.

10 Work in pairs. Look at the pictures and imagine what the people are saying. Use the structures from the Language Focus and the Extra! box.



E. SPEAKING

11 Work in pairs. Invent a new health problem related to modern life. Then act out a doctor-patient conversation. The patient tells the doctor his/her symptoms. The doctor diagnoses the problem and recommends treatment. Switch roles.



The patient – useful phrases:

It's like this doctor: I've been getting pains ...

I've noticed a ...

I haven't been able to ...

The doctor – useful phrases:

When did you first notice the pains?

Talk me through your symptoms ...

As a first line of action we should think about ...

Try to cut down on ...

TEMAT MATURALNY: **ZDROWIE**

A. INTRO

1 Work in pairs. Discuss the question below.



Do you think the facilities for disabled people in your area are good? Think about:

- access to shops and public places,
- provisions in the work place,
- home visiting services.

B. VOCABULARY

2 Read the comments by three people with disabilities and complete them with the words in the box.

independence prospect failing lost impaired
partially confined mobility compensate aids
progressive navigate adapt

A: My 1. _____ has been decreasing for quite a long time now and I am more or less 2. _____ to my house. **The condition is** 3. _____, so I am unlikely to get my mobility back and my main worry is **losing my** 4. _____. These days, however, there are lots of different options around to make life easier for people like me.

B: I 5. _____ **my sight** six months ago after being 6. _____ **sighted** for a couple of years. Because my **sight had been** 7. _____ for quite a long time I had time to **adapt to** my new life. It's amazing – my other senses have developed to 8. _____ **for** the lack of sight and I can almost 9. _____ **by sound alone!**

C: There are many people who are **hearing** 10. _____ like myself. Modern **hearing** 11. _____ are fantastic, but I know the time will come when they no longer work. It's **a worrying** 12. _____, but I intend to remain as independent as possible.

3 Work in pairs. Which of these people (A, B or C) would find the following things useful? Why? Check any words you don't know in your dictionary or go to www.macmillandictionary.com.



wheelchair parking badge stair lift Braille alphabet
talking books ramp carer lip-reading
'signed' TV programmes wide doorways
cane vibrating alarm clock

C. READING

4 'Dogs for the Disabled' is a charity that provides assistance dogs to help disabled people. Work in pairs and discuss the question.



In what ways do you think assistance dogs can help people who are:

- A blind?
- B deaf?
- C in wheelchairs?

5 Read the stories about three disabled people who have been given assistance dogs and check your ideas.



A Mark Adams and Bailey

Nine-year-old Mark Adams is a wheelchair user and everything in his life had been going downhill before he met Bailey, a two-year-old yellow Labrador, who completely changed his life. Bailey can help Mark with all sorts of everyday tasks. He can undo zips, open and close doors, pick up and return things Mark has dropped and even take off his socks! Bailey and Mark are very close and the dog watches over him all the time. Once he even saved his life. Bailey alerted Mark's parents when the boy was about to be sick in bed. Because of his illness, Mark cannot turn over by himself and he could have choked. Mark's mother cannot believe the difference the dog has made. "Having Bailey around has given us all peace of mind," she explains. "Mark is like a different person. Bailey gives him unconditional love. It's the best thing that has ever happened to Mark." Bailey was specially trained by the charity and his skills and temperament were matched to Mark's needs. Dogs like Bailey give back to a large number of disabled a sense of freedom and confidence as well as reducing that feeling of isolation.

B Brian and Petra



Brian Pearson was given Petra three years ago when his hearing failed completely. He had been hearing-impaired for several years and had worried about the time when he would no longer be able to hear the doorbell or sounds that usually warn us of danger. "I had no idea how I was going to be able to cope," says Brian. "I had learned how to 'sign' and lip-read so I am able to communicate with people and enjoy 'signed' TV programmes, but there are so many other important things that we take for granted. If a fire alarm goes off I can't hear it. If a car hoots at me as I'm crossing the street I'm not aware of it." Petra is a young black Labrador trained as a 'hearing' dog. Most people tend to know all about guide dogs for the blind but hearing dogs do wonderful work too. They are trained to alert their owners to the sounds of doorbells, alarms, phones and alarm clocks. They recognise important sounds, such as the noise of police sirens or vehicles reversing and can even react to other people calling the owner's name. Brian and Petra are now inseparable. "I can't put into words how much she means to me," says Brian. "I just wish that everyone who has a severe hearing impairment could be given such a lifeline."

C Jackie and Bess



The age limit for young people to be able to have a guide dog has recently been dropped from sixteen to fourteen, and last year Jackie Martin became the youngest person to have her own guide dog, Bess, a beautiful golden retriever. Jackie has been partially sighted since she was ten years old. Before getting Bess she had been using a long cane to navigate her way round her school and home. Now, however, she has a companion who can do the job much more safely. "It's so cool having Bess to guide me round the school. She steers me away from obstacles all the time," says Jackie. Bess is the only dog allowed into Jackie's school. She sits quietly beside her in class until she's needed. She has been trained to remain calm, even when surrounded by lots of people and in very noisy places. She focuses on guiding her owner and is never distracted from her task. She also goes with Jackie to social events. "It's so good to see Jackie getting out and about more these days," says her father. "We'd been really worried about her. Jackie was getting more and more isolated. Having Bess has meant that she feels more secure and her approach to life is very different now."

For more information about assistance dogs go to www.dogsforthedisabled.org.

6 Read the texts again and decide which section (A, B or C) mentions the following.

- The owner prepared for the time when his disability would become worse. ___
- It wasn't possible for the owner to have a dog two years ago. ___
- The owner used to use a different support for his/her disability. ___
- The dog prevented a medical emergency. ___
- The dog was chosen for more than just its abilities. ___

7 Complete the sentences with the correct prepositions.

- Assistance dogs **make a great difference** ___ people's lives.
- Our teacher also **acts** ___ a careers advisor.
- The dog mustn't **react** ___ distractions.
- I can't **put** ___ **words** how proud we are of our daughter.
- The fire alarm **went** ___ at 2.30 in the morning.
- The dog **steered** its owner ___ **from** a hole in the pavement.

YOU & THE TEXT

What do you think is involved in the training of assistance dogs? What do they need to learn?

They must learn to obey commands – like 'sit' and 'stay'.

D. LANGUAGE FOCUS 2

Past perfect/past simple

1 Read the sentences. Underline the action that happened first. Then complete the rules A and B.

Before he met Bailey, everything in his life had been going downhill.

By the time I got to the door in my wheelchair, the person had gone.

After Mark had met the dog, they trained together for several weeks.

It had stopped raining when Jackie and Bess went out.

They didn't let us take the dog until they had seen how well he got on with Mark.

A We use the ___ tense to talk about a single, completed action in the past.

B We use the ___ tense to talk about an action that happened before another action in the past.

2 Complete the sentence patterns with the past tense names.

- Before + _____, + _____.
- By the time + _____, + _____.
- After + _____, + _____.
- Until + _____, + _____.
- When + _____, + _____.

E. LANGUAGE FOCUS 3

Past perfect continuous/past perfect simple

1 Look at the examples. Underline the correct options in *italics* to complete the rules A and B.

When Bailey arrived at 2.20, Mark had been waiting by the window for over an hour!

The organisation had been training the dogs for months before they matched them with their new owners.

A To make the past perfect continuous we use: subject + had + been + *past/present participle*.

B We use the past perfect continuous when we talk about an activity that continued for a period of time *before/after* an event in the past.

2 Read the example sentences (A–E) and match them with the rules (1–4).

Before getting the dog, ...

A ... *Mark's life had been going downhill.*
(past perfect continuous)

B ... *Brian had had problems with his hearing for a long time.* (past perfect simple)

C ... *Jackie had been using a cane to get round school.*
(past perfect continuous)

D ... *her parents had been really worried about her.*
(past perfect simple)

E ... *Jackie had lost her confidence.* (past perfect simple)

1 It describes an earlier action that wasn't finished. ___

2 It describes an earlier action that was finished. ___

3 It describes an earlier action that was regularly repeated. ___

4 It describes an earlier state that continued for a period of time. ___, ___

For more information, go to GRAMMAR SUMMARY, page 138.

8 Complete the text with the correct form of the verbs in brackets.

Last week we 1. _____ (buy) a new puppy. We 2. _____ (travel) to a farm in the country to see some yellow Labrador puppies. They 3. _____ (be) born two weeks before, so we couldn't take one on that day. I 4. _____ (fall) in love with the smallest puppy there – the one that 5. _____ (bark) since we arrived – before we even 6. _____ (go) into the room!



9 Work in pairs. Tell your partner some true facts about what you did yesterday after school. Use the sentence patterns below.

- After I ... , I felt ... because ... earlier.
- Before I ... , I felt ... because ... before.
- By the time I ... , I felt ... because ... earlier.
- When I ... , I felt ... because ... before.
- I didn't ... until I ... I felt ... because ... earlier.

F. SPEAKING

10 Work in small groups. A new secondary school is going to be built in your area. Decide what the planners must think about when designing the school to help disabled students. Consider:

- The classrooms
- Getting around the school
- Facilities such as a cafeteria, toilets etc
- Outside areas

Compare your answers with the other groups.

They must put in special ... As a result, ...

They mustn't forget that disabled students ... Consequently, ...

If they change the ... , ... will/won't ... That will lead to ...

The disabled need more ... Therefore, ...

TEMAT MATURALNY: ZDROWIE



Building a zoo next to the hospital was a great idea!
That's the sixth patient this week to make
an amazing recovery and discharge themselves!

A. ABOUT YOU

1 Work in groups of four. Read the quiz questions. On a separate piece of paper write numbers from 1 to 7 and your answers to the questions next to the numbers. Exchange the pieces of paper and let another group check your score. Which group is the winner?

- Can you name at least three rare diseases? (3 points)
- Can you name at least three famous people who suffer (-ed) from some kind of disability/rare medical condition? (3 points)
- Can you give two titles of films about physically or intellectually disabled characters? (2 points)
- How many people in the world are disabled? (1 point)
A One in a hundred B One in ten C Three in ten
- What is the most frequent cause of disabilities in the world? (1 point)
A Wars C Malnutrition
B Accidents D Genetic factors
- In which month is the Rare Disease Day celebrated? (1 point)
A February B May C November
- When were the first Paralympic Games held? (1 point)
A 1960 B 1985 C 1991

B. READING

2 Work in pairs. Read the eight headlines below. Choose four of them and discuss what everyday problems these people may have to face.

The Woman
Who is Allergic to Technology

THE
MAN
WHO
DOESN'T
FEEL COLD

The **M**usician
Who Can't Stop
Hiccups

The **G**irl Who Can Eat Only
Tic Tacs

The **M**an
Who
Can't
Get
Fat

THE
WOMAN
WHO
CAN'T FORGET

The **G**irl That Collapses
Every Time She Laughs

The **G**irl Who
is Allergic to
Water

W TYM ROZDZIALE NAUCZYSZ SIĘ, JAK:

- rozwiązywać zadanie: rozumienie tekstu czytanego - test wielokrotnego wyboru;
- rozwiązywać zadanie: stosowanie struktur gramatycznych - transformacje otwarte;
- przeprowadzić rozmowę z odgrywaniem roli;
- napisać rozprawkę.

EXAM INFO

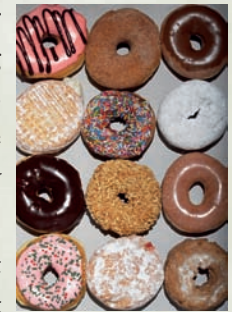
TEST WIELOKROTNEGO WYBORU

Pamiętaj, aby:

- najpierw pobieżnie przeczytać tekst i wstępnie zapoznać się z jego tematyką, a także zorientować się, w którym akapicie znajdują się potrzebne ci informacje;
- przeanalizować wszystkie możliwości wyboru;
- wyszukać w tekście uzasadnienie swojej odpowiedzi (ta sama myśl będzie zawsze wyrażona innymi słowami);
- nie zrażać się, jeżeli w tekście występują nieznanne ci słowa lub zwroty - ich znaczenie często wynika z kontekstu.

3 Read part of a newspaper report on unusual medical conditions. Answer the questions about the meaning of the underlined fragments. **Do not** use a dictionary!

Mr Perry, 59, can eat whatever he fancies - including unlimited pies, burgers and desserts - and never gains weight. This is due to a condition called lipodystrophy that makes his body rapidly burn fat.



Mr Perry can eat whatever he fancies.

(1) He used to be a chubby child, but at age 12 the fat dropped off 'almost over night'. He initially attempted to eat more to put on weight, but (2) it was in vain. Mr Perry, of Ilford in Essex, (3) endured a decade of tests before the illness was eventually diagnosed. It finally emerged that his body produces six times the normal level of insulin which helps burn off extra fat. Doctors have admitted that the condition would be (4) a 'slimmer's dream'.

- Was he thin or a bit fat as a child?
- Was his attempt successful?
- Did he find waiting for the diagnosis easy?
- Who is 'a slimmer'?

4 Read the rest of the report and choose the correct options (A–D).

Another bizarre case is **Debbie Bird** who is allergic to cell phones and microwaves. The 39-year-old is so sensitive to the electromagnetic field (EMF) or 'smog' created by computers, mobile phones, microwave ovens and even some cars that she develops a painful skin rash and her eyelids swell to three times their size if she goes near them. As a consequence, Mrs Bird, a health spa manager, has converted her home into an EMF-free zone to remain healthy.

Natalie Cooper is another woman with a mystery illness that makes her throw up every time she eats anything. Well, almost anything. She can digest one thing that doesn't make her vomit: Tic Tac mints! For reasons that doctors are unable to figure out, Tic Tacs are the only thing she can stomach, meaning she has to get the rest of her foodstuff from a specially formulated feed through a tube.

Kay Underwood, 20, on the other hand, suffers from cataplexy, which means that almost any sort of strong emotion triggers a dramatic weakening of her muscles. Exhilaration, anger, fear, surprise and even embarrassment can also cause sufferers to suddenly collapse on the spot. Kay once collapsed more than 40 times in a single day. She says that people find it very odd when it happens, and it isn't always easy for her to cope with strangers' reactions. Like most cataplexy sufferers, Ms Underwood is also battling narcolepsy – a condition that makes her drop off to sleep without warning.

The list of strange medical conditions wouldn't be complete without the story of the teenage girl **Ashleigh Morris**. She can't go swimming, soak in a hot bath or enjoy a shower after a stressful day's work – she's allergic to water. Even sweating brings the 19-year-old out in a painful rash. Ashleigh, from Melbourne, Australia, is allergic to water of any temperature, a condition she fell victim to when she was an adolescent. She suffers from an extremely rare skin disorder called aquagenic urticaria, so unusual that only a handful of cases are documented worldwide.

Based on information from: www.oddee.com

- Debbie Bird's** allergy:
 - makes her temporarily blind.
 - didn't allow her to get a driving licence.
 - causes sore red spots on her body.
 - has made her move house.
- Natalie Cooper's** disease:
 - is fairly well-known to the doctors.
 - doesn't allow her to eat anything.
 - makes her sick unless she eats Tic Tacs.
 - gives her stomach aches.

- Kay Underwood's** condition:
 - causes her muscles to hurt.
 - regularly makes her faint up to 40 times every day.
 - makes it hard for her to sleep.
 - often surprises other people.
- Ashleigh Morris's** disease:
 - makes her sweat a lot.
 - makes her stressed out.
 - is pretty common.
 - started when she was a baby.

YOU & THE TEXT

Which of the medical cases is the most surprising for you? Which condition would be the least/most bearable for you to live with? Why?

- 5 The words in the box can be used as both nouns and verbs. Read what they mean as nouns. Then find them used as verbs in the text in activity 4 and work out their meaning from the context.**

| | |
|---------------------------------------|----------------------------|
| document (<i>dokument</i>) | stomach (<i>żołądek</i>) |
| trigger (<i>spust w pistolecie</i>) | battle (<i>bitwa</i>) |

C. USE OF ENGLISH

TRANSFORMACJE OTWARTE

- 6 Work in pairs. Read the sentences and paraphrase the underlined fragments in as many ways as you can. Make any necessary changes in the sentences structure.**

- We couldn't find a specialist who knew anything about this rare condition.
- I'd sooner take horrible medicine than have injections.
- What he needs is a good rest.
- People believe that diet determines your health.

- 7 Paraphrase the sentences. Use the fragments given.**

- You really must start looking after yourself or you'll have serious health problems.
_____ started looking after yourself or you'll have serious health problems.
- The doctors haven't seen such a case for a long time.
It's ages _____.
- We have never had a patient with such an allergy in our clinic.
It's the first time _____.
- He suddenly had a horrible rash, so we hurried to the nearest hospital.
He suddenly came _____, so we hurried to the nearest hospital.

D. SPEAKING

EXAM INFO

ROZMOWA Z ODGRYWANIEM ROLI

Pamiętaj, aby:

- w swoich wypowiedziach uwzględnić wszystkie elementy polecenia;
- samemu nadawać bieg rozmowie, nie oczekując dodatkowej pomocy ze strony nauczyciela;
- używać języka bogatego i zróżnicowanego pod względem słownictwa i gramatyki.

Unit 04

8 Read the exam task. Prepare what you could ask using the words/expressions in box A and the phrases from box B.

Podczas wakacji pracujesz w recepcji nadmorskiego ośrodka wypoczynkowego. Dzwoni anglojęzyczny turysta zainteresowany wykupieniem pobytu dla siebie i nastoletniego syna, który porusza się na wózku inwalidzkim. Udziel dzwoniącej osobie informacji. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie z egzaminującym.

Nocleg i wyżywienie

Udogodnienia dla niepełnosprawnych

Pomoc medyczna

Pobliskie atrakcje

Rozmowę rozpoczyna egzaminujący.

| A | B |
|--|--|
| facilities for people in wheelchairs (such as stair lifts, ramps, wide doorways) | What can I do for you? |
| aid/help available | What kind of ... are you particularly interested in? |
| accommodation, meals | What exactly do you mean by ...? |
| wheelchair-friendly attractions included in the price | Is there something else I need to know? |
| | Do you think ... will need/might enjoy ...? If so, ... |

9 Work in pairs. Role-play the exam conversation in turns, one of you acting as the examiner. As the examiner, prepare to add the following tasks to the conversation. As the student, use the phrases below.

| | Student A as examiner | Student B as examiner |
|---|--|---|
| Ask for clarification: | <i>standard of the rooms, meal times</i> | <i>Internet access, availability of room service or car rental</i> |
| Ask for alternative ideas/solutions: | <i>different attractions to those offered</i> | <i>different attractions to those offered, eg for the disabled</i> |
| Make the student react/respond to your extra or unexpected demands: | <i>special diet for your son, 24-hour carer to look after your son while you are away on a day business trip</i> | <i>personal trainer for your son, attractions for your 5-year-old daughter if she joins you for the weekend</i> |

Let me explain in detail ...

Just to clarify ...

Let me give you an example ...

Well, if you don't find it interesting, I can offer ...

I see. Instead of ..., you may as well use/enjoy/take advantage of ...

I see your point. Let me suggest an alternative solution.

Why don't you ...?

Wouldn't you rather ...? You might be pleased with this solution/offer.

E. WRITING

EXAM INFO

ROZPRAWKA

Pamiętaj, aby:

- nadać tekstowi odpowiednią formę: rozprawka musi mieć wstęp, rozwinięcie i zakończenie (najlepsze proporcje między tymi częściami to 1:2:1);
- przedstawić minimum dwa rozwiązania dla danego problemu i opisać ich pozytywne (i ewentualnie negatywne) konsekwencje;
- używać języka formalnego i porządkować tekst za pomocą wyrażen typu *first of all, secondly, furthermore, finally, to conclude*.

10 Read the exam task and in pairs add your ideas in the tables provided.



Wiele młodych niepełnosprawnych osób uważa, że ich problemy życiowe są całkowicie obce ich rówieśnikom, co prowadzi do społecznego wykluczenia. Napisz **rozprawkę**, w której zasugerujesz kilka rozwiązań tego problemu.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymagania typowe dla formy wskazanej w poleceniu.

| PROBLEMS | |
|--|--|
| psychological | <i>feeling lonely, ...</i> |
| physical | <i>inability to walk, ...</i> |
| social/work-related/ school-related | <i>difficulty finding friends, ...</i> |
| financial | <i>often lack of funds to go on holiday, ...</i> |

| SOLUTIONS | |
|-----------------------|--|
| the government | <i>provide special grants, ...</i> |
| charity organisations | <i>organise more campaigns to promote tolerance, ...</i> |
| the media | <i>run shows hosted by disabled people, more 'signed' TV programmes, ...</i> |
| schools/teachers | <i>organise special lessons to raise awareness, ...</i> |
| parents | <i>talk to children about the issue, ...</i> |

11 Make the following paragraph more formal. Then expand it and suggest your solution to the problem.

People often assume that the government is responsible for helping the disabled. It is true a bit. But I reckon that schools and parents could do more to help us know more about what disabled people need.

12 Write your essay for the exam task in activity 10. Proofread it before you hand it in to your teacher.

A. VOCABULARY & GRAMMAR & PRONUNCIATION

WYKONAJ ĆWICZENIA I OCEŃ SWOJĄ WIEDZĘ.
ZAKREŚL 1 (JESZCZE NIE CAŁKIEM UMIEM), 2 (DOBRZE UMIEM),
3 (DOSKONAŁE UMIEM).

1 Match the parts of the expressions (1–6) and (A–F). Translate them into Polish. Then use the expressions in English sentences of your own.

- | | |
|---------------------|-----------------------------|
| 1 bring out | A the causes of the disease |
| 2 come down | B a vaccine |
| 3 bring someone out | C with a nasty flu |
| 4 figure out | D the wheelchair |
| 5 confine to | E in painful blisters |

1 2 3

2 Paraphrase the fragments in bold.

- The problem may **be connected** with the overuse of mobile phones.
The problem may have _____ with the overuse of mobile phones.
- You are **making it hard** for your knees. Stop jogging for a while.
You are _____ on your knees. Stop jogging for a while.
- We can't **express** how proud we are of our son, who is blind.
We can't _____ words how proud we are of our son, who is blind.
- His eyesight problem **is caused by** a bad diet and a lack of vitamins.
His eyesight problem _____ a bad diet and a lack of vitamins.

1 2 3

3 Correct the crossed out words.

- Jessica was born ~~partly~~-sighted and ~~ear~~-impaired but now due to modern technology she can function almost like anyone else. Her hearing ~~apparatus~~ is just wonderful and she's mastered ~~mouth~~-reading.
- Tom has ~~contacted~~ some kind of a strange disease. His whole body ~~pains~~ and his legs are terribly ~~swelling~~. The doctors don't know what has caused it, which is a worrying ~~diagnosis~~. The future doesn't look bright for him.

1 2 3

4 Translate the fragments in brackets into English. Use the correct present and past perfect tenses.

- When we came to the clinic, (*doktor już wyszedł*).
- (*Czekamy na diagnozę*) for the last four weeks.
- My friend (*stracił wzrok*) and we just can't get over the shock.
- (*Czuliśmy się źle*) for a long time when they finally discovered what the problem was.
- They couldn't leave the hospital until (*oni nie podpisali*) tons of documents.
- When the ambulance arrived, it turned out the victims (*czekali na pomoc*) for over an hour!
- (*Nie doszedł jeszcze do siebie*) since the operation three months ago. The doctors can't figure out why.

1 2 3

5 Complete the dialogue with the correct forms of the verbs in brackets.

- Is she any better?
- Not really. It's the first time she 1. _____ (be) so sick. Before she only 2. _____ (suffer) from stomach aches, that's all. It's ages since we 3. _____ (see) the doctor about her health.
- I'm so sorry to hear it. Perhaps she 4. _____ (eat) something bad.
- Maybe. But I'm worried she has the same problem she 5. _____ (have) after she 6. _____ (come) back from the trip to Asia three years ago. Some horrible bug again.
- But she 7. _____ (not be) abroad for three years. It's a long time since she 8. _____ (go) to Asia, so it can't be the same bug surely!
- Well, I don't know anymore. This is the second time she 9. _____ (feel) as bad as this.

1 2 3

6 Listen and repeat. Work in pairs. Ask and answer the questions.



- thumb – What is a texter's thumb?
- chronic – What chronic diseases do you know?
- vaccines – Should people get flu vaccines every year? Why/why not?
- partially-sighted – How would your life be different if you were partially-sighted?
- rash – Have you ever had an itchy red rash? What was it triggered by?

1 2 3

7 Work in pairs. Test each other.



Student A go to page 120
Student B go to page 122

1 2 3

JEŚLI ZAKREŚLIŁEŚ/ZAKREŚLIŁAŚ 1 LUB 2 PRZY NIEKTÓRYCH ZAGADNIENIACH, POWINIENEŚ/POWINNAŚ JE POWTÓRZYĆ.

♦ *Zeszyt ćwiczeń, Revision, s. 35*

JEŚLI ZAKREŚLIŁEŚ/ZAKREŚLIŁAŚ 3 W WIĘKSZOŚCI ZAGADNIENI, POSZERZ SWOJĄ WIEDZĘ.

♦ *Zeszyt ćwiczeń, Extension, s. 35*

B. COMMUNICATION & GAMES

1 Work in pairs. Create the highest possible pyramid of words connected with the topic of health from this unit. Start with any three-letter word and look for words each time one letter longer. The winner is the pair who creates the highest pyramid in 4 minutes provided both the students know the meanings of the words they have found. Check them out!

2 Work in groups of three. Imagine that your friend has had an accident and needs a life-saving operation which his family cannot afford. Think of how you could help raise the money. Plan your campaign. Vote for the best idea.