

Unit 03 Feeling ill?

TEMAT NATURALNY: ZDROWIE

TARGETS FOR THIS UNIT

COMMUNICATION: talking about health, giving opinions, sympathising, reassuring, agreeing, disagreeing
 LANGUAGE: present perfect simple, present perfect continuous, question tags
 REVISION: present perfect simple
 VOCABULARY: health problems, symptoms, treatment, healthcare systems
 PRONUNCIATION: intonation in question tags

A. INTRO

1 Work in pairs. Look at the pictures of some things that can be bad for your health. Match the pictures with the problems.



- A stress
- B infectious diseases
- C lung cancer
- D injuries
- E skin problems
- F alcoholism
- G allergies
- H eating disorders

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Answers Activity 1

- 1 H 4 D 7 E
- 2 C 5 F 8 A
- 3 G 6 B

2 Work in pairs. Answer the questions about the health problems in activity 1. Use the phrases in the box.

- What health problems do you think young people worry about a lot these days? Why?
- Which three are the most important for young people? Can you add two more problems?

I think people worry a lot about ... because ...
 But I think ... affects more people.
 Yes, but ... is only a temporary problem,
 whereas ... is much more serious.

B. VOCABULARY

3 Match the symptoms with the illnesses.

food poisoning a heart attack hay fever a cold
 a broken leg/a sprained ankle
 a nervous breakdown flu measles

- I've had a runny nose and I've been coughing all day. I've got a sore throat too.
- Jenny's come out in a nasty rash. Six other children in her class have got it too.
- In the summer, I sneeze every time I go into the garden and I get a headache too. I'm allergic to pollen.
- Have you heard about the singer who won the TV competition? Apparently, she's been crying for two days and she can't stop shaking. They've taken her to a special clinic.
- Ben's in bed. He's got a high temperature and he feels nauseous and faint.
- Since we had that meal last night I've had a terrible stomach ache and I've been sick seven times!
- Rita's grandfather had a terrible pain in his chest and he couldn't move his arm.
- Jack fell over while he was skiing and he can't stand on his left leg. It really hurts.

4 Work in pairs. Say what you would do if you had the symptoms listed in activity 3. Use the phrases below and explain your decisions.

- stay in bed
- go to the doctor
- take some painkillers
- go to the chemist's
- take some cough medicine
- take time off school
- take antidepressants
- go for therapy
- get a prescription
- go to hospital
- call an ambulance
- go on sick leave

Example: If I had/felt/couldn't ... I'd definitely ... because it's serious/infectious/harmful.

If I ... I'd probably ... because you need tablets/advice/a diagnosis.

Answers Activity 3

- a cold
- measles
- hay fever
- a nervous breakdown
- flu
- food poisoning
- a heart attack
- a broken leg / a sprained ankle

objectives

- to talk about health problems, symptoms, illnesses and treatment
- to read an article about Man Flu

target language

active

- present perfect simple vs present perfect continuous
- how much / many
- for / since

passive

- direct speech
- going to
- all day, recently

grammar / structures

vocabulary

pronunciation

language functions

- illnesses: food poisoning, heart attack, hay fever, cold, broken leg, sprained ankle, nervous breakdown, flu, measles
- symptoms: have a runny nose, cough, have a sore throat, come out in a nasty rash, sneeze, get a headache, be allergic to pollen, cry, shake, have a high temperature, feel nauseous, faint, have a terrible stomach ache, be sick, have a terrible pain in the chest, hurt
- phrases: treat a common cold, make immune system weak, lose appetite, pass out, catch one's eye, get sympathy from, suffer from cold

- health and illness: ache, suffer from a bad case of ..., virus, infection, inflammation, hormone, weakness

- giving opinions
- agreeing and disagreeing
- explaining decisions
- sympathising
- asking and answering questions about personal experiences
- talking about recent actions

materials

- photocopies of TRF page 18

ścieżki edukacyjne

- edukacja prozdrowotna: zdrowie jako wartość dla człowieka i społeczeństwa, zachowanie się w chorobie, osobowe i społeczne umiejętności życiowe niezbędne dla ochrony, poprawy i utrzymania zdrowia.

LESSON 1

WARM-UP: healthy or unhealthy lifestyle

On the board write 6–8 true statements about your lifestyle, eg *I eat chocolate every day, I'm a vegetarian, I go to bed past midnight, I drink 4 cups of coffee on a daily basis, I'm often too busy to eat lunch, I never take exercise in winter.* In pairs, students discuss whether each of the facts is good or bad for you and decide whether your lifestyle is healthy in general. Elicit which habits students think you should change in order to improve your lifestyle.

A. INTRO**1**

- In pairs, students look at the pictures that illustrate health problems and match them with the words (A–H).
- Check the answers with the whole class and practise the pronunciation of the words.

ALTERNATIVE OPTION

Students cover the words (A–H) first. They look at the pictures, describe them, and try to guess what health problems they illustrate. Then they uncover the words below the pictures, check how many they came up with and match them to the correct illustrations.

CULTURE-WISE: World Health Organisation

The World Health Organisation (WHO), established in 1948, is a United Nations agency with headquarters in Geneva. The organisation coordinates international health activities and helps governments of different countries to improve health services. The WHO determines prevalent global health problems, monitors the outbreak of infectious diseases and deals with prevention by supporting research on and the distribution of vaccines, medical tools and medicines. The WHO is also behind health-related campaigns, eg against tobacco use. Regional offices of the WHO conduct their own research on health issues in the local area. The World Health Report is an annual publication issued by the WHO, which contains statistics and an assessment of global health. Students can find more about the agency at: <http://www.who.int/en/>

SURF AND SEARCH!

Refer students to the WHO's website on Poland at <http://www.who.int/countries/pol/en/> in order to find out about average life expectancy in Poland as well as the country's most common risk factors and causes of death.

2

- Students read the expressions in the box. Explain any words that students find unclear.

- In pairs, students discuss the questions referring to the health problems in activity 1 using the expressions in the box.
- Different pairs report on their discussion to the whole class.

B. VOCABULARY**3**

- Go through the illnesses in the box and elicit their meaning. Translate any words students still find unclear.
- Individually, students read the symptoms (1–8) and match them with the illnesses. Encourage them to make guesses about new vocabulary, and to start the activity with the most straightforward choices.
- In pairs, students compare their answers.
- Check the answers with the whole class. Elicit the meaning of the words in bold and provide translations if necessary.
- Practise the pronunciation of *coughing, sore throat, rash, sneeze, temperature, nauseous* and *stomach ache* with the whole class.

4

- Students read the list of treatments of health problems. Elicit or explain the meaning of *painkillers, chemist, time off, prescription, sick leave*.
- Go through the example and explain any words students find unclear. Practise the pronunciation of *infectious* and *diagnosis* with the whole class.
- In pairs, students say what they would do if they had the symptoms in activity 3. They should use the solutions provided and their own ideas as well as the suggested expressions from the example.
- Elicit the possible treatment of each symptom from different pairs.

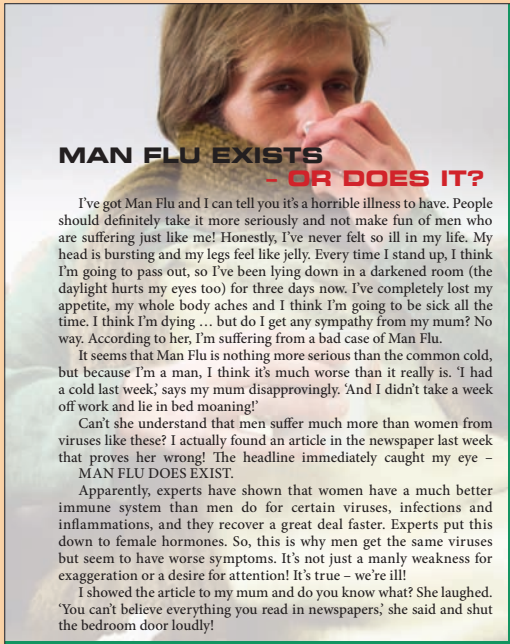
EXTRA ACTIVITY: doctors and patients

In pairs, students role-play a dialogue between a doctor and a patient in the doctor's surgery. Student A is a patient and describes one set of symptoms from activity 3, Student B is a doctor and tries to diagnose the illness and suggests treatment, choosing from the list in activity 4. You can add some flavour to the conversation by telling the doctors to be grumpy and impatient and the patients to be anxious and unconvinced by the suggested treatment.

**HOMEWORK SUGGESTIONS**

1. Workbook, activities 1–4, page 20; activities 9–11, page 21.
2. Write the contents of a home first aid kit that should be kept in each home. Use a bilingual dictionary to look up new words.

Teacher's notes



MAN FLU EXISTS - OR DOES IT?

I've got Man Flu and I can tell you it's a horrible illness to have. People should definitely take it more seriously and not make fun of men who are suffering just like me! Honestly, I've never felt so ill in my life. My head is bursting and my legs feel like jelly. Every time I stand up, I think I'm going to pass out, so I've been lying down in a darkened room (the daylight hurts my eyes too) for three days now. I've completely lost my appetite, my whole body aches and I think I'm going to be sick all the time. I think I'm dying ... but do I get any sympathy from my mum? No way. According to her, I'm suffering from a bad case of Man Flu.

It seems that Man Flu is nothing more serious than the common cold, but because I'm a man, I think it's much worse than it really is. I had a cold last week, says my mum disapprovingly. And I didn't take a week off work and lie in bed moaning!

Can't she understand that men suffer much more than women from viruses like these? I actually found an article in the newspaper last week that proves her wrong! The headline immediately caught my eye - MAN FLU DOES EXIST!

Apparently, experts have shown that women have a much better immune system than men do for certain viruses, infections and inflammations, and they recover a great deal faster. Experts put this down to female hormones. So, this is why men get the same viruses but seem to have worse symptoms. It's not just a manly weakness for exaggeration or a desire for attention! It's true - we're ill!

I showed the article to my mum and do you know what? She laughed. 'You can't believe everything you read in newspapers,' she said and shut the bedroom door loudly!

C. READING

5 Look at the title of the website article above. What do you think it will be about? Read the article and check your ideas.

6 Read the article again and decide if the statements are true (T) or false (F). Underline the key fragments in the text.

- 1 Man Flu is recognised by some people as a serious illness.
- 2 The writer has a very bad headache.
- 3 He isn't very hungry.
- 4 His mother thinks he should stay in bed to recover.
- 5 Scientists think that women can fight some diseases better than men.
- 6 Experts believe that men exaggerate their symptoms.
- 7 The writer's mother agrees with the newspaper article.

YOU & THE TEXT

Who do you agree with in the article - the writer or his mother? Why?

7 Complete the sentences with words from the text. Then discuss the questions with your partner.

- 1 What's the best way to **treat** a cold?
- 2 What **makes** our systems weak?
- 3 When did you last your appetite?
- 4 What should you do if you think you're going to out?
- 5 What news stories have your eye recently?
- 6 Do you usually **get** from your mother when you don't feel well?
- 7 Why **do** a lot of people from colds in the winter months?

8 What's the difference between these words from the text? Use your dictionaries or go to www.macmillandictionary.com.

 a virus an infection an inflammation

Unit 03

D. LANGUAGE FOCUS 1

Present perfect simple vs continuous

1 Read the sentences and match them with the rules.

Present perfect simple

- a I've had a terrible stomach ache since we had that meal last night.
- b I've eaten too much and now I feel awful!
- c I've been sick seven times.

We use the present perfect simple:

- 1 to talk about actions / experiences before the present when the time is not important.
- 2 to talk about an action or situation that started in the past and is still continuing when we focus on how long it has lasted (stative verbs).
- 3 to talk about a finished/complete action in the past that has a result in the present.

Present perfect continuous

- d I've been lying down for three days.
- e I've been coughing all day and my throat is really sore.

We use the present perfect continuous:

- 4 to talk about an action that started in the past and is still continuing when we focus on how long it has lasted.
- 5 to talk about a repeated or continued action in the recent past that has a result in the present.

2 Complete the rules for forming the tenses.

To form the present perfect simple:

we use **have/has** and the participle.

To form the present perfect continuous

we use **have/has been** and the participle (verb+ing).

Watch out!

Remember that we often use the present perfect simple after 'how much/how many' when we focus on the result of an action/actions.
How many e-mails have you written this morning? You look very tired.

Remember that we use 'how long' with the present perfect continuous when we focus on a period of time.
How long have you been waiting for me? For ten minutes.

How long has he been feeling nauseous? Since Monday morning.

Put these time expressions in the correct boxes. Add two more to each box.

ten years, a month, 4th May, five hours, 2009, the beginning of December, my birthday, midnight, we moved to this town, a couple of days

FOR	SINCE

For more information, go to GRAMMAR SUMMARY, page 136.

9 Underline the correct options to complete the sentences.

- 1 I'm going to see the doctor because I've had/been having a headache all day.
- 2 We've exercised/been exercising for three hours! Can we stop now?
- 3 Jackie's cried/been crying since she came home from the party. What's the matter with her?
- 4 Jonas has played/been playing football and he's hurt/been hurting his foot.
- 5 Have you seen/been seeing the doctor about your back yet?

Answers Language focus 1

- 1c 2a 3b
- 4d 5e
- 2 past, present

Answers Watch out!

FOR: ten years/ a month/five hours/ a couple of days
SINCE: 4th May/ 2009/the beginning of December/my birthday/midnight/ we moved to this town

Answers Activity 9

- 1 had
- 2 been exercising
- 3 been crying
- 4 been playing, hurt
- 5 seen

LESSON 2

WARM-UP: back to board

In pairs, students sit in such a way that Student A faces the board while Student B has his/her back to the board. Write out the following words from the previous lesson: *infectious diseases, allergies, measles, to sneeze, to faint*. Student A defines the words to Student B, who tries to guess them. Set a time limit of 3 minutes. Then students swap seats. Write these words for Student B to define to Student A: *lung cancer, eating disorders, rash, sick leave, to feel nauseous*.

C. READING**5**

- Students read the title of the article and predict what the text will be about.
- In pairs, they share their predictions.
- Students read the article and check if they were right.

6

- Go over the statements with the class, explaining any vocabulary students do not understand.
- Students read the text in activity 5 again and decide whether the statements are true or false.
- Students should underline the key fragments of the article connected with the statements.
- In pairs, students compare their answers.
- Check the answers with the whole class, eliciting the relevant fragments of the article that verify or contradict the statements.
- In groups of 3–4, students read and discuss the questions under the heading **You & the text**.
- Elicit opinions from different groups.

7

- Students complete the sentences with words from the text in activity 5. Point out that the missing words appear in a different order in the article.
- Check the answers with the whole class. Practise the pronunciation of *immune, appetite and sympathy* with students.
- In pairs, students take turns to ask and answer the questions.
- Elicit any interesting or surprising answers from different pairs.

8

- Refer students to a traditional or online dictionary so as to check the difference between the words in the box.
- In groups of 3–4, students discuss their answers.
- Check the answers with the whole class and practise the pronunciation of the words.

EXTRA ACTIVITY: sympathy

Write the following phrases on the board: *I'm really sorry to hear that, That's terrible, You poor thing! You've had a terrible time, I hope it all clears up/works out soon*. Elicit or explain that we use them to express sympathy. In pairs, students role-play a dialogue in which Student A complains of a health problem, describing the symptoms and Student B sympathises with him/her, using the phrases from the board.

D. LANGUAGE FOCUS 1

- In point 1, students read sentences a–c and underline the present perfect simple verb in each one. Then they match the sentences with rules 1–3 for using the present perfect simple.
- Students read sentences d–e, underline the present perfect continuous verbs in them and match them with the correct rules (4–5).
- In point 2, students complete the rules for forming the present perfect simple and continuous.
- Check the answers with the whole class.
- Refer students to the **Watch out!** box for additional information on using the present perfect simple and continuous. Students also find out about the difference between *for* and *since* and put the time expressions in the correct boxes.
- Refer students to **Grammar summary** on page 136 in case they need extra support with the present perfect simple and continuous.

EXTRA ACTIVITY: I'm different!

Write on the board the time expressions which are often used with the present perfect continuous: *for, since, all day, all morning/afternoon* (depending on the time of your class), *all week, a lot recently*. Put students into groups of 4. Individually, students use these time expressions to write 6 present perfect continuous sentences about something they have been doing which they think no one else in the group has been doing, eg *I've been thinking about my trip to Turkey all week, I've been rollerblading a lot recently*. The sentences should be true. Set a time limit of 6 minutes. Students read out their sentences in their groups. For each unique activity that no one else has been doing, they get a point. The person with most points wins the game.

9

- Students underline the correct tense in each sentence.
- In pairs, students compare their answers and justify their choices.
- Check the answers with the whole class, eliciting why a given tense is better in each sentence.

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, page 18)

**HOMEWORK SUGGESTIONS**

1. Workbook, activities 5–6, page 20; activities 7–8, page 21.
2. Complete the following sentences with your own words, using the present perfect simple and continuous: *1 I'm tired because ..., 2 My head hurts because ..., 3 I'm getting fitter because ..., 4 I'm going to see the doctor because ...*

Unit 03 New systems

TEMAT NATURALNY: ZDROWIE

A. INTRO

1 Work in pairs. Read about some problems that people in the UK have with the national health care system. Are these problems the same in Poland? What do you think needs to change? Use the phrases below to discuss your ideas.

- We don't have enough doctors.
- I can never get an appointment when I want one.
- I had to wait a very long time to have an operation.
- The hospital I went to was very old and pretty dirty!
- Private health insurance is much too expensive.
- The government needs to spend a lot more money on medical research.

In my opinion they need to ...

There's got to be more ...

The best thing to do is ...

Actually, I think we've got a pretty good system.

B. VOCABULARY

2 Match the verbs with the nouns.

- | | | | |
|-----------|-----------|--------------|------------------|
| pay (x2) | go to | an operation | health insurance |
| take out | call | casualty | a prescription |
| learn | pick up | an ambulance | first aid |
| make (x2) | give (x3) | the fees | an appointment |
| have (x4) | | a diagnosis | |

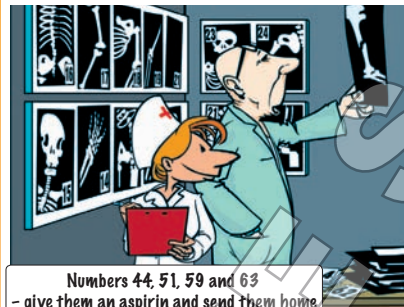
3 Use the collocations from activity 2 to complete the sentences.

- Your cough is getting worse. You should ___ at the surgery.
- Don't forget to ___ your ___ before the chemist's closes.
- If your injury is really serious, you'll need to _____. You'll get faster treatment.
- James is going to ___ on his stomach tomorrow. He's very nervous.
- All students need to ___ at school. It's a really useful skill.
- I had some tests last week and the doctor is going to ___ me ___ later today.

4 Work in pairs. Ask and answer the questions beginning 'Have you ever ...?' When your partner gives a positive answer, ask two follow-up questions.

- Example:
 A: Have you ever had an operation? B: Yes, I have.
 A: When was it? B: ...
 A: How long did you stay in hospital? B: ...
- ... been to casualty?
 - ... given someone first aid?
 - ... called an ambulance?
 - ... forgotten an appointment?

C. LISTENING



Numbers 44, 51, 59 and 63

- give them an aspirin and send them home.

5 You are going to hear four people talking about changes in the healthcare system. What changes do you think they might talk about? Listen and check.

6 Listen again and match the speakers (1-4) with the opinions (A-E). There is one extra opinion. Then find the fragments which justify your choice in the tapescript on page 144.

- | | | |
|---|-----------|--------------------------|
| A We cannot avoid big changes in health care. | Speaker 1 | <input type="checkbox"/> |
| B I'd prefer the system to remain the same. | Speaker 2 | <input type="checkbox"/> |
| C I think people who work in health care should have better conditions. | Speaker 3 | <input type="checkbox"/> |
| D People haven't really had time to discuss things properly. | Speaker 4 | <input type="checkbox"/> |
| E I think younger people definitely approve of the suggested changes. | | |

7 Answer the questions. Listen again if necessary.

- Why does the system need to change?
- What is a 'super-surgery'?
- Why don't older people like them?
- What might happen at special computer centres?

8 Complete the phrases with the words from the conversation. Check your answers with the tapescript on page 144.

- At super-surgeries there will be _____ for X-rays and other tests.
- The old system should carry _____.
- People are well _____ of the current problems.
- There won't be so much face-to-face _____ with doctors.
- You can take your own blood _____.
- Doctors' surgeries will become a _____ of the past.
- We might lose the personal _____.

Answers Activity 2

- pay the fees/health insurance
- take out health insurance
- learn first aid
- make a diagnosis/ an appointment
- have an operation/health insurance/a prescription/ an appointment
- go to casualty
- call an ambulance
- pick up a prescription
- give a diagnosis/prescription/ first aid

Answers Activity 3

- make an appointment
- pick up your prescription
- go to casualty
- have an operation
- learn first aid
- give me a diagnosis

Answers Activity 6

- | | |
|-----|-----|
| 1 B | 3 E |
| 2 A | 4 D |

Answers Activity 8

- facilities
- on
- aware
- contact
- sample
- thing
- touch

objectives	<ul style="list-style-type: none"> to compare national health care systems in Poland and the UK to talk about personal experiences connected with health-related issues to listen to people talking about changes in the health care system 		<ul style="list-style-type: none"> to discuss modern solutions in medicine to act out a conversation between a parent and their teenage son / daughter 	
target language	grammar / structures	vocabulary	pronunciation	language functions
	active	<ul style="list-style-type: none"> question tags 	<ul style="list-style-type: none"> health-related collocations: <i>pay the fees, pay / take out / have health insurance, give first aid, make / give a diagnosis, have / make an appointment, have an operation, have / pick up / give a prescription, call an ambulance, go to casualty</i> health care system: <i>facilities for X-rays, face-to-face contact with doctors, take your own blood sample, become a thing of the past, lose the personal touch</i> 	<ul style="list-style-type: none"> intonation in question tags
passive	<ul style="list-style-type: none"> modal verbs: <i>might, should, could</i> future simple 	<ul style="list-style-type: none"> phrases for expressing opinions and giving explanations: <i>I'd prefer, I think, we cannot avoid, I approve of</i> 		
materials	<ul style="list-style-type: none"> audio CD1 	<ul style="list-style-type: none"> photocopies of TRF page 19 	<ul style="list-style-type: none"> 8-10 health problems on slips of paper and Blu-Tack 	
ścieżki edukacyjne	<ul style="list-style-type: none"> edukacja prozdrowotna: zdrowie jako wartość dla człowieka i społeczeństwa, osobowe i społeczne umiejętności życiowe niezbędne dla ochrony, poprawy i utrzymania zdrowia edukacja filozoficzna: kształcenie umiejętności krytycznego myślenia i argumentowania 			

LESSON 1

WARM-UP: What's the matter?

Before class, write 8–10 health problems on separate slips of paper, eg *You're having a heart attack*, *You've got a rash* and attach them with Blu-Tack under random students' chairs. Once in class, students look under their chairs. If they find a sentence, they mime the problem for the whole class to guess and to give advice, eg *You should go to hospital*.

A. INTRO

1

- Explain what a *national healthcare system* is and any other words from the activity that students find unclear.
- In pairs, students read about the problems with NHS, compare these with the Polish healthcare system and say what changes are necessary in the latter.
- Students should use the phrases below the sentences in their discussion.
- Individual pairs report their findings to the whole class.

CULTURE-WISE: The National Health Service (NHS)

The National Health Service (NHS) refers to the four independent publicly funded healthcare systems in the UK: National Health Service (England), NHS Scotland, NHS Wales, Health and Social Care in Northern Ireland. The four systems provide healthcare to the residents of any country within the UK. The NHS provides primary care, in-patient care, long-term care, ophthalmology and dentistry. Most services are free of charge. More information on the NHS and common diseases can be found at www.nhs.uk.

B. VOCABULARY

2

- Students match the verbs with the nouns. Make sure they understand all the words.
- There are a few combinations as indicated by the numbers in brackets. Other verbs may also collocate with some of the nouns, but students should choose the most obvious collocations connected with health issues.
- In pairs, students compare their answers.
- Elicit all the collocations and the meaning of the ones with the phrasal verbs.

3

- Students complete the sentences with the correct collocations from activity 2.
- In pairs, students compare their completed sentences.
- Check the answers with the entire class.

4

- In pairs, students ask each other about experiences 1–4 with *Have you ever...?* When they hear: *Yes, I have*, they ask two follow-up questions about the situation.
- Remind students that we use the present perfect to talk about experiences in our life in general and the past simple to discuss their details. Therefore, the follow-up questions need to use the latter tense.
- In different pairs, students report what they have learnt about their previous partner.
- Volunteers retell the most interesting or unusual stories to the whole class.

C. LISTENING

5

- Elicit why the cartoon is funny, eg *It shows how impersonally patients are treated nowadays*.

- Explain that students are going to listen to four people talking about changes taking place in the healthcare system. Pre-teach the word *facilities*.
- Students predict what changes the speakers are going to talk about and compare their ideas in pairs.
- Play the CD for students to check their answers.
- Elicit the answers from the whole class.

Tapescript CD1.10

Speaker 1: They're talking about having enormous new super-surgeries, aren't they? You know, where there are lots of different doctors and nurses, even dentists. They will have lots of facilities for all sorts of tests and X-rays. Apparently, you just walk in and see a doctor without an appointment! But that's what worries me. I've been going to the same doctor all my life! I know him and he knows me and I trust him. I don't want to see just anybody, do I? Everything is getting so impersonal, isn't it? No one knows anyone anymore. You're just a number. I don't know why things have got to change. I think the old system should carry on – it's worked well for years and years, hasn't it?

Speaker 2: Everyone is well aware that we have an increasingly ageing population and this is putting an enormous strain on healthcare systems around the world. There is no alternative. Significant changes have to take place. I strongly believe that primary health care – that is first consultations with doctors – will take place electronically. There will be much less face-to-face contact with doctors. Symptoms will be described and diagnosed online. I can also imagine computer centres instead of doctors' surgeries where patients can test themselves, even take blood samples and send the results electronically. Health care in the future will be radically different to what it is today.

Speaker 3: I think the idea of these big new centres is cool. Mum's not so keen or Gran – they like to stick with the same doctor. But, I mean, the system we've got at the moment is far from being perfect. If I've got something wrong, I don't want to have to wait to get an appointment and then wait again to get sent for tests. I want to go along and see someone straight away! I also really like the idea of not having to go to see a doctor at all but talk it through on the phone. I think it's a great idea – it's bringing health care into the 21st century, isn't it! Anything that makes things quicker and easier has got my vote! And most of my friends think the same. I'd love to see doctors' surgeries become a thing of the past.

Speaker 4: The idea of the new super-surgeries is all very well, but it hasn't really been thought through properly and I think the plans have been too rushed. I know the current system is inefficient. People with their busy lives, need to see a doctor when it suits them. But, as a doctor, I think it's dangerous to lose the personal touch. And this will be a huge change to the healthcare system and will affect every single one of us. It will affect the lives of patients and the working lives of healthcare professionals. There needs to be a real debate on the subject. I must admit that I, personally, am not happy with the way these plans have been put together so far.



- Students listen to the CD again and match the opinions with the correct speakers. There is one extra opinion that no one in the recording expresses.
- Let students compare their answers in pairs before checking them with the whole class.



- Students discuss the questions about the recording in pairs.
- You can play the CD again for students to check their answers.
- Check the answers with the whole class, if necessary, referring students to the tapescript on page 144.

8

- Students complete the phrases with the words from the recording in activity 5.
- Then they check the answers with the tapescript on page 144.
- Check the answers with the whole class.

9 Discuss the question below in pairs. Take turns to present your opinions and provide arguments.
Do you think super-surgeries and computer health centres are a good idea? Why/why not?



Answers Language focus 2

- 1 statement
- 2 an auxiliary
- 3 negative
- 4 positive
- 5 can

D. LANGUAGE FOCUS 2

Question tags

Look at the examples and underline the correct words in the rules.

It can't go on, can it?

It's worked well for years and years, hasn't it?

It's bringing health care into the 21st century, isn't it?

I don't want to see just anybody, do I?

- 1 A statement/question and a tag are separated by a comma.
- 2 We make a question tag by using a main/an auxiliary verb.
- 3 When the main sentence is positive the question tag is positive/negative.
- 4 When the main sentence is negative the question tag is positive/negative.
- 5 We can/can't use question tags with modal verbs.

Watch out!

1 Notice how we answer a negative sentence.
You don't drive a car, do you? No. (I don't drive a car). Yes. (I drive a car).

2 Here are some more points to remember.
I'm a bit late, aren't I?
Let's go for a coffee, shall we?
Call an ambulance, will you?
There is a medical centre near here, isn't there?
Everybody wanted to help, didn't they?

Extra!

We often use question tags when we make a polite request.
You couldn't lend me some money, could you?
You haven't got a dictionary, have you?

For more information, go to GRAMMAR SUMMARY, page 137.

10 Complete the question tags.

- 1 You like classical music, _____?
- 2 Dan's had a headache for a long time, _____?
- 3 Your sister trained to be a doctor, _____?
- 4 You're not going to the beach today, _____?
- 5 Let's visit Michelle in hospital this afternoon, _____?
- 6 It'll be cold tomorrow, _____?
- 7 Pick up my prescription for me later, _____?
- 8 I'm quite bad at this, _____?

11 Rewrite these requests using question tags.

- 1 Could I have one of your headache tablets?
- 2 Have you got the medical centre's phone number?
- 3 Could you help me with this insurance application?
- 4 Do you know where Maria is?
- 5 Could you give me a lift to the doctor's?

Pron spot

12 Listen to the sentences from activity 10. Mark the intonation pattern you hear – rising intonation (↗) or falling intonation (↘).



- | | | |
|---|---|---|
| 1 | 4 | 6 |
| 2 | 5 | 7 |
| 3 | | |

13 Practise saying the sentences with the same intonation.

14 Intonation is important when we use question tags. Read the rules, then listen and match the examples to the rules.



- 1 When the intonation of the question tag rises it means we ask a real question and the answer could be yes or no.
- 2 When the intonation falls, it means we expect the other person to agree with us.

- A *You don't get colds very often, do you?*
- B *You didn't phone the doctor last night, did you?*
- C *You've got insurance, haven't you?*
- D *Your brother's studying medicine, isn't he?*

15 Write down some things you think you know about your partner. Add two more ideas of your own.

- 1 Some food he/she likes/doesn't like.
- 2 A TV programme he/she watched last night.
- 3 A country he/she has been to.
- 4 An activity he/she's going to do this evening.
- 5 A job he/she'd like/wouldn't like to do.
- 6 _____
- 7 _____

16 Work in pairs. Make questions about the things from activity 15 to check if you were right.



Example: *You don't like curry, do you?*

17 Act out a conversation in pairs. Student A is phoning home from the very first holiday without his/her parents. Student B is his/her overprotective parent – worried particularly about health problems – who is asking lots of questions to check if the child is OK. Use question tags and the phrases for reassuring below.



Example:
Student A: *Hi, I'm calling to tell you everything's going great.*
Student B: *But you've got your tablets, haven't you?*

Don't worry, I'm absolutely fine.
Everything's going well.
You worry about me too much!
I'm being really careful!

Answers Activity 12

- 1 ↗ 5 ↘
- 2 ↘ 6 ↘
- 3 ↗ 7 ↘
- 4 ↗

Answers Activity 14

- 1 B, C
- 2 A, D

Answers Activity 10

- 1 don't you
- 2 hasn't he
- 3 didn't she
- 4 are you
- 5 shall we
- 6 won't it
- 7 will you
- 8 aren't

Answers Activity 11

- 1 I couldn't have one of your headache tablets, could I?
- 2 You haven't got the medical centre's phone number, have you?
- 3 You couldn't help me with this insurance application, could you?
- 4 You don't know where Maria is, do you?
- 5 You couldn't give me a lift to the doctor's, could you?

9

- In pairs, students discuss the questions, taking turns to present their opinions and provide arguments.
- Refer students back to activity 1 for the functional phrases to use in the task.
- Individual pairs report on their discussions to the whole class.

**HOMEWORK SUGGESTIONS**

1. Workbook, activities 1–4, page 22; activities 8–11, page 23.
2. Imagine that you have just witnessed an accident and you have to call an ambulance. Write the dialogue between yourself and the person receiving your call.

LESSON 2**WARM-UP: What do you know about me?**

Write 6 true and false positive and negative sentences about yourself or your friends/relatives in different tenses, eg *I haven't seen any Bruce Willis films, My brother is 32.* Students guess which sentences are true and which are false. Correct the false sentences on the board, eg *My brother is 32-23.* Students will use this information later in the lesson if you decide to do the extra activity.

D. LANGUAGE FOCUS 2

- Students read the example sentences with question tags and underline the correct words in the rules.
- Check the answers with the whole class.
- Refer students to the **Watch out!** and **Extra!** boxes for more information about the formation and usage of question tags.
- Elicit the Polish equivalent of question tags (*nieprawdaż*).
- Elicit when we use question tags in English or refer students to **Grammar summary** on page 137 for extra support with question tags.

10

- Students complete the sentences with question tags.
- Students underline the verb in the main sentence, decide whether it is positive or negative and identify the tense before creating the correct question tag.
- In pairs, students compare their answers.
- Check the answers with the whole class.

EXTRA ACTIVITY: Do you remember?

If you did the warm-up activity, ask students to recall everything they found out about you. They should use question tags to confirm their ideas, eg *You haven't seen any Bruce Willis films, have you?; Your brother is 23, isn't he?*

11

- In pairs, students rewrite the requests to include question tags.
- Refer students back to the **Extra!** box to help them with the task.
- Students compare their sentences in pairs.
- Check the answers with the whole class.

PRON SPOT

12



- Students listen to the sentences from activity 10 and mark which intonation pattern they hear: rising or falling.

Tapescript CD1.11

- 1 You like classical music, don't you?
- 2 Dan's had a headache for a long time, hasn't he?

- 3 Your sister trained to be a doctor, didn't she?
- 4 You're not going to the beach today, are you?
- 5 Let's visit Michelle in hospital this afternoon, shall we?
- 6 It'll be cold tomorrow, won't it?
- 7 Pick up my prescription for me later, will you?

13

- Students practise saying the sentences with the same intonation as on the CD. They can do this activity in pairs, correcting each other when necessary.

14



- Point out that intonation itself carries certain meaning. Students read the rules for falling and rising intonation in question tags.
- Play the recording. Students listen and match the sentences to the correct rules depending on the intonation pattern heard.

Tapescript CD1.12

see *Student's Book*, activity 14, page 25

**TEACHING TIP: rising and falling intonation**

Explain that rising and falling intonation is the movement of the voice up and down from one pitch to another. Students may be reluctant to make extensive use of intonation for fear of sounding ridiculous. What helps in practising intonation are role-plays where students give themselves permission to sound a bit silly. Students can also be asked to practise intonation in a sentence without words, eg by substituting words with the same vowel: aa aaa aaaa aaa aaa?, which helps with the accurate mimicking of a given intonation pattern without being impeded by difficult sounds in some words.

15

- Divide students into pairs.
- Individually, students write what they know about their partner regarding topics 1–5 and add two more ideas of their own.

16

- In the same pairs as above, students ask questions with question tags about the information they wrote down in activity 15 in order to check if they were right about their partner.
- Find out how many students got all the information right.

17

- In pairs, students read the instructions and then role-play the conversation, with Student A taking the role of the teenager and Student B that of his/her parent.
- Give students 3 minutes for preparation. You can ask Students B to write down the questions with question tags to use during the conversation.
- Students A should use the phrases for reassurance in the conversation.
- A pair of volunteers repeat their dialogue to the whole class.

PHOTOCOPIABLE ACTIVITY

(*Teacher's Resource File*, page 19)

**HOMEWORK SUGGESTIONS**

1. Workbook, activities 5–6, page 22; activity 7, page 23.
2. Write 5 requests you often make of your parents or friends. Use question tags. See the **Extra!** box for model requests.

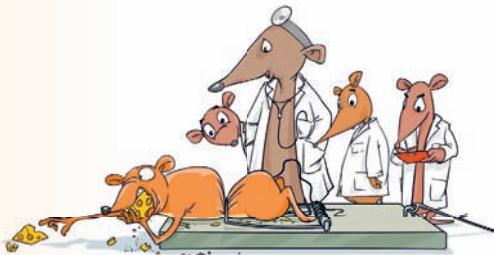
Unit 03

SKILLS BUILDER

TEMAT NATURALNY: ZDROWIE

W TYM ROZDZIALE NAUCZYSZ SIĘ, JAK:

- rozwiązywać zadanie: rozumienie tekstu słuchanego – dobieranie;
- przeprowadzać rozmowę sterowaną – uzyskiwanie, udzielanie informacji;
- napisać list oficjalny.



This is, my dear students, the last stage of addiction.

5 Work in pairs. What answers to the questions in activity 4 do you expect to hear in news reports? Listen and check.



DOBIERANIE

EXAM INFO

Pamiętaj, aby:

- dokładnie przeczytać treść zadania i zdecydować, czy skupiać się na szczegółach (pojedyncze fakty, wymienione detale), czy na ogólnym znaczeniu każdego komunikatu (myśl przewodnia, temat wypowiedzi, intencje lub opinia autora);
- przed rozpoczęciem słuchania spróbować przewidzieć, jakie wyrażenia mogą być użyte w nagraniu;
- szukać w nagraniu informacji takich samych jak w zadaniu, ale wyrażonych innymi słowami;
- podejmować decyzje wyłącznie na podstawie informacji zawartych w tekście nagrania, a nie w odniesieniu do własnych opinii.

A. ABOUT YOU

1 Complete the sentences with the words/expressions from the box so that the information is true about the people you meet.

100% all (of) most (of) a lot (of) many (of)
some (of) a few (of) few (of) none (of) 0%

- _____ my friends suffer from eating disorders.
- _____ my friends eat a healthy diet.
- _____ young people I know live under a lot of stress and pressure.
- _____ young people I know smoke cigarettes regularly.
- _____ young people I know have experimented with drugs.
- _____ young people nowadays think alcohol and drugs are essential for a good party.
- _____ young people I know took to drinking alcohol because of peer pressure.
- _____ young people realise the negative consequences of smoking and heavy drinking.
- Underage teenagers can buy alcohol in _____ the shops close to where I live.

2 Work in groups of three and compare your observations from activity 1. Are they similar? What are your conclusions?

B. LISTENING

3 Check the meaning and pronunciation of the following words and expressions in the wordlist on page 124 or go to www.macmillandictionary.com.

binge drinking / abuse / vomiting / fainting
coma / get drunk

4 Match the parts of the questions.

- What do teenagers ... a) do to their bodies?
- What does alcohol ... b) take to drinking?
- Why do they ... c) die of?

26

Answers Activity 6

- report 2
- report 1
- reports 1, 2, 3
- reports 1, 2
- report 1
- reports 2, 3
- report 2
- report 3

Answers Activity 7

- | | |
|-----|-----|
| 1 F | 5 O |
| 2 F | 6 O |
| 3 O | 7 F |
| 4 F | |

Answers Activity 4

1 c 2 a 3 b

objectives	<ul style="list-style-type: none"> • to talk about addictions and draw conclusions • to talk about numbers and statistics • to listen to reports about teenagers' addiction to alcohol 	<ul style="list-style-type: none"> • to differentiate between facts and opinions • to read a dialogue and paraphrase its fragments • to write a formal letter to the editor 								
skills practised	<table border="1"> <tr> <th>listening</th> <th>speaking</th> <th>reading</th> <th>writing</th> </tr> <tr> <td> <ul style="list-style-type: none"> • listening for gist • listening in order to match the statements to the correct text </td> <td> <ul style="list-style-type: none"> • talking about addictions and drawing conclusions • giving / asking for advice, reassuring, sympathising, asking for information / clarification • getting / giving information in a guided conversation • agreeing and disagreeing with opinions </td> <td> <ul style="list-style-type: none"> • reading a dialogue and paraphrasing its fragments </td> <td> <ul style="list-style-type: none"> • writing a formal letter </td> </tr> </table>	listening	speaking	reading	writing	<ul style="list-style-type: none"> • listening for gist • listening in order to match the statements to the correct text 	<ul style="list-style-type: none"> • talking about addictions and drawing conclusions • giving / asking for advice, reassuring, sympathising, asking for information / clarification • getting / giving information in a guided conversation • agreeing and disagreeing with opinions 	<ul style="list-style-type: none"> • reading a dialogue and paraphrasing its fragments 	<ul style="list-style-type: none"> • writing a formal letter 	
listening	speaking	reading	writing							
<ul style="list-style-type: none"> • listening for gist • listening in order to match the statements to the correct text 	<ul style="list-style-type: none"> • talking about addictions and drawing conclusions • giving / asking for advice, reassuring, sympathising, asking for information / clarification • getting / giving information in a guided conversation • agreeing and disagreeing with opinions 	<ul style="list-style-type: none"> • reading a dialogue and paraphrasing its fragments 	<ul style="list-style-type: none"> • writing a formal letter 							
materials	<ul style="list-style-type: none"> • audio CD1 • photocopies of TRF pages 20–22 • slips of paper with statements about the class and the topic of health and addictions 									
ścieżki edukacyjne	<ul style="list-style-type: none"> • edukacja prozdrowotna: styl życia i jego związek ze zdrowiem i chorobą, zasady racjonalnego żywienia, znajomość głównych czynników sprzyjających i zagrażających zdrowiu człowieka, uzależnienia, formy pomocy dla osób uzależnionych • edukacja czytelnicza i medialna: kryteria wskazujące na rzetelność i obiektywizm informacji 									

LESSON 1

WARM-UP: What's in the cartoon?

Students look at the cartoon at the top of the page and describe what they can see. If necessary, pre-teach: *stage, addiction, mousetrap*. Elicit why the cartoon is funny. In groups of 5–6, students discuss what addictions they have heard of, eg *alcohol/drug/sugar/Internet addiction*.

A. ABOUT YOU

1

- Go through the words in the box with the class and point out their order depending on the quantity they refer to.
- Pre-teach: *eating disorders, under a lot of stress and pressure, essential, took to drinking, peer pressure, underage, realise*.
- Students read the sentences and refer them to themselves by inserting the relevant words or expressions from the box into the gaps.

2

- Students compare their observations from activity 1 in groups of 3 and check how similar these are.
- Groups sum up the conclusions drawn from their collective data and report to the whole class.

EXTRA ACTIVITY: Is this statement correct?

Give each student a slip of paper with a different statement about their classmates and the topic of health and addictions, eg *Most of my classmates believe that drugs should be illegal; At least half the class thinks that it is easy to obtain drugs; No one in the class thinks that smoking is a serious addiction*. Students' task is to interview all their classmates to prove or disprove their statement. Students report their findings to the whole class.

B. LISTENING

3

- Students look at the words in the box and think about their meaning and pronunciation. Then they check their ideas in the wordlist on page 124 or use an online dictionary.
- Practise the pronunciation of the words with the whole class.

4

- Students match the beginnings of the questions with their endings.
- Question 1 can go with two endings, but students should not use the ending that is the only match in another question.
- Check the questions with the whole class.

5



- In pairs, students discuss what answers to these questions they expect to hear in news reports.
- Play the recording of news reports for students to compare their ideas.

Tapescript CD1-13

News report 1: – And now over to Natasha Wilson, who has been investigating alcohol abuse among American teenagers. Hello, Natasha, what are your findings?

– Hello. My findings are quite shocking actually. It turns out that alcohol is the most used and abused substance among American teenagers. One third of high school students start drinking before the age of 15 and admit to having more than five drinks every time they go out. What's more, according to statistics alcohol is a leading cause of death among them. Teenagers who are under the influence of alcohol often die in car accidents, commit suicide, are victims of various crimes among them date rape, mugging and theft. I've also spoken to a number of doctors, who warn that teenagers who binge drink put their health at risk. Alcohol damages the brain and

the nervous system. The younger the brain, the worse the damage is, doctors say. Well, I think it's become a national problem and we have to face it – the sooner, the better.

– Thank you Natasha. Next in our programme ...

News report 2: Reports show that more and more teenagers are addicted to alcohol. Four out of ten young people who start drinking before the age of 15 become alcoholics. Few teenagers are aware of the tragic consequences of their behaviour. The worst thing is that young people often mix alcohol with drugs without realising that it can damage their liver permanently, cause vomiting, fainting, heart problems, difficulty breathing, alcohol poisoning and even a coma and death. Teenagers don't realise that alcohol is a depressant so when they feel low and drink this will make them feel even worse rather than cheer them up. It seems to me that there's an urgent need for more education about alcohol abuse. Teens have to learn to recognise the first symptoms of alcohol addiction in their or their friends' behaviour. Without this kind of education, the problem will just get worse. Rob O'Sullivan for Radio 3 News.

News report 3: – Hello, welcome to Radio 4's 'Special Guest'. Today in the studio we have Patty Smith, a teenage helpline worker. Patty, earlier on, you said that you were getting more and more phone calls from young people who can't cope with their alcohol abuse. Do these people ever explain why they started drinking in the first place?

– Oh, yes. They give different reasons: from peer pressure to problems at home or at school. But let's face it, it's cool to get drunk and then tell everyone how much you drank last night and what silly or dangerous things you did. We call it 'a binge drinking culture' – it's simply trendy!

– Where are the parents in all that? Shouldn't they do more?

– Well, most of them ignore the problem. However, some parents know what to do – they simply educate their children as early as 9 or 10.

They tell them about young people who have wasted or lost their lives because of alcohol. They point out drunk youth in the streets and ask if their child would like to look like that, they show their children Internet images of drunk teenagers and, most importantly so, they show them how and what to drink at home, obviously when the kids grow up.

– Does this really help?

– Our reports show that this kind of attitude does help, yes. Education always works better than strict laws forbidding teenagers to do something – I think we all agree here.

– OK, let's hear what our listeners have to say on that. Our first caller, Jim from London ...

EXAM INFO: matching the statement/topic/question to the speaker

- Go through the **Exam info** box with students. They may expect this kind of task in the listening section of the Matura exam.
- Pay special attention to the following:
 - students should carefully read the task to decide whether to focus on details such as facts or on the general meaning, such as opinions
 - it is good to first predict what phrases and ideas might be used in the recording
 - in the recording students should look for information which paraphrases the information in the task
 - decisions must be made based solely on the recording and not on students' knowledge or an opinion held on the topic.

6



- Students read the information in the table. Elicit or explain the meaning of *life-threatening* and *substance abuse*.
- Students listen again and match the information in the table with the correct report in the recording, using the tips and strategies from the **Exam info** box.
- Check the answers with the whole class.

7

- Elicit the difference between a fact and an opinion, or explain it using the information from the **Teaching tip** on the following page.
- Students decide if the information in sentences 1–7 is presented as a fact or as an opinion. Explain any words they find unclear.
- Students read the tapescript on page 144 so as to check their answers.
- Check the answers with the whole class.

8 Work in pairs and answer the questions.

- 1 Is binge drinking a problem among teenagers in Poland?
- 2 Why do teenagers drink alcohol or take drugs?
- 3 What could be done to prevent young people from starting bad habits like drinking alcohol, smoking or taking drugs?

Google To find out more, google the phrases: *alcohol – tips for teen, alcohol-free teen events, binge drinking, teenage drinking.*

C. SPEAKING

9 Divide the expressions and sentences into groups. Add one more to each group.

giving/asking for advice	reassuring	sympathising	asking for information/clarification
--------------------------	------------	--------------	--------------------------------------

- I'm really sorry to hear that.
- What's bothering you?
- That's sad/terrible.
- You've had a terrible time.
- What's the problem?
- Any idea what I can do now?
- You poor thing.
- How awful!
- If I were you, I'd ...
- I suggest you ...
- What exactly does it mean/involve?
- You know you can rely on me.
- Why don't you ...?
- I'm sure everything will be fine.
- You can always count on me.
- I'm certain things will work out somehow.
- I think you should ...
- You mustn't give up hope.
- Any suggestions?
- Could you tell me ...?
- I'd like to find out more about ...
- How come?
- I need some details on/about... / a contact number / an Internet address of ...



10 Replace the underlined expressions with other suitable expressions from activity 9.

JUSTIN: Hi Emma. You look upset. What's wrong?
 EMMA: Oh, my brother's in trouble again. My parents have discovered that he smokes and drinks beer anytime he's out with his mates. They had a terrible row and my brother's run away from home. I've been looking for him everywhere.
 JUSTIN: I'm sorry to hear that. How old is your brother? How long has this been going on for?
 EMMA: He's only 14. I found out about his habits a few months ago, but I kept them secret from our parents and I think that was a big mistake. What should I do now?
 JUSTIN: If I were you, I'd contact some kind of a helpline for teenagers with addictions and ask them for advice.
 EMMA: Can you tell me where to look for one which is good?
 JUSTIN: I'll check on the Net for you. Don't worry, everything will be fine.
 EMMA: I hope so. Thanks ever so much for your help.
 JUSTIN: You know you can always count on me.

UZYSKIWANIE, UDZIELANIE INFORMACJI

- Pamiętaj, aby:
- zanim przystąpisz do odpowiedzi, przygotować sobie kilka użytecznych zwrotów, np.: *I'd like to find out about ... / What exactly do you mean? / If I were you, I'd ... / You should ... itp., ale nie czytaj swojej wypowiedzi z kartki!*
 - używać pełnych zdań i form pytających;
 - być uprzejmym/uprzejmą – używać zwrotów grzecznościowych, formułować pytania pośrednie, np.: *Could you tell me what your telephone number is?*
 - używać zwrotów typowych dla rozmowy telefonicznej, jeżeli wymaga tego polecenie do zadania.

11 Read the exam task. Then work in pairs and write a dialogue based on it. Act it out.

W trakcie pobytu na stypendium za granicą jesteś odpowiedzialny/odpowiedzialna za prowadzenie infolinii dla młodzieży z uzależnieniami. Odbierasz telefon od studenta/studentki, który/która ma poważny problem. W trakcie rozmowy:

- zapytaj na czym polega jego/jej problem;
- wyjaśnij, w jaki sposób wasza organizacja może pomóc;
- poproś o zostawienie numeru kontaktowego. (rozmowę rozpoczyna egzaminujący)

Answers Activity 9

giving/asking for advice
 Any idea what I can do now? If I were you, I'd ...; I suggest you ...; Why don't you ...? I think you should ...; Any suggestions? eg *What should I do?*

reassuring
 I'm sure everything will be fine; You can always count on me; You know you can rely on me; You mustn't give up hope; I'm certain things will work out somehow; eg *I'm here if you need me.*

sympathising
 I'm really sorry to hear that; That's sad/terrible; You've had a terrible time; You poor thing; How awful! eg *I can only imagine how terrible it must've been for you.*

asking for information/clarification
 What's bothering you? What's the problem? Could you tell me ...? I'd like to find out more about ...; How come? What exactly does it mean/involve? I need some details on/about ... /a contact number/an Internet address of ...; eg *What's happened?*

Answers Activity 10

What's wrong? – eg What's bothering you?
 I'm sorry to hear that. – eg That's sad/terrible.
 What should I do now? – eg Any idea what I can do now?
 If I were you, I'd ... – eg I think you should ...
 Can you tell me ...? – eg Could you tell me ...?
 Don't worry, everything will be fine. – eg I'm certain things will work out somehow.
 You can always count on me. – eg You know you can rely on me.

**TEACHING TIP: Facts vs opinions**

It is vital for students to develop critical thinking skills, such as the ability to distinguish facts from opinions, or to be able to evaluate the accuracy of what they encounter in the media. Facts are concrete, true and can be verified by evidence, such as statistics and data. Opinions are based on thoughts, feelings or beliefs and cannot be backed up by evidence. The obvious indicators of opinions are phrases such as *I believe, I think*; descriptive words such as *It is sad when ...*; and certain reporting verbs such as *claim, suspect, argue that*. Point out that generally facts can be found in such resources as encyclopaedias, whereas opinions appear in novels, journals, film reviews, etc.

8

- In pairs, students discuss the questions.
- Pairs report on their discussion to the whole class.
- Encourage students to google the provided phrases so as to find out more about the topic of addictions.

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, pages 20)

**HOMEWORK SUGGESTIONS**

1. Workbook, activities 1–4, page 24.
2. Choose one of the addictions common among teenagers and write out a list of steps that need to be taken in order to overcome this addiction.

LESSON 2**WARM-UP: addiction**

Write *addiction* on the board. In groups of 3–4, students try to build as many words as possible so as to derive *an addict, to be addicted, addictive*, and so on. Elicit the answers, and write them on the board. Then ask groups to make their own sentences with these words. Groups read out their sentences to the whole class.

C. SPEAKING**9**

- Elicit or explain the meaning of *reassuring* and *sympathising*.
- Students read the expressions and sentences and then put them under the correct heading in the table, depending on their function.
- In pairs, students compare their lists.
- Check the answers with the whole class.

10

- Focus students' attention on the photographs and introduce Emma and Justin. Explain that they are talking about the addictions of Emma's younger brother.
- Students read the characters' conversation and replace the underlined parts with the phrases and sentences from activity 9 without changing the meaning.

- Explain that the underlined parts are correct, but students are expected to learn alternative expressions that have the same functions.
- Point out that different versions are possible.
- Check an example version of the dialogue with the whole class by getting a pair of students to read out the roles of Justin and Emma.
- Elicit the meaning of *Thanks ever so much*, where *ever so* = *very*, so the sentence means *Thanks very much*.

EXTRA ACTIVITY: giving advice

Divide students into two equal groups: A and B. All Students A imagine they have a typical teenage problem and go to Students B, one at a time, for advice. When they have spoken to all Students B, they tell the whole class about their problem and say whose advice was the best in their opinion. In a large class students should be divided into smaller groups and then assigned roles A and B within them.

EXAM INFO: getting/giving information

- Go through the **Exam info** box with students. They may expect this kind of task in the oral Matura exam.
- Pay special attention to the following:
 - during the preparation period, students should note down phrases typical of giving and receiving information, to include in the dialogue, but they should not read these out from the notes in front of the examiner
 - the sentences should be complete and the questions correctly structured
 - it is important to be polite, using polite phrases as well as indirect questions, especially if the examiner takes the role of an older person or a stranger
 - if students are required to role-play a phone conversation, they should use the phrases common for this type of task.
- Provide additional tips on this type of task:
 - students are responsible for keeping the conversation going, and should be prepared to break any silence
 - students should pay attention to accuracy so as to avoid grammar mistakes. They can use simple language to complete the task successfully
 - the examiner may ask questions in the conversation and students need to respond to them.

11

- Students read the exam task and write a dialogue based on it, using the tips and strategies from the **Exam info** box.
- Monitor students' work, providing help.
- In pairs, students act out their completed dialogue.
- One pair reads out their dialogue.

**SURF AND SEARCH!**

Refer students to http://kidshealth.org/teen/your_mind/problems/addictions.html to find out more about addictions that teenagers struggle with. On the website students can also take a test on substance abuse to check how much they know on this subject.

Unit 03

D. WRITING

LIST OFCJALNY

EXAM INFO

Pamiętaj, aby:

- odnieść się do wszystkich czterech punktów zadania (każdy punkt składa się z dwóch części);
- ułożyć wszystkie informacje w logiczną całość, pamiętając o podziale listu na wstęp, rozwinięcie oraz zakończenie (za zachowanie właściwej struktury możesz uzyskać 2 punkty);
- użyć łączników zdań, np.: *to begin with, next, what is more, finally* itp., oraz zwrotów wyrażających opinie, np.: *In my opinion, ..., I think ...*

12 Read the statements (A–D). Work in pairs and say if you agree or disagree with them. Give your reasons. Use the expressions in the box.

- I think ... In my opinion, ... In my view, ...
- As far as I can see, ... As far as I am concerned, ...
- I completely disagree with this statement/opinion because ...
- I couldn't agree more with this statement/opinion because ...
- I'm not sure how I feel about this.
- On the one hand, ... On the other hand, ...
- This statement seems very unfair because ...
- This statement is only partly true because ...

A Teenagers don't care about their health – they just smoke, drink and eat junk food.

B You can't get addicted to the Net – it isn't a drug.

C The government shouldn't pay for the treatment of people with addictions or those who keep eating only unhealthy food. The people who have these 'diseases' are to blame for that!

D Modern teenagers are too stressed out not to get addicted to some thing or other.

13 Read the exam task and put the paragraphs of the letter in the correct order.

W czasopiśmie anglojęzycznym przeczytałeś/przeczytałaś artykuł o współczesnej młodzieży. Autor artykułu żałuje, że młodzieży brak szacunku dla własnego zdrowia i życia spowodowany złąmi nawykami żywieniowymi, nadmiernym korzystaniem z używek oraz pogonią za sukcesem. Nie zgadzasz się z większością tych zarzutów. Napisz list do redakcji, w którym:

- określisz cel listu i napiszesz, jakie uczucia wywołała w tobie lektura artykułu;
- napiszesz, z którą wypowiedzią autora nie zgadzasz się, i wyjaśnisz dlaczego;
- napiszesz, którą z wypowiedzi autora uważasz za częściowo prawdziwą, i wyjaśnisz dlaczego;
- zachęcisz innych czytelników do odwiedzenia twojej strony internetowej i podzielenia się swoimi opiniami na tamtejszym forum.

I am writing to express my opinion on the views presented in your article 'Teenagers who waste their lives' published in last Monday's edition of your magazine. In my opinion, your article presented the people of my generation in a very unfair way with which I completely disagree.

I would like all the readers to visit my website (www.cool-teens.com) and share their views on the forum there.

Dear Sir,

First of all, let me comment on our eating habits. In your article you claim that all young people eat only junk food. I must say that it is not quite true. I believe that the majority of us are aware of the importance of healthy eating and a well-balanced diet. For example, my friends and I always choose vegetarian and organic meals instead of chips and fried meat. Therefore, I consider your accusation very unfair.

I hope you will agree with some of my arguments.

Yours faithfully,
XYZ

I look forward to hearing from you.

In reference to the last part of your article, I must say that I partly agree. Young people nowadays are obsessed with success and achievement. We are money-oriented and very competitive. However, I do not think this is entirely our fault – we are just part of the rat race around us.

14 Read the letter in activity 13 and shorten it so that it follows the word limit of 150 words. (Now it consists of 225 words.)

15 Read the exam task and write your letter to the editor.

W anglojęzycznym czasopiśmie dla młodzieży ukazał się artykuł, w którym autor bardzo krytycznie wypowiada się o niesieniu pomocy młodym ludziom uzależnionym od narkotyków, alkoholu bądź internetu. Autor zachęca młodzież do wyrażenia swoich opinii. Napisz list do redakcji, w którym:

- określisz cel listu i opisziesz, jakie uczucia wywołał w tobie ten artykuł;
- napiszesz, z którą wypowiedzią autora nie zgadzasz się, i wyjaśnisz dlaczego;
- napiszesz, którą z wypowiedzi autora uważasz za trafną, i wyjaśnisz dlaczego;
- zachęcisz innych czytelników do wzięcia udziału w dyskusji na ten temat i wyrazisz nadzieję, że twoja opinia zostanie opublikowana na łamach gazety.

Pamiętaj o zachowaniu odpowiedniej formy. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniane są: umiejętność pełnego przekazania informacji (4 punkty), forma (2 punkty), poprawność językowa (2 punkty) oraz bogactwo językowe (2 punkty).

Answers Activity 13

Dear Sir, I am writing to express my opinion (...). First of all, let me comment on (...). In reference to the last part of your article (...). I hope you will agree (...). I would like all the readers (...). I look forward to (...). Yours (...). XYZ

D. WRITING**EXAM INFO: writing a formal letter (reader's response)**

- Go through the **Exam info** box with students. They may be asked to write a formal letter as one of the tasks in the Matura exam.
- Pay special attention to the following:
 - students must refer to all the points mentioned in the exam task: 4 points containing 2 pieces of information each
 - all the pieces of information must appear in logical order, divided into opening and closing paragraphs with topic development in-between
 - relevant linking words and phrases for giving opinions should be used in the letter to explain and justify students' opinion.
- Provide additional tips on this type of task:
 - even though this letter describes a difference in opinion, an offensive tone and language are unacceptable
 - the letter should be written in a formal style, i.e. full complex sentences, no contractions, and no colloquial expressions
 - the letter should consist of between 120 and 150 words.

12

- Students read the statements (A–D). In pairs, they say if they agree with them or not, using the expressions in the box and justifying their answers.
- Ask different pairs to present their opinions and arguments to the whole class.

EXTRA ACTIVITY: opinions

To make sure students practise the expressions from the box, ask them to sit in a circle. Give each one a slip of paper with a strong opinion on any general subject, eg Vegetarianism is the healthiest diet, Zakopane is the best place for a holiday in Poland. One student reads his/her sentence aloud and chooses a classmate who has to use a phrase from the box to agree or disagree, depending on how they feel about the statement. Then the next person in the circle reads his/her statement and chooses another student to react to it. Continue until everyone has read their statements aloud.

13

- Students read the exam task and the example letter with the paragraphs in mixed order.

- Students put the paragraphs of the letter in the correct order. Then they use the information from the **Exam info** box to check if the letter is correct and completes the exam task successfully.
- Check the order of the paragraphs with the whole class. Elicit that the letter is correct, but too long.

14

- Students read the letter in activity 13 again and shorten it so that it does not exceed 150 words.
- Point out that while shortening the letter, they should make sure that the four two-part points of the exam task are still referred to in the text.
- In pairs, students exchange their letters. They check if they contain all the necessary information and their structure and style are appropriate.

EXTRA ACTIVITY: reader's response

Ask students if they or their friends/family members have ever written a letter to comment on an article or a piece of information that they have read in a magazine or on a website (also in the form of an informal e-mail, blog entry, or a forum post). Find out what the letter was about and what the reaction of the reader was/readers were.

15

- Students read the exam task. Make sure they understand **all** the instructions correctly by asking: *Who is the recipient of the letter? What information do you need to include in the letter?*
- Students write their letters, using the strategies from the **Exam info** box and any additional tips you have provided.
- Monitor the activity.
- Collect the letters, mark them, and provide feedback.

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, pages 21–22)

**HOMEWORK SUGGESTIONS**

1. Workbook, activity 5, page 24; activities 6–10, page 25.
2. Write 4–5 opinions of your friends or family members that you disagree with, eg *My mum thinks that all teenagers today want to have an easy life without any responsibilities.*

Teacher's notes

REVISION PAGE

Unit 03

TEMAT MATURALNY: ZDROWIE

A. VOCABULARY & GRAMMAR & PRONUNCIATION

WYKONAJ ĆWICZENIA I OCEN SVOJA WIEDZĘ. ZAKREŚL 1 (JESZCZE NIE CAŁKIEM UMIEM), 2 (DOBRCZE UMIEM), 3 (DOSKONAŁE UMIEM).

1 Match the adjectives with the nouns. Arrange the symptoms from the most to the least serious.

sore sprained nervous bad runny nasty high

nose breakdown throat temperature rash headache ankle

1 2 3

2 For each of the problems below write a possible diagnosis.

Example:

- I sneeze a lot especially in spring and summer.
My eyes are watery and I feel quite sleepy.
- It could be an allergy to pollen/hay fever.

- I feel nauseous. I have an awful stomach ache.
- I have a temperature and I'm coughing a lot.
- I have a terrible pain in my chest and I can't breathe properly.
- I've come out in spots and I feel faint.
- I can't move my right foot. It hurts really badly.

1 2 3

3 Use the words/phrases from the box to complete the sentences.

prescription sick leave painkillers insurance aid appointment casualty

- I went on _____ after the doctor said I had flu.
- We have regular lessons on how to give first _____ to victims of accidents.
- The nurse rang me up to move my _____ to another day.
- You can't take _____ and drink alcohol.
- An ambulance took me straight to _____.
- Without private health _____, you have to wait for treatment for ages.
- All antibiotics are on _____.

1 2 3

4 Complete the sentences with the correct forms of the verbs in brackets. Use either the present perfect or present perfect continuous.

Example: Jack has been taking (take) antidepressants since last May.

- Jessica _____ (have) headaches a lot recently.
- Martha _____ (not see) her doctor for more than a year.
- Martin _____ (cough) all night.
- Paula _____ (faint) three times this month.
- Peter _____ (not feel) too well lately.
- My friend's sister _____ (not take) any drugs since she started her therapy.
- His uncle _____ (smoke) for a few years now.
- My mum's friend _____ (drink) too much wine and now she's terribly sick.
- Norbert _____ (not eat) much recently, so he's lost a lot of weight.

1 2 3

5 Write the correct question tag. Underline the sentences which express a polite request.

- You have to take these tablets, _____?
- You couldn't give a prescription for this, _____?
- The doctor looked very tired, _____?
- The local hospital has closed down, _____?
- There isn't a private clinic around here, _____?
- You haven't got a headache tablet, _____?
- That news reporter never recovered from her trauma, _____?
- Everybody wants to stay healthy, _____?
- Stop smoking so much, _____?
- Let's stop eating junk food, _____?
- You haven't seen my first aid kit, _____?

1 2 3

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

- nauseous - Have you ever felt nauseous?
- weight - What's the best way to lose weight?
- appetite - Have you ever lost your appetite?
- virus - What are the symptoms of having a virus?
- casualty - Has anyone you know ever been to casualty?

1 2 3

7 Work in pairs. Test each other.

Student A go to page 114
Student B go to page 116

1 2 3

JĘŚLI ZAKREŚLIŁEŚ/ZAKREŚLIŁAŚ 1 LUB 2 PRZY NIEKTÓRYCH ZAGADNIENIACH, POWINIENIEŚ/POWINNAŚ JE POWTÓRZYĆ.

♦ Zeszyt Ćwiczeń, Revision, s. 27

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

♦ Zeszyt Ćwiczeń, Extension, s. 27

B. COMMUNICATION & GAMES

1 Imagine you are a hypochondriac. Make a list of as many medical problems as you can. Work with another student and see who has more health complaints. The winner is the one with the longest list of illnesses and medical problems.

2 Work in groups of three. Imagine you are sociologists who want to learn more about the lifestyle of teenagers. Prepare a survey of 8 questions to find out as much as possible about one of the following topics:

• Teenagers and healthy eating

• Teenagers and addictions

• Teenagers and stress

Answers Activity 1

sore throat, sprained ankle, nervous breakdown, bad headache, runny nose, nasty rash, high temperature

Answers Activity 3

- sick leave
- aid
- appointment
- painkillers
- casualty
- insurance
- prescription

Answers Activity 4

- has been having
- hasn't seen
- has been coughing
- has fainted
- hasn't been feeling
- hasn't taken
- has been smoking
- has drunk
- hasn't been eating

Answers Activity 5

- don't you
- could you
- didn't he/she
- hasn't it
- is there
- have you
- did she
- don't they
- will you
- shall we
- have you

REVISION PAGE

All the activities in this section can be used for self-assessment. Students can check to what degree they have learnt the material and decide whether they need to work more on the language in this unit. Students can assess their knowledge on a 3-point scale: 1 – I don't know how to do it, 2 – I can partially do it, 3 – I can do it very well. If students have marked their performance with 1 or 2 points in some activities, it might be reasonable to revise this part of the material (the *Revision* section in the *Workbook*, p 27). If they have marked their work with 3 points, they might want to keep on working in order to improve their language skills (the *Extension* section in the *Workbook*, p 27)

A. VOCABULARY & GRAMMAR & PRONUNCIATION

1

- Students match the adjectives in the first box with the nouns in the second box. Some adjectives can go with more than one noun.
- In pairs, students compare their answers.
- Check the answers with the whole class.
- Students then arrange the symptoms from the most to the least serious.
- A volunteer reads out their list. Find out if everyone in the class has put the symptoms in the same order.

2

- Students read the sentences describing symptoms of health issues. Explain any unclear words.
- Students write a possible diagnosis for the symptoms in each sentence. Go over the example with the class before students begin the task. Explain that there may be different reasons for the symptoms.
- In pairs, students compare their answers.
- Check the answers with the whole class, eliciting all the possible answers students wrote.

3

- Students read the sentences and complete them with the suitable words from the box.
- In pairs, students compare their answers.
- Check the answers with the whole class.

4

- Students complete the sentences with the correct form of the verbs in brackets: the present perfect simple or the present perfect continuous.
- Remind students that we use the present perfect simple when the result of the action is important and the present perfect continuous when an activity as such is the focus.
- In pairs, students compare their answers.
- Check the answers with the whole class.

5

- Students read the sentences and write the correct question tags.
- Encourage students to identify the tense and the sentence type to help them find the right question tag.
- When students have finished, ask them to underline the sentences which express a polite request.
- In pairs, students compare their questions.
- Check the answers with the whole class.

6

- Students listen to the recorded words and questions and repeat them.

- In pairs, students ask and answer the questions, explaining their reasons.
- Individual students report to the class.

Tapescript CD1.14

See *Student's Book*, activity 6, page 29

7

- Divide the class into pairs and assign roles of Students A and B.
- Refer Students A to page 114 and Students B to page 116 to read the instructions.
- Students find the verbs for the nouns and test each other on these.

EXTENSION ACTIVITIES

after activity 1

Students choose two or three health problems from activity 1. In pairs, they tell each other about the last time they experienced these problems and what treatment they used.

after activity 2

In different pairs than in activity 2, students take turns to read out their diagnoses in random order. They try to guess which of their partner's diagnoses were intended for which sentence.

after activity 5

Students write a ten-line conversation between two strangers sitting in a waiting room at the doctor's. Each line should end with a question tag. They can use some of the sentences in activity 5.

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, pages 23–24)

B. COMMUNICATION & GAMES

1

- Students make lists of as many medical problems as they can think of. Set a time limit of 3 minutes.
- In pairs, students compare their lists and count the number of problems. The person with the longest list wins.

ALTERNATIVE OPTION

When students have written their lists of problems, they work in groups of 4. The person with the longest list reads it out. If a given problem appears on somebody else's list, this problem is crossed out from all the lists it is on. When the first list has been read out, the activity is repeated, with another student reading all the items off their list that have not mentioned, and so on. The winner in each group is the person with the biggest number of unique problems, i.e. ones that nobody else in the group has had.

2

- In groups of 3, students read the instructions and prepare 8 questions for the survey on one of the topics.

EXTRA ACTIVITY: conducting the survey

As a follow up to activity 2 above, divide the class into 3 teams, with a different member of each group of 'sociologists' in each one. Their task is to interview all the people in their team with the survey questions they prepared in the previous stage. Point out that the results presented to the class will be anonymous, so students should give honest answers. Then the groups of 3 reassemble and compare the data collected from the survey each member conducted within a different team. They write collective results for the whole class, eg 5 students have a healthy diet.