

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 ___
- 2 Texter's thumb ___
- 3 PlayStation pimple ___
- 4 Wii shoulder ___
- 5 Wii knee ___
- 6 iPod earache ___
- 7 Mouse 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! Ughh!
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?

Answers Activity 2
 1 B 5 A
 2 B 6 E
 3 C 7 D
 4 A

Answers Activity 3
A 1 sore 11 ache
 2 through 12 triggered
 3 restrict 13 strain
 4 badly 14 blisters
B 5 stiff 15 down
 6 swollen 16 bring
 7 diagnosing 17 come
 8 comes 18 contract
 9 with 19 deafness
 10 recover
 not discussed: mouse shoulder

Answers Activity 5
 1 rash
 2 do
 3 contracting
 4 diagnose
 5 down

objectives	<ul style="list-style-type: none"> to talk about health problems and their symptoms to describe causes and consequences of ailments to diagnose a problem and recommend treatment 	<ul style="list-style-type: none"> to listen about a TV documentary featuring a person with allergies to talk about life experiences and recent events to act out a doctor-patient conversation
target language	grammar / structures	vocabulary
	<ul style="list-style-type: none"> the present perfect simple and continuous 	<ul style="list-style-type: none"> ailments: <i>mobile elbow, texter's thumb, Wii knee, Wii shoulder, PlayStation pimple, iPod earache, mouse/shoulder</i> symptoms and diagnoses: <i>sore elbow, come through, restrict the blood supply, get sth really badly, stiff, swollen, diagnosing, it comes when, has something to do with, recover, ache all over, trigger, put too much strain on, bring sb out in a painful rash, down to sb playing, bring out a vaccine against, come down with, contract, deafness</i>
	<ul style="list-style-type: none"> past modals had better 	<ul style="list-style-type: none"> medicine and health problems: <i>joints, sweat glands, moist, multiply, nausea, vital, blisters, regime</i>
materials	<ul style="list-style-type: none"> audio CD1 photocopies of TRF page 26 	
ścieżki edukacyjne	<ul style="list-style-type: none"> edukacja prozdrowotna: znajomość głównych czynników sprzyjających i zagrażających zdrowiu człowieka oraz podstawowych zasad profilaktyki najczęstszych zaburzeń i chorób, realizowanie wartości związanych ze zdrowiem edukacja czytelnicza i medialna: różne formy uzależnień medialnych 	

LESSON 1

WARM-UP: secret word

Divide the class into pairs. In each pair, Student A sits with his/her back to the board. Write the word *allergy* on the board. Students B have 30 seconds to explain or define the word for their partners to guess silently by writing down the possible answers. No one should call out the word. When the time is up, find out how many students have managed to guess the word correctly. Focus students' attention on the topic of the lesson, and elicit that *allergy* can refer to both a medical disorder and a general negative reaction towards a given concept.

A. INTRO

1

- In pairs, students make a list of health problems that were unheard of a hundred years ago. To help them find ideas, you can write the following topics for them to consider: *technology, beauty, work, food, stimulants*.
- Set a time limit of 3 minutes. The pair with the longest list reads out the problems. Other pairs add problems that have not been mentioned.

2

- Pre-teach: *pimple*. Ask students to match the problems 1–7 with pictures A–E. Some pictures are connected with more than one problem.
- Check the answers with the whole class.
- Students then think about the possible causes and symptoms of the listed problems.
- In pairs, students discuss their ideas.

EXTRA ACTIVITY: internal and external parts of the body

Divide students into pairs. Give them 3 minutes to write down as many internal and external parts of the body they can name in English. The pair with the longest list reads out the words. Other pairs cross out the same words on their lists, and read out any others that have not been mentioned.

B. VOCABULARY

3

- Focus students' attention on the boxes, and explain that these are Instant Messages (IMs). Find out which communicators students use to send these, eg *Gadu-Gadu, Skype* etc.
- Pre-teach the following words: *joints, sweat glands, moist, multiply*.
- Students read the extracts from the IMs about the health problems from activity 2 to check their ideas, and choose the correct words to complete the sentences. Encourage them to make guesses about new vocabulary.

- Students should also identify the problem from activity 2 that has not been discussed.
- In pairs, students compare their answers.
- Check the answers with the whole class. Elicit the meaning of both options in italics, and make sure students understand the complete phrases in bold.
- Elicit which problem has not been described in the texts. Find out if students know what exactly this problem means, or provide the information yourself (*mouse shoulder*, i.e. *tendinitis* is an inflammation of the shoulder tendons caused by lack of support for the arm when using a computer mouse).

4

- Students underline the phrases used to express the causes for and consequences of the health problems described in activity 3.
- In pairs, students use the phrases to talk about the causes and consequences of other common ailments. If students lack ideas, write down example health problems on the board for them to discuss, eg *flu, cold, stomach ache, fever, sore throat, rash*, etc.

ALTERNATIVE OPTION

Students think of a health problem, and write an IM message about it with the phrases for causes and consequences, modelled on the texts in activity 3. They should not name the problem just like in texts C and E. In pairs, students swap their messages and guess which problems they refer to.



TEACHING TIP: silent students

During group or pair discussion, it may happen that one person does not participate in the conversation or only gives one-word answers. There may be different reasons for this kind of behaviour, eg shyness or lack of interest in the topic. To encourage students to contribute more, make eye contact with them, give positive reinforcement for any answers provided, ask them questions directly, or tell them to put their answers in writing as a homework assignment. If another student is dominating the conversation, set time limits to facilitate turn-taking, eg each person is allowed to speak for 20–40 seconds at a time, and then their partner has to take over.

5

- Students complete the questions with the correct forms of the words from activity 3, and then discuss their answers in pairs.
- Individual students report on their conversation to the whole class.

Teacher's notes

C. LISTENING

Answers Activity 6

- 1 T 5 NI
- 2 NI 6 F
- 3 F 7 F
- 4 T 8 T

- 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).
- 1 Not all allergies cause a rash.
 - 2 One of Molly's allergies is to her cat.
 - 3 Doctors see Molly's type of problem quite often these days.
 - 4 Molly's problems were diagnosed when she was a baby.
 - 5 Different weather conditions can cause a reaction.
 - 6 Molly's allergies would probably have been worse a hundred years ago.
 - 7 Molly's family are now living in a new home without man-made fabrics.
 - 8 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:

- 1 recently finished actions? _____
- 2 actions that started in the past and are still continuing? _____
- 3 the results of actions that finished recently? _____
- 4 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	is the	best/worst/biggest/ most painful + noun	subject	(+ 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)

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

Answers Extra!

- A present perfect
- B past simple

Answers Activity 8

- /dʒ/ hygiene, allergic, emergency, digital
- /g/ trigger, diagnose
- /ʒ/ beige, regime

Answers Language focus 1

- 1 2
- 1 A, B before
- 2 C, D, E When
- 3 A, B finished
- 4 E, F result
- repeated
- incomplete
- duration
- simple

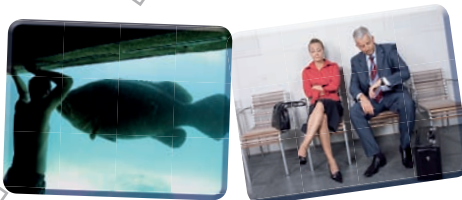
9 Underline the correct option in italics to complete the dialogues.

- 1 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.
- 2 A: It's ages since I *have last met/last met* Teresa.
B: Me too! I haven't *seen/been seeing* her since 2007!
- 3 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.
- 4 A: This is the worst cold I *have ever had/ever had*.
B: You *have been having/had* it for a long time.
- 5 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.

Answers Activity 9

- 1 A is, brought
- B have used, repaired
- 2 A last met
- B seen
- 3 A decided
- B been giving
- 4 A have ever had
- B had
- 5 A been talking

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 ...

C. LISTENING



- 6
- Explain that students are going to listen to a speaker talking about a TV documentary featuring a person with multiple allergies.
 - Pre-teach: *nausea, vital, blisters, regime*. Play the CD for students to find out what the girl is allergic to (nearly everything including most types of food and material).
 - Students then read the statements, listen again, and write whether the statements are true, false or there is no relevant information in the recording.
 - In pairs, students compare their answers.
 - Check the answers with the whole class, eliciting the words which justify them.

Tapescript CD1.16

Many of us have allergies to certain things. It may be a particular food that brings us out in a nasty rash or causes breathing problems and nausea, or it could be that the cat next door makes us sneeze whenever it's in the room. We usually take a tablet or rub on some cream and don't think too much about it. But imagine being allergic to nearly everything that we take for granted as part of our modern world. Tonight's documentary 'Allergic to modern life' focuses on young Molly Harrad whose dozens of allergies have baffled doctors for many years. No-one can figure out why she reacts so badly to so many different things and even worse – what to do about them. Molly's strange condition was noted just a few days after her birth when drinking milk caused her terrible stomach pains. Since then, doctors have found that she is allergic to a whole range of food products and today Molly survives on a bland diet of some meat, vegetables, rice bread and rice milk. She has never eaten biscuits, sweets or birthday cake or anything in the least exotic. However, this is not the worst of her problems. Molly does not only react badly to certain foods but also to many man-made materials that she comes into physical contact with. She can't pick up a phone, hold a coin or even use a pen – all things that most of us don't even have to think about, and all actions that are vital to living a normal life in today's world. If she is not careful and touches something she shouldn't, she comes out in painful blisters. A major problem for Molly is the rubber found in shoes – it affects her skin even through the leather – and she has to wear cotton socks all the time. Recently, she couldn't go out to play in the snow because she didn't have the right footwear. Difficult to resist for a ten-year-old. Molly's chronic condition is very rare and is triggered by many things that didn't exist a century ago. Doctors say that if she had been born then, her condition would probably be much less severe. In order to cope with her condition, Molly's parents have had to take up all the carpets and get rid of anything with synthetic fabric in the home. She has to follow a strict hygiene routine too to avoid contamination from other people or objects and if her allergies do flare up, there is a constant treatment regime of creams and pills to control reactions both inside her body and on the skin. For example, she needs to be extra careful about washing her hands regularly. Molly is a happy ten-year-old at the moment and is determined to stay on top of her problems. However, her parents worry that as she gets older, life is going to get even more difficult for her to cope with. Let's hope that advance in medicine will provide an answer to this brave young lady's problems and help her to have a more normal twenty first century life. Don't miss this fascinating documentary on Channel 6 Thursday evening at 8 pm.

7

- Students decide what Molly's hygiene routine is, and share their ideas in groups.
- Elicit suggestions from different groups.



HOMEWORK SUGGESTIONS

- Workbook, activities 1–3, 8 page 28; activities 9–11, page 29.
- Choose a person you know who is allergic to something. Write what he/she is allergic to, and what the symptoms and treatment are.

LESSON 2

WARM-UP: guess the tense

Dictate the following words to students: *for, since, for ages, lately, recently, until now, all day*. Explain that these words usually appear with two English tenses. In pairs, students try to guess which tenses these are (the present perfect simple and the present perfect continuous).

PRON SPOT



- 8
- Model the three ways in which the consonant *g* can be pronounced.
 - Students decide which of the three sounds for the letter *g* the words contain, and put them in the right columns.
 - Play the CD for students to check the answers, and, then again, for them to repeat.

Tapescript CD1.17

See Student's Book, activity 8, page 31



TEACHING TIP: an alternative to repeating after the recording

Ideally, students should repeat the words with target sounds numerous times to memorise the correct pronunciation. However, if they are reluctant to mechanically repeat after the recording, trick them into repeating the words through a game. Mouth one of the target words silently. Students call out the word as soon as they guess it. Repeat with all the words in random order.

D. LANGUAGE FOCUS 1

- Students read the example sentences (A–F) in point 1, and answer the questions (1–4).
- In point 2, students read and complete the rules for the present perfect tenses.
- Check the answers with the whole class.
- It is worth noting that the last rule has exceptions, as there are certain state verbs that can be used in the continuous form with a change of meaning, eg *I've always thought that workaholism was not a real disease* (opinion) vs *I've been thinking of changing my job* (trying to reach a decision). There are also instances where the present perfect simple and continuous can be used interchangeably, eg *I've lived/I've been living in Łódź for ten years*.
- Refer students to the **Extra!** box to complete the tables with the correct tense names: the present perfect with *It's the first/second/last time* and *It's the (superlative) + noun* as well as the present simple of *to be* with *since* plus the past simple.
- Refer students to the **Grammar summary** on page 138, in case they need extra support with the present perfect tenses.

9

- Students underline the correct options.
- In pairs, students compare their answers.
- Check the answers with the whole class.

10

- In pairs, students decide what the people in the pictures are saying. They should use the structures from **Language Focus 1** and the **Extra!** box.
- Elicit the ideas from different pairs.

E. SPEAKING

11

- In pairs, students invent a new health problem related to modern life, and act out a doctor – patient conversation, using the given useful phrases.

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, page 26)



HOMEWORK SUGGESTIONS

- Workbook, activities 4–7, page 28.
- Write 10 yes/no questions for a psychology test 'How healthy is your lifestyle?' using the present perfect simple and continuous tenses, eg *Have you eaten any fruit or vegetables today? Have you been exercising recently?* You should also write down the scoring system and short interpretations. In the next class, swap your test with another student and complete it.

Unit 04 Health lifelines

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 workplace,
- home visiting services.



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. 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 stairlift 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.



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.

Answers Activity 2

- 1 mobility
 - 2 confined
 - 3 progressive
 - 4 independence
 - 5 lost
 - 6 partially
 - 7 failing
 - 8 compensate
 - 9 navigate
 - 10 impaired
 - 11 aids
 - 12 prospect
- One extra word: adapt

objectives	<ul style="list-style-type: none"> • to talk about disabilities • to explain the functions of facilities for the disabled • to discuss solutions for people with disabilities 	<ul style="list-style-type: none"> • to read about assistance dogs • to describe results of past actions • to talk about designing a school with facilities for disabled students 		
target language	active	<p>grammar / structures</p> <ul style="list-style-type: none"> • the past perfect simple and continuous • sentence patterns with the past simple/the past perfect and the past perfect/the past simple <p>vocabulary</p> <ul style="list-style-type: none"> • phrases connected with disabilities: <i>mobility has been decreasing, be confined to, the condition is progressive, losing one's independence, lose one's sight, partially sighted, failing sight, adapt to, compensate for, navigate, hearing impaired, hearing aids, worrying prospect</i> • facilities: <i>wheelchair, parking badge, stairlift, braille alphabet, talking books, ramp, carer, lip-reading, signed TV programmes, wide doorways, cane, vibrating alarm clock</i> • verbs with prepositions: <i>make a great difference to, act as, react to, put into words, go off, steer sb away from</i> 	<p>pronunciation</p>	<p>language functions</p> <ul style="list-style-type: none"> • describing functions of facilities • describing the results of past actions • recommending and suggesting solutions
	passive	<ul style="list-style-type: none"> • passive voice <p>vocabulary</p> <ul style="list-style-type: none"> • disabilities: <i>facilities, provisions, purpose-built, go downhill, choke, lip-read, hoot at, inseparable, obstacles, approach</i> 		
materials	<ul style="list-style-type: none"> • photocopies of TRF page 27 • a selection of magazine photos of people's faces showing different emotions 			
ścieżki edukacyjne	<ul style="list-style-type: none"> • edukacja prozdrowotna: kształtowanie aktywnej i odpowiedzialnej postawy wobec zdrowia własnego i innych ludzi, zdrowie jako wartość dla człowieka i społeczeństwa, postawy wobec osób przewlekle chorych i niepełnosprawnych • edukacja filozoficzna: umiejętność definiowania i argumentowania 			

LESSON 1

WARM-UP: disabilities

Tell students that 3rd December is the International Day of Persons with Disabilities, and that around 650 million people, i.e. 10% of the world's population, live with various disabilities. In groups of 3–4, students discuss how this day should be celebrated to make the public aware of the problems experienced by disabled people, to encourage support and raise funds. Groups report on their discussion to the whole class.

A. INTRO**1**

- In pairs, students discuss the questions. Before they begin, pre-teach: *facilities, provisions, purpose-built*.
- Pairs report on their discussion to the whole class.

B. VOCABULARY**2**

- Go through the words in the box with the whole class, and elicit their meaning.
- Students read three comments by people with disabilities, and complete the gaps with the words in the box.
- In pairs, students compare their answers.
- Check the answers with the whole class, and elicit the meaning of the complete phrases in bold.
- Drill the pronunciation of the words in the box.
- Ask individual students to make their own sentences with the phrases in bold.

EXTRA ACTIVITY: people around us

In groups of 3–4, students talk about people they know who have disabilities, and what particular problems they face. If you have any disabled students in class and you know they are open to discussing their problems and have a good relationship with their classmates, you can approach them before the lesson, and ask them whether they would like to share their everyday problems in class. Use your discretion as to whether it will be appropriate for your classroom situation.

3

- In pairs, students decide which of the solutions in the box would help the people from activity 2.

- Encourage students to look up unfamiliar words in a traditional or online dictionary.
- From different pairs, elicit the suggestions for the people from activity 2. Elicit the meaning of all the words in the box.

C. READING**4**

- In pairs, students discuss the question about assistance dogs helping people with different disabilities.
- Elicit ideas from different students.

5

- Students read the stories of people who have been given assistance dogs, and compare the texts with their own ideas from activity 4.
- Before they begin reading, pre-teach: *go downhill* (as a metaphor), *choke, lip-read, hoot at, inseparable, obstacles, approach*.
- When students have finished reading, make them aware of the website address below the texts, where they can find further information about assistance dogs.

CULTURE-WISE: assistance dogs

Assistance dogs are trained to assist people with disabilities. The dogs are generally divided into three types: guide dogs for the blind, hearing dogs for the deaf, and service dogs that assist people with mobility problems, or that are trained to be alert to the owners' seizures or other sudden medical problems. Assistance dogs must be cooperative, balanced, focused and cannot be dominant. The dogs can be trained by specific organisations or individual trainers. The training begins at the age of 10–12 months old. The dogs are taught to come immediately when called, to walk on a lead, to relieve themselves on command, to refrain from barking, to react to touch without alarm, to enter lifts, take escalators, buses and trains as well as to ignore distractions.

SURF AND SEARCH!

Students can go to the following websites to read about the achievements of people with disabilities in the areas of sport, science and politics:

<http://www.paralympic.org>

<http://www.touchthetop.com>

<http://www.thebiographychannel.co.uk/biographies/gordon-brown.html>

Teacher's notes

Answers Activity 6

- 1 B 4 A
- 2 C 5 A
- 3 C

Answers Activity 7

- 1 to
- 2 as
- 3 to
- 4 into
- 5 off
- 6 away

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

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

7 Complete the sentences with the correct prepositions.

- 1 Assistance dogs make a great difference people's lives.
- 2 Our teacher also **acts** a careers advisor.
- 3 The dog mustn't **react** distractions.
- 4 I can't **put** words how proud we are of our daughter.
- 5 The fire alarm **went** at 2.30 in the morning.
- 6 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.

- 1 Before + , + .
- 2 By the time + , + .
- 3 After + , + .
- 4 Until + , + .
- 5 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. ,

1 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.

- 1 After I ... , I felt ... because ... earlier.
- 2 Before I ... , I felt ... because ... before.
- 3 By the time I ... , I felt ... because ... earlier.
- 4 When I ... , I felt ... because ... before.
- 5 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, ...

Answers Activity 8

- 1 bought
- 2 travelled
- 3 had been
- 4 fell
- 5 had been barking
- 6 went

Answers Language focus 3

- 1 1 A
- A present 2 E
- B before 3 C
- 4 B, D

Answers Language focus 2

- 1 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 past simple
B past perfect
- 2 1 past simple, past perfect
2 past simple, past perfect
3 past perfect, past simple
4 past perfect, past simple
5 past simple, past perfect

6

- Students read the texts again, and decide which section mentions the issues expressed in the statements. They should underline the parts which support their answers.
- In pairs, students compare their answers.
- Check the answers with the whole class, and elicit how the same ideas were paraphrased in the texts.

7

- Students complete the sentences with the missing prepositions, and compare their answers in pairs.
- Check the answers with the whole class. Elicit the meaning of the complete phrases.

YOU & THE TEXT

- in groups of 3–4, students discuss the questions.
- Elicit ideas from different groups, and answer any further questions students may have about the topic.



TEACHING TIP: problems with answering students' questions

Students should obviously be encouraged to ask questions of the teacher. However, there are a few typical problems with student questions, and you can use the following solutions:

- If one student is asking questions in order to monopolise class time, give priority to students who have been quiet.
- To get more attention, a student may ask an inappropriate or completely irrelevant question. Acknowledge the question, but avoid getting sidetracked by saying: *That is a good question, but it is irrelevant at this point. Anyone interested can stay after class and discuss the answers with me.*
- When students ask questions that have already been answered, do not become irritated, but point out that this area has been covered, and ask other students to provide the answers.
- If you do not know the answer, admit it, promise to look it up, and provide it in the next class.



HOMEWORK SUGGESTIONS

1. Workbook, activities 1–3, page 30; activities 9–12, page 31.

LESSON 2

WARM-UP: yesterday backwards

Tell students 8–10 things you did the previous day in the correct order, eg *I had cereal for breakfast, I went to work, I met my neighbour, I missed my bus, I worked for seven hours, I went shopping, I prepared dinner, I marked your tests*, etc. Ask them to memorise as much as possible without writing anything down. Then ask students to help you reconstruct your day starting backwards by completing your sentences beginning with *by the time .../before/ right before/ when*, eg *Right before I marked the tests, I (had prepared dinner)*. Encourage them to use the past perfect in the second part of the sentence as the chronological order is reversed.

D. LANGUAGE FOCUS 2

- In point 1, students read the example complex sentences, and in each one underline the action that happened first.
- Then they read the rules and complete them with the correct tense.
- Check the answers with the whole class.
- Explain that the past simple is used to describe a sequence of past events in chronological order. If we refer to an event that is outside of this chronological order, we use the past perfect.
- Draw students' attention to the signal words in the sentences that may suggest the use of the past perfect, i.e. *before, by the time, after, when, until*. Point out that with *before* and *after* we can sometimes use the past simple in both clauses if the order of event is clear from the context, and does not need to be stressed.

- In point 2, students complete the sentence patterns with the correct tenses.

E. LANGUAGE FOCUS 3

- In point 1, students read the sentences, look at the examples of the past perfect continuous, and complete the rules by choosing the correct words.
- In point 2, students read the examples and match them with the rules.
- Check the answers with the whole class.
- Point out that the past perfect simple focuses more on the result of a past activity, whereas the past perfect continuous emphasises the duration of the past activity itself.
- Remind students that state verbs are not usually used in the continuous tenses.
- Refer students to the **Grammar summary** on page 138, in case they need extra support with the past simple, past perfect simple and/or past perfect continuous.

8

- Students read the text, and complete it with the correct form of the verbs in brackets: the past simple, past perfect simple, or past perfect continuous.
- Encourage students to look out for signal words, the chronology of the events, and whether the focus is on the result or the action itself.
- In pairs, students compare their answers.
- Check the answers with the whole class. For answers which students are unsure of, elicit the correct rules from **Language Focus 2** and **3**.

9

- In pairs, students tell each other about what they did yesterday after school, using the given sentence patterns. If the previous day was not a school day, they should talk about the whole day, beginning from the morning.
- In different pairs, students use the same sentence patterns, replacing the pronoun *I* with *he/she*, to tell each other about their previous partner's day.

EXTRA ACTIVITY: feelings

Bring to class a selection of magazine photos of people's faces showing different emotions. Explain that the photos were taken yesterday. Silently, students make guesses as to the feelings expressed by the people, and the reasons for their moods. Then they write sentences about the people, their emotions and reasons for these, using the pattern: *He/She felt ... because + past perfect simple/past perfect continuous*, eg *She felt happy because she'd finished her work early*. In pairs, students read the sentences to each other in random order, and guess which photos they refer to.

F. SPEAKING

10

- In groups of 3–4, students discuss what should be taken into consideration when designing a new school so that disabled students' needs are met.
- Encourage students to talk about all the points given in the books, and to use the suggested phrases.
- Groups report on their discussion to the whole class.

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, page 27)



HOMEWORK SUGGESTIONS

1. Workbook, activities 4–7, page 30; activity 8, page 31.
2. Write a mini-story about events during one of the following time periods: last winter break, last summer holiday, last Christmas/Easter, last weekend. Use the sentence patterns from point 2 in **Language Focus 2**.

Unit 04

SKILLS BUILDER

TEMAT NATURALNY: ZDROWIE

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.



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!

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!

Answers Activity 3

- 1 fat
- 2 no
- 3 no
- 4 slimmer – someone who makes himself/herself thinner by eating less and exercising

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. (1) He used to be a chubby child, but at age 12 the fat dropped off 'almost overnight'. 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'.



Mr Perry can eat whatever he fancies.

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

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
 - B Accidents
 - C Malnutrition
 - 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.



34

- Answers Activity 1
- Insomnia, paralysis, bulimia nervosa
 - Stephen Hawking (scientist, suffers from amyotrophic lateral sclerosis – a form of paralysis), Muhammad Ali (former boxer, suffers from Parkinson's disease), Christopher Reeve (actor, was paralysed and used a wheelchair)
 - 'Forest Gump', 'Rain Man'
 - B
 - D
 - A
 - A

objectives	<ul style="list-style-type: none"> • to talk about rare diseases • to read a text about rare diseases • to role-play a conversation between a hotel employee and a tourist about the facilities for the disabled • to write a discursive essay 			
skills practised	listening	speaking	reading	writing
materials	<ul style="list-style-type: none"> • photocopies of TRF pages 28–31 		<ul style="list-style-type: none"> • photocopies of TB page 264 	
ścieżki edukacyjne	<ul style="list-style-type: none"> • edukacja prozdrowotna: kształtowanie aktywnej i odpowiedzialnej postawy wobec zdrowia własnego i innych ludzi, zdrowie jako wartość dla człowieka i społeczeństwa, postawy wobec osób przewlekle chorych i niepełnosprawnych, radzenie sobie w sytuacjach trudnych 			

LESSON 1

WARM-UP: What's in the cartoon?

Students describe the cartoon at the top of the page, and say why it is funny. If necessary, pre-teach: *vulture*, *drip*, *recovery*, *discharge*. In pairs, students tell each other what would motivate them to get better quicker if they were ill.

A. ABOUT YOU**1**

- In groups of 4, students read the quiz together, and answer the questions on a piece of paper.
- Before they begin the task, pre-teach: *rare diseases* and *malnutrition*.
- When each group has completed its answers, it swaps them with another group to check the score. Elicit students' ideas for each question, and then give true answers. For questions 1–3, different answers are possible.
- Find out which group scored the most points.

CULTURE-WISE: The Rare Disease Day

The *Rare Disease Day*, celebrated in February, is an international holiday that aims to raise public awareness of rare diseases, and stress the importance of research into rare diseases. In Europe, a disease or disorder is defined as rare when it affects less than 1 in 2,000 people.

The first *Rare Disease Day* was organised in 2008. The events on *Rare Disease Day* include press conferences, marathons and exhibitions. More information on the holiday can be found at: www.rarediseaseday.org

B. READING**2**

- Students read the headlines about uncommon health problems. Pre-teach: *collapse*, *hiccupping* and elicit that *Tic tacs* are a kind of small, mint sweet.
- In pairs, students choose four of the medical conditions from the headlines, and discuss what problems the people suffering from them may have to face.

- Go through the headlines with the whole class, and elicit students' ideas for each of them.

EXAM INFO: multiple choice tasks

- Go through the **Exam info** box with students. They may expect this kind of task in the reading section of the Matura exam.
- Pay special attention to the following points:
 - students should read the text quickly to learn what it is about, and to figure out where to look for the information from the task
 - they should analyse all the optional answers in detail
 - when students choose an answer, they should find the corresponding part of the text that confirms their choice
 - students should remember that the information from the task paraphrases the relevant part of the text
 - if there are unfamiliar words or phrases in the text, this should not discourage students from doing the task, as the meaning can often be guessed from the context.
- Provide students with the following additional tips:
 - multiple choice questions may test students' understanding of a general idea, and the particular details as well as the source of the text, the audience it is written for, and the author's opinion about the topic of the text
 - the questions checking global understanding usually come last
 - it is a good idea for students to answer each question in their heads first before looking at the possible answers.
- 3**
 - Students read part of a newspaper report on unusual medical conditions, and answer the questions about the meaning of the underlined parts.
 - Point out that students should try to guess the meaning from the context, and that they are not allowed to use a dictionary.
 - In pairs, students compare their ideas.
 - Check the answers with the whole class.
 - Elicit or explain the meaning of *it finally emerged* and any other words or phrases students find unfamiliar.

Teacher's notes

Answers Activity 4

- 1 C 3 D
- 2 C 4 D

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.abc.com

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

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

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 (dokument) | stomach (żołądek) |
| trigger (spust w pistolecie) | battle (bitwa) |

Answers Activity 5

- stomach – trawić
- trigger – wywoływać
- battle – zmagać się, walczyć
- document – dokumentować, potwierdzić na piśmie

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.

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

7 Paraphrase the sentences. Use the fragments given.

- 1 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.
- 2 The doctors haven't seen such a case for a long time. It's ages _____.

- 3 We have never had a patient with such an allergy in our clinic. It's the first time _____.

- 4 He suddenly had a horrible rash, so we hurried to the nearest hospital. He suddenly came _____, so we hurried to the nearest hospital.

Suggested answers Activity 6

- 1 We didn't manage to find/ We weren't able to find/ It was impossible for us to find/We were unable to find/We didn't succeed in finding/We failed to find
- 2 I'd rather/I'd prefer to
- 3 All/The only thing
- 4 It is believed/Many people believe/It is a common belief

D. SPEAKING

ROZMOWA Z ODGRYWANIEM ROLI EXAM INFO

- 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.

Answers Activity 7

- 1 It's high time you
- 2 since the doctors saw such a case
- 3 we have had a patient with such an allergy in our clinic
- 4 out in a horrible rash

4

- Pre-teach: *eyelids, swell, convert, digest, vomit, foodstuff, exhilaration, soak* and *sweating*.
- Students then read the rest of the report on unusual medical conditions, and choose the correct option (A–D).
- Encourage students to use the tips and strategies from the **Exam info** box on the previous page.
- In pairs, students compare their answers.
- Check the answers with the whole class. Elicit the appropriate parts of the text that are paraphrased in the correct answers.

YOU & THE TEXT

- In groups of 3–4, students discuss the questions.
- Groups report on their discussion to the whole class.

5

- Students look at the words, and study their meaning as nouns, which is generally their more common form. Then students find these words used as verbs in the report in activity 4, and work out their meaning from the context.
- In pairs, students discuss their ideas.
- Elicit the meaning of the words as verbs from different students.

C. USE OF ENGLISH

EXTRA EXAM INFO: sentence transformations

- Provide students with the following tips and strategies regarding the sentence transformation task:
 - it is important to first read both sentences (the original sentence and the given part of the target one), and underline the part of the original sentence which needs to be transformed
 - students should decide what grammar structures and/or vocabulary (eg phrasal verbs, idioms, prepositional phrases) are necessary to complete the gapped sentence
 - it is vital to read the target sentence twice after completing the missing part, the first time focusing on correctly used vocabulary and the second time on correct grammar forms (all the details are important, eg articles, pronouns, the number – students should treat the given parts of the target sentence as clues hinting at which structures or expressions should be used
 - once students have completed the task, they should read all the sentences once more, and check whether all their inserted words are spelt correctly.

6

- In pairs, students paraphrase the underlined parts in as many ways as they can. Point out that the purpose of this activity is to seek different structures and/or vocabulary that can replace the underlined parts in order to train students to recognise certain patterns.
- Elicit all the possible ways in which students have paraphrased the underlined parts.

ALTERNATIVE OPTION

Pairs race to find as many ways in which to paraphrase the sentences as possible within 5 minutes. Check the answers. Pairs are given one point for each correct paraphrase. The pair with the most points wins.

7

- Students paraphrase the sentences, using the parts given.
- In pairs, students compare their answers.
- Check the answers with the whole class.

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, page 28)



HOMEWORK SUGGESTIONS

1. Workbook, activities 1–4, page 32; activities 5–7, page 33.
2. Google one of the diseases from activity 4, and on the basis of your research, write a short encyclopaedia entry. Include the definition of the disease, its symptoms, and possible treatment.

LESSON 2

WARM-UP: disabled students learning foreign languages

Write the following disabilities on the board: *visual impairment, hearing impairment, physical disability, intellectual disability, learning disability*. Divide the class into five groups. Each group chooses a different disability from the board, and discusses what a typical English lesson should look like for students with this disability. They can talk about the different task types, physical aids, tools, teacher techniques, classroom arrangement etc. Set a time limit of 4 minutes, and then groups report on their conclusions to the whole class.

D. SPEAKING

EXAM INFO: role-playing

- Go through the **Exam info** box with students. They will do this kind of task in the oral Matura exam.
- Pay special attention to the following points:
 - all the features of the task instruction must be mentioned in the conversation
 - it is important to take an active role, and lead the conversation rather than wait for the examiner's help
 - students should use rich and varied vocabulary and structures.
- For additional tips on this type of task, refer students to page 11 of their books.

Teacher's notes

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 stairlifts, 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	Is there something else I need to know?
attractions included in the price	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 wyrazów 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.

Answers Activity 11

It is assumed that the government takes responsibility for facilitating the lives of the disabled. It may be true to some extent. However, I believe that schools and parents could make a greater effort to raise our awareness of the needs of the disabled people.

8

- Students read the exam task, and plan what they could ask about using the words and phrases from box A and the questions from box B.

9

- In pairs, students role-play the exam task, applying the rules from the **Exam info** box. Student A takes the role of the examiner, and Student B that of the student. Student A adds the tasks from the correct column in the table to the conversation. Student B uses the phrases given below the table, and the questions and vocabulary from activity 8.
- When students have completed the task, they role-play the conversation again, changing roles. Student B then adds the tasks from the correct column in the table, and Student A uses the given phrases as well as the vocabulary and questions from activity 8.
- One pair present their dialogue to the whole class.

EXTRA ACTIVITY: hotel complex

On the basis of activities 8 and 9, in groups of 3–4, students design a leaflet of a seaside hotel complex with facilities for disabled people. Display students' work around the classroom, and tell students to vote for the best project.

E. WRITING

EXAM INFO: a discursive essay

- Go through the **Exam info** box with students. They may be asked to write a discursive essay as one of the tasks in the Matura exam.
- Pay special attention to the following points:
 - the essay should be divided into three parts: the introduction, thesis development, and conclusion (the paragraph ratio between these parts should be 1:2:1)
 - at least two solutions for a given problem should be presented, and it is necessary to describe their positive and possibly negative consequences
 - formal language needs to be used, and the essay should be properly organised with appropriate use of linking words and expressions.
- Provide students with the following additional tips:
 - as a discursive essay is a discussion of a given problem/current situation, in the opening paragraph, the problem and/or the situation need to be introduced and described
 - in the final paragraph, students should state their own opinion on the issue discussed in the essay.

10

- In pairs, students read the exam task, and add their ideas to the tables provided. Point out that some problems and solutions have already been listed as an example and pre-teach: *lack of funds* and *raise awareness*.
- Set a time limit and elicit ideas from different pairs.

11

- Students read the paragraph and make it more formal.
- You may copy the paragraph onto the board with marked parts, and the following list of clues to help students with the task:
 - (1) *People often assume* that the government (2) *is responsible* for (3) *helping* disabled people. (4) *It is true* (5) *a bit*. (6) *But I reckon* that schools and parents could (7) *do more* (8) *to help us know more about what* disabled people need.
 - 1 Use the passive voice.
 - 2 Use the expression with 'responsibility'.
 - 3 Use a synonym of 'help'.
 - 4 Use a modal verb before 'true'.
 - 5 Use a more formal equivalent of 'a bit' (with the word 'extent').
 - 6 Use a more formal equivalent of 'but' and 'reckon'.
 - 7 Use the expression with 'effort'.
 - 8 Use the expressions with 'awareness' and the word 'needs'.
- Check the answers with the whole class after students have compared their paragraphs in pairs.
- Students then expand their improved formal paragraphs by adding a solution, and describing its possible consequences.
- Check students' answers and provide feedback.

12

- Students read the exam task in activity 10 again, and write the discursive essay using the tips from the **Exam info** box as well as the ideas and language from activities 10 and 11. They can do the task as an in-class activity or homework.
- Students check whether their texts fulfil the assessment criteria for the given exam text type on their copy of page 264 of the Teacher's Book.
- Monitor the activity.
- Collect the essays. Mark them and provide feedback.

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, pages 29–31)



HOMEWORK SUGGESTIONS

1. Workbook, activities 8–12, page 33.
2. Imagine you work for the hotel from activity 8. Use the vocabulary from the task to write information for your hotel website regarding the facilities you offer for disabled people.

Teacher's notes

REVISION PAGE

Unit 04

TEMAT MATURALNY: ZDROWIE

Answers Activity 1

- bring out a vaccine – wprowadzić na rynek szczepionkę
- come down with a nasty flu – zachorować na ostrą grypę
- bring someone out in painful blisters – wywołać u kogoś bolesne pęcherze
- figure out the causes of the disease – znaleźć przyczyny choroby
- confine to a wheelchair – przykuć do wózka inwalidzkiego

Answers Activity 2

- something to do
- putting too much strain
- put into
- is down to

Answers Activity 3

- partially, hearing-aid, lip
- contracted, aches, swollen, prospect

Answers Activity 4

- the doctor had already left
- We have been waiting for the diagnosis
- has lost his sight
- We had been feeling unwell
- they had signed
- had been waiting for help
- He hasn't recovered yet

Answers Activity 5

- has been
- suffered
- saw
- has eaten
- had
- came/had come
- hasn't been
- went
- has felt

A. VOCABULARY & GRAMMAR & PRONUNCIATION

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

1 Match the parts of the expressions (1–5) and (A–E). 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 a 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 tetter'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

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

➤ Zeszyt ćwiczeń, Revision, s. 35

JESLI 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.

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 a good idea to revise this part of the material (the *Revision* section in the *Workbook*, p. 35). If they have marked their work with 3 points, they might want to keep on working to improve their language skills (the *Extension* section in the *Workbook*, p. 35).

A. VOCABULARY & GRAMMAR & PRONUNCIATION

1

- Students match the parts of the expressions, translate them into Polish, and then write their own sentences with the complete expressions.
- In pairs, students compare their answers.
- Check the answers with the whole class. Elicit the different sentences students have written with each expression.

2

- Students paraphrase the parts in bold. If they find this too difficult, provide them with a single-word clue for each target structure or piece of vocabulary, eg *something, strain, into, down* for sentences 1–4 respectively.
- In pairs, students compare their answers.
- Check the answers with the whole class.

3

- Students correct the crossed out words. Point out that the target words are closely related to the crossed out ones, which is the reason why the typical mistakes are being shown.
- In pairs, students compare their answers
- Check the answers with the whole class.

4

- Students translate the parts in brackets using the correct present or past perfect tenses. Encourage them to first check whether the target part relates to a present or past event.
- In pairs, students compare their answers.
- Check the answers with the whole class.

5

- Students put the verbs in brackets into their correct forms.
- Encourage students to underline any words that point to a given form, eg *It's ages since, It's the second time, after* etc.
- In pairs, students compare their answers.
- Check the answers with the whole class. Elicit which words helped the students to deduce a given form.

6



- Students listen to the recorded words and questions, and repeat them.
- In pairs, students ask and answer the questions. If necessary, give suggestions for question 2, eg *cancer, diabetes, asthma, arthritis, chronic ear infection*.

- Individual students report to the whole class.

Tapescript CD1.18

See *Student's Book*, activity 6, page 37

7

- Divide the class into pairs, and assign the roles of Students A and B.
- Refer Students A to page 120, and Students B to page 122 to read their instructions. Students make sure that they know the words in their lists, and if necessary, look them up in a dictionary.
- Students give definitions of their words for their partners to guess.

EXTENSION ACTIVITIES

after activity 2

In pairs, students take turns to read the paraphrased sentences to their partner, who tries to reconstruct the original sentence from memory.

after activity 3

Students make their own correct sentences with the crossed out words from activity 3.

after activity 4

Students write alternative parts to the ones from activity 4, using the same tenses, eg When we came to the clinic, the technician had already fixed the faulty piece of the MRI machine.

PHOTOCOPIABLE ACTIVITY

(*Teacher's Resource File*, pages 32–33)

B. COMMUNICATION & GAMES

1

- In pairs, students read the instructions, and create the highest pyramid of words possible within a time limit of 4 minutes. They are allowed to look back at both Unit 4 of their book and their notes.
- Point out that in each pair, both students need to know the meaning of all the words within the pyramid.
- When the time is up, ask students to count the layers of their pyramids. The pair with the highest pyramid must define randomly chosen words from their pyramid. If they succeed, they win the game.

2

- In groups of 3, students imagine and plan a fundraising campaign for their friend who needs an operation.
- Groups present their campaign to the whole class. Get students to vote for the best idea. They cannot vote for their own group's campaign.

EXTRA ACTIVITY: spelling auction

On the board, write 15–20 words from the unit. About half of them should be spelt incorrectly, eg dissabilities (disabilities), swell, cane, hiccupping (hiccuppung), allergy, inferility (infertility), impairment, asisstance (assistance). In groups of 3–4, students receive an imaginary 100 zloty to buy correct words. They are not allowed to check the spelling in a dictionary. Auction each word separately. Teams bid against other teams. The minimum bid is 10 and higher bids must be eg 20, 30, 40, 50 etc. At the end, the team with the highest number of correct words wins. If you want, you can allow buying incorrect words provided that the group that buys them, can correct them at the end of the game.