



POŁONSKY

Listening

FOR MATURA B2

Rozumienie ze słuchu na poziomie rozszerzonym

PODRĘCZNIK I ZESTAW ZADAŃ

Roman Ociepa, Nick Rattenbury

POŁONSKY

To the memory of Tomasz Sobczak

POLONSKY *Listening*

FOR MATURA B2

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UNIT	LISTENING		FACT CORNER	WRITING
	Area	Topic		
Short monologues and dialogues				
1	People House and home School	Volunteering Chores Gigging academic	Choosing a university course www.ucas.com	Letter of application
2	House and home School Work and jobs	Passive houses Curriculum Multinationals	Democratic schools adec.edu.au	Letter of enquiry
3	School Work and jobs Relations with other people	Mobile devices Working abroad Family occasions	Celebrating Easter in Poland www.polska.pl	Letter giving information
4	Work and jobs Relations with other people People	Gap year Social media Personal ornaments	Tattoo removal www.nhs.uk	Letter of complaint
5	Relations with other people People School	Social life Our brain Homework	Human brain www.nationalgeographic.com	Letter to the editor
Four speakers				
6	Shopping and services	Online shopping trends	Avoiding online fraud www.nidirect.gov.uk	For and against essay
7	Travelling and tourism	Budget travelling	Eight steps to overcoming your fear of flying adaa.org	Opinion essay
8	Culture	YouTubers going too far	How TED foundation works www.ted.com	Opinion essay
9	English-speaking countries	Minorities in English-speaking countries	Language in England and Wales: 2011 www.ons.gov.uk	For and against essay
10	Sport	The e-olympics	What are esports? A beginner's guide www.telegraph.co.uk	For and against essay
Longer speeches and dialogues				
11	Health	Exotic diseases	Medical professions www.healthcareers.nhs.uk	Article
12	Food	Restaurant menu tricks	Improving health www.bda.uk.com	Article
13	Technology	Vintage trends	London Transport Museum www.ltmuseum.co.uk	Article
14	Society	How to stay safe in a crowd	Terrorism www.sa.gov.au	Article
15	Nature	Amazing migrations	Animal migration idahoptv.org	Article



PREFACE

Polonsky Listening for Matura B2. Rozumienie ze słuchu na poziomie rozszerzonym. Podręcznik i zestaw zadań is a textbook designed for Matura candidates who are taking the exam at **Extended Level (B2)**. The book can be used **in class** to work with a group of students or it can be used for **self-study**. The scope of the material presented in this book reflects the current standards for the English language as outlined in *Informator o egzaminie maturalnym z języka angielskiego od roku szkolnego 2014/1015* published by Centralna Komisja Egzaminacyjna in 2013.

The purpose of this book is to let the students immerse in the listening tasks. Therefore, each unit starts with **three tasks focusing on speaking** to let students reflect on the topic. As research shows it is impossible to understand spoken text when the rate of unknown vocabulary exceeds 6%, so **the next six tasks introduce and revise key vocabulary items**. This is intended to help candidates increase their vocabulary range, particularly with regard to idioms, collocations and phrasal verbs.

The core of the book are Tasks 11, 12 and 13. These **open-ended listening activities** are designed as a sequence: first, students try to grasp the gist of the spoken text, then they explore the text in greater detail, and finally their focus is shifted to the cohesive devices used in the monologue or conversation. The authors deliberately refrained from using closed tasks such as multiple-choice questions or multiple matching as they think that their effectiveness is close to zero.

Working with the spoken text is more effective when students are given a chance to explore the audioscript. For this reason, three tasks are based directly on what is said. Here, students turn their attention to **prepositions, determiners and collocations**.

The last but one task in the unit serves as a bridge between the printed word and the Internet. In each unit, students will find **a link to a website** whose contents are somehow tied to the topic presented in the lesson.

Finally, students are given a **writing task**. This activity helps them reflect on their understanding of the Matura writing task and presents them with a topic for a letter, essay or article.

There is a **Vocabulary Organiser** at the end of the book which contains **600 vocabulary items** such as nouns, adjectives, idioms and phrasal verbs extracted from the spoken texts. It is not a list of words and phrases, but rather a set of notes which should be completed by students.

As **Polonsky Listening for Matura B2** is an examination book, there are fifteen Matura Tasks which can be used independently of the course. Since there are three types of tasks in the exam, the book provides five sets of short monologues and conversations, five multiple matching tasks, and five longer speeches and dialogues.

The authors hope that this publication will become an effective tool for exam preparation.

Roman Ociepa
Nick Rattenbury



ABOUT THE AUTHORS



Roman Ociepa has a BA in TEFL (1995) and MA in English (1999) from the Jagiellonian University, Poland. He authored a number of English textbooks: *Angielskie wyrazy kłopotliwe* (with Arlena Szcześniak, 2005), *Angielskie wyrazy kłopotliwe. Ćwiczenia* (with Russell Preston and Arlena Szcześniak, 2007), *United Kingdom at a Glance* (2009), *United States at a Glance* (with Bartłomiej Paszyk, 2017). He designed a series of photocopiable resource books devoted to the culture, history and geography of English-speaking countries and wrote the following books: *Let's Visit Ireland* (2014), *Let's Visit the United States* (2015), *Let's Visit England* (with Mateusz Kotodziejczyk, 2016) and *Let's Poland* (with Michał Kolasa, 2016). His other books from the Polonsky for Matura series are *Polonsky Writing for Matura* (2016) and *Polonsky Speaking for Matura* (with Karolina Ostrowska-Wawryniuk, 2017). Roman's latest project is the Active Matura series with books such as *Word Formation B2. Słowotwórstwo B2* (2017), *Prepositions B2. Przyimki B2* (with Aleksandra Procek, 2017) and *Writing B1. Wypowiedź pisemna B1* (2018).



Originally from the UK, **Nick Rattenbury** has lived in France, Poland, China and Bahrain, working as an English language teacher, language school director, translator, proofreader and author of teaching materials. He has always been passionate about languages and the process of language learning. Graduating with a degree in French and German, he went on to complete the CELTA and DELTA teaching qualifications. This was accompanied by jobs in teacher training colleges and a number of language schools. He currently lives in Bielsko-Biała, Poland with his wife and two daughters, and works freelance for a variety of companies and institutions both in the city itself and elsewhere in Poland. His free time is spent mountain hiking, playing badminton, doing DIY and reading French literature.

ACKNOWLEDGEMENTS

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The authors would like to thank all the English teachers from two Facebook groups, namely Nauczyciele Angielskiego, and High Impact Teachers who shared their ideas about teaching listening and offered valuable feedback during all the stages of preparing this book. Roman and Nick are particularly grateful to **Agnieszka Andryskowska**, **Atena Juszek** and **Iwona Suchanek**.

This book was created not only for our students, but also with our students. Our eager guinea pigs helped us shape the book and participated willingly in testing the material. **Alicja**, **Gabryśia**, **Justyna**, **Maciej**, **Maja**, **Piotr** and **Szymon** – we salute you! (No students were harmed in this process.)



HOW TO USE THIS BOOK

KEY TO SYMBOLS AND ABBREVIATIONS



go to **Vocabulary Organiser**



track number



more ideas on how to use the audioscript



go to website



go to **Matura Task**

n noun

sb somebody

sth something

v verb

WHICH DICTIONARIES DO WE RECOMMEND?

A trusted dictionary may come in handy while you explore the intricacies of English. Here are **online dictionaries** which you can use for free:

dictionary.cambridge.org – Cambridge Dictionary with Polish to English and English to Polish module

www.ldoceonline.com – Longman Dictionary, which includes proper names

www.macmillandictionary.com – Macmillan Dictionary, a reliable monolingual dictionary

en.oxforddictionaries.com – English Oxford Living Dictionaries, one of the most comprehensive and detailed tools for learning

If you prefer traditional **bilingual printed dictionaries**, we suggest one of the following:

Longman: słownik współczesny angielsko-polski, polsko-angielski

Oxford Wordpower: słownik angielsko-polski, polsko-angielski

If you are looking for a good **monolingual printed dictionary**, one of these will always be a good choice:

Cambridge Advanced Learner's Dictionary

Macmillan English Dictionary for Advanced Learners

Oxford Advanced Learner's Dictionary



The MP3s for this book can be found at www.polonsky.pl, in the Download section



POINTS TO REMEMBER

1. **Task 2** is designed to make students use specific vocabulary while describing a picture. Some vocabulary items can be found in the picture, but not all. In this way students are challenged because they have to find a way to use all the vocabulary items while talking about the illustration.
2. The purpose of **Task 3** is to generate speaking, and let students pool their knowledge and ideas about the topic(s) together. This can be done in the form of short speeches when students talk to the group or in conversations with students working in pairs, trios or groups.
3. **Task 4** contains three questions which let students present their own opinions on the topic(s). They could also be used for class debates or as topics for discursive essays.
4. Some students may find **Task 10** challenging as the collocations are not always obvious. If students get stuck, the teacher can help them by putting letters on the board and gradually revealing the word, e.g. PA → PAT → PATI → PATIE → PATIEN → PATIENT → PATIENTS. The teacher should accept any word which forms a proper collocation.
5. We decided not to include sample answers to **Task 2**, **Task 3**, **Task 4** and **Task 19** as they are frequently used (and abused) as 'the right and only models of speech and writing'. We think that providing sample answers would be counterproductive here as students at this level of language proficiency are capable of producing astonishingly original and rich language if they are not constrained by 'the key'.
6. **Vocabulary Organiser** contains all vocabulary items from Tasks 5, 6, 7 and 8. Obviously, students will know some words, expressions, idioms and phrasal verbs but we look at Vocabulary Organiser as a tool which students can use to learn how to revise and expand vocabulary with the help of reliable dictionaries.
7. There is no direct link between the units, so they can be covered in any order.

HOW TO USE THIS BOOK FOR SELF-STUDY

1. Ideally, you should start with testing yourself using the Matura Task. Listen to it twice and note down your answers. This should take around 10 minutes. Do not check your answers at this stage.
2. Next, go through Task 2 to Task 9. This will give you an opportunity to think about the topic, learn some vocabulary from the Matura Task and practise saying some tricky words.
3. Use Task 10 to revise vocabulary.
4. Now you are ready to do some listening. Task 11 helps you focus on the general understanding of the recording. In Task 12 you have to note down specific words or phrases. In Task 13 we draw your attention to cohesive devices used by the speakers.
5. Listen to each recording as many times as you want.
6. Now test yourself again using the Matura Task and check your answers. Was your second score better than the first?
7. Tasks 15, 16 and 17 help you focus on prepositions, articles and collocations. After each task, listen to the recording and check your answers.
8. Task 18 is designed to help you go deeper into the topic. We suggest exploring a website and having a look at some authentic English.
9. To wrap things up, we put a Matura writing task at the end of the unit (Task 19). Here you can practise writing letters, essays and articles, i.e. the compositions which you are expected to produce in the Matura examination.
10. If you want to consolidate essential vocabulary from the unit, go to Vocabulary Organiser and note down definitions and your own examples.



HOW TO USE THIS BOOK IN CLASS

The super quick route (45 minutes)

1. Ask your students to go through **Lesson A** at home and solve the tasks. You can either give them the key or check the answers quickly at the beginning of your Listening lesson.
2. During your Listening lesson, cover **Lesson B**: use Task 10 with your students to revise key vocabulary and go to proper listening tasks. After each listening discuss answers with your students.
3. Set **Lesson C** as homework. You can provide students with the key. If you want to focus solely on Listening, skip Task 18 and Task 19 as they are rather optional extensions to the topic.

The quick route (90 minutes)

1. One option is to use the flipped classroom approach and ask students to go through **Lesson A** at home. Then you can cover **Lesson B** and **Lesson C** in class which should take around 90 minutes.
2. Another option is to focus on vocabulary work from **Lesson A** in class and then go to **Lesson B**. Set **Lesson C** as homework and provide students with the key.
3. Skip Task 18 and Task 19 as they are rather optional extensions to the topic.

The regular route (135 minutes)

1. The material presented in **Lesson A**, **Lesson B** and **Lesson C** is enough to keep your students busy for three 45-minute lessons.
2. Depending on the level of your students, decide whether to skip Task 18 and Task 19 or set them as homework as they are rather optional extensions to the topic.

The intensive route (180 minutes or more)

1. You can start with diagnosing the level of the students. The Matura Test takes around 10 minutes and then you go to **Lesson A**. We do recommend this solution for stronger groups or 60-minute lessons.
2. The material presented in **Lesson B** and **Lesson C** is enough to keep your students busy for one intensive 60-minute lesson.
3. You can spend another 60-minute lesson using **Task 19** as an in-class writing project.

These are only our suggestions. We do encourage you to approach this book in a flexible and creative way!

Have fun! And good luck with Matura!



EXOTIC DISEASES – LESSON A HEALTH



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11.1 Test yourself

Go to page 116. Listen to Matura Task 11 and answer the questions.

11.2 Let's talk about the picture

Look at the picture on the left. Describe it using the words given below.

black eye • bruised • cast • concussion • crutches • dizzy • pain • painful • scratched • stitch • swollen

11.3 Let's talk about medicine and diseases

Discuss the following questions with your partner(s).

1. What are common diseases in your country? What are their symptoms?
2. What are antibiotics? When do we use them?
3. What diseases are carried by animals?
4. Which diseases are major causes of death in your country?
5. How long does it take to become a doctor in your country?
6. What medical professions other than doctors and dentists do you know?
7. What does GP stand for? What other areas of health care do doctors work in?
8. What kind of equipment do doctors use to examine and treat sick people?
9. Why are some people afraid of needles?
10. What kinds of accidents do people have at home?
11. Which countries do you consider exotic?
12. What are exotic diseases?

11.4 Let's talk about tough stuff

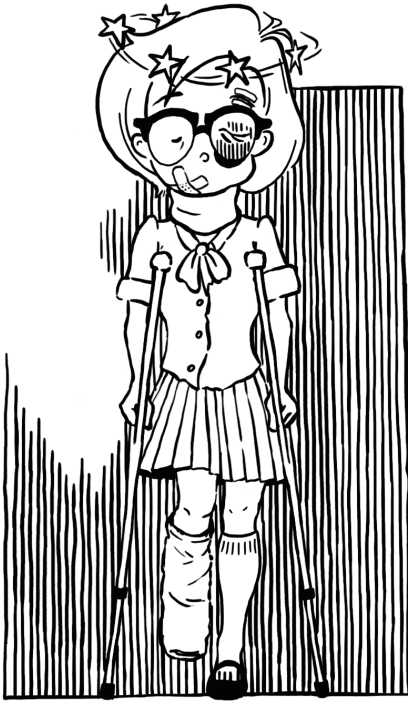
Discuss the following questions with your partner(s).

1. Which diseases frighten you the most?
2. How do you react when you see blood?
3. What was the most disgusting disease or death you saw in a film?

11.5 Nouns 1

Match each word on the right with a definition on the left. Compare your answers with your partner(s).

- | | |
|--|----------------------|
| 1. a physical or mental feature which shows that you have a particular illness | condition |
| 2. a disorder that affects a human, animal, or plant | virus |
| 3. a time when a disease suddenly begins | sickness |
| 4. an illness consisting of a set of medical problems | migraine |
| 5. an illness or other medical problem that lasts a long time | outbreak |
| 6. the ability to see | symptom |
| 7. the state of being ill or vomiting | elephantiasis |
| 8. an infective agent that causes infectious illnesses | syndrome |
| 9. a very bad headache accompanied by vomiting and problems with seeing | vision |
| 10. a condition in which parts of the body become grossly enlarged | disease |



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11.6 Nouns 2

Complete each sentence with one word. Compare your answers with your partner(s).

1. Malaria is spread by small flying insects called **mo** _____.
2. Organisms which live in or on other organisms and feed from them are called **pa** _____.
3. Bodily **fl** _____ are liquids such as blood that come from the human body.
4. The new swimming pool will serve the local **co** _____ for many years.
5. Although they are peaceful people, they are ready to fight for their **be** _____.
6. Grizzly bears are still considered sacred by many American Indian **tr** _____.
7. **Wo** _____ are small animals with long, slender, soft bodies and no limbs.
8. Plants or animals on which other plants or animals live are called **ho** _____.
9. When Jerry finished telling his story, everybody roared with **la** _____.
10. If you want to prevent skin diseases, good personal **hy** _____ is fundamental.

11.7 Adjectives

Complete each sentence with a word from the list below. Compare your answers with your partner(s).

far-flung • fatal • neurological • parasitic • rare • sinister • temporary • tiny • visible • widespread

1. It is Martha's dream to travel to the most _____ corners of the world.
2. Timothy is a dishonest person, so there might be a _____ motive behind his actions.
3. Alina has only a _____ residence permit and has to renew it every three years.
4. Although we were close to the stage, we didn't see who fired the _____ shot.
5. Portions in this restaurant aren't generous. On the contrary, they are really _____!
6. Dr Taylor is doing pioneering research into _____ diseases.
7. His controversial articles presented _____ corruption in government organisations.
8. Her uncle has a valuable collection of _____ books.
9. The red roof of our house is _____ from miles away.
10. Alzheimer's disease is a _____ disorder that affects mainly old people.

11.8 Word formation

Complete each sentence with a word formed from a word in bold. Compare your answers with your partner(s).

1. Hong Kong and Malaysia are newly _____ countries in Asia. **INDUSTRY**
2. After the accident Amy had trouble controlling her hand _____. **MOVE**
3. Betty's grandfather has just published a book about his _____. **TRAVEL**
4. Alice was burnt so badly that she needed hospital _____. **TREAT**
5. Although Greg tried hard, I found his explanations extremely _____. **CONFUSE**
6. I don't like her sister because she has an _____ temper. **CONTROL**
7. There is every _____ that the union leaders will call a strike. **LIKELY**
8. Our local brewery offers a wide range of excellent _____ beers. **BOTTLE**
9. Can this drug be used in _____ with other medicines? **COMBINE**
10. The opening ceremony will be _____ live via satellite. **TRANSMIT**

11.9 Pronunciation practice

Listen to the recording and repeat these words.

- | | | | |
|------------------|-------------|-----------------|------------|
| 1. affect | 5. European | 9. neurological | 13. region |
| 2. effect | 6. fatal | 10. parasite | 14. severe |
| 3. elephantiasis | 7. hygiene | 11. parasitic | 15. virus |
| 4. Europe | 8. migraine | 12. rare | |



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EXOTIC DISEASES – LESSON B HEALTH

11.10 Vocabulary round-up

Use the verbs given below to fill in the gaps. Supply the missing words. Then decide whether you **agree (A)**, **disagree (D)** or **cannot say (C)**. Compare your answers with your partner(s).

avoid • cause • confuse • contract • exist • experience • limit • suffer • swell • treat

PRONUNCIATION CHANGE

When we use **contract** as a noun, the first syllable is stressed – **CONtract**.

When we use **contract** as a verb, the last syllable is stressed – **conTRACT**.

1. When a **M**_____ bites your hand, it _____ enormously. **A D C**
2. It is pointless to _____ **F**_____ diseases. **A D C**
3. When you are struck on the head, you may _____ temporary loss of **V**_____. **A D C**
4. When you travel, you always _____ motion **S**_____. **A D C**
5. It is healthy to _____ the consumption of **B**_____ water in summer. **A D C**
6. It is difficult to _____ viruses with **W**_____. **A D C**
7. Cannibalistic **T**_____ do not _____ in the modern world. **A D C**
8. Uncontrollable **L**_____ may be _____ by tickling one's feet. **A D C**
9. It is easy to _____ an exotic **D**_____ such as malaria in Poland. **A D C**
10. When you go on holidays, you _____ **I**_____ areas. **A D C**



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11.11 Listening for the gist

Listen to the recording. Take notes and answer the following questions. Discuss your answers with your partner(s).

1. Who starts the conversation?

2. What is the expert's name?

3. Who ends the conversation?

4. How many questions are asked in the interview?

5. How many meanings of the term 'exotic' does the expert give? What are they?

6. How many diseases does the expert discuss? What are they?

7. What advice does the expert give for people thinking of travelling abroad?

8. What is the purpose of this conversation?

11.12 Listening for specific information

Listen to the recording again. This time answer some specific questions. Discuss your answers with your partner(s).

- What is the expert's title?

- Which continents see very few instances of exotic diseases?

- What is elephantiasis caused by?

- What happens to the arms and legs of the person who suffers from elephantiasis?

- How can elephantiasis be treated?

- What kind of condition is Alice in Wonderland syndrome?

- What happens to the person affected by Alice in Wonderland syndrome?

- What is Kuru disease caused by?

- What is the popular name for Kuru disease?

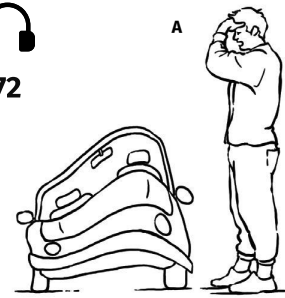
- What is the closest equivalent of Kuru disease in the developed world?

- What are the chances of contracting a life-threatening disease?

- Look at the pictures on the right and find **elephantiasis** _____, **Alice in Wonderland syndrome** _____ and **Kuru disease** _____.



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B



C



D



E



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11.13 Note-taking

Fill in the missing words and phrases. Compare your answers with your partner(s). Listen to the recording again and check your answers.

- W** _____, the term principally refers to diseases
 - _____ are extremely rare
 - _____ which have unusual causes
 - _____ symptoms.
 - A** _____
 - R** _____ for them being called 'exotic' is
 - _____ they tend not to occur in more industrialised
 - _____ developed nations.
- This disease is caused by a parasitic worm
- _____ is transmitted by mosquitoes to its human host.
 - U** _____ for the person infected, the parasite causes a build-up of fluid in the body,
 - R** _____
 - _____ the arms
 - _____ legs swelling up to an enormous size,
 - _____ the name elephantiasis.
- This **O** _____ gets its name from the book about the girl
 - _____ changes size, from being extremely large to being absolutely tiny. It is not
 - A** _____ a physical condition, but
 - M** _____ a neurological one.
- The sufferers are prone to sudden bursts of uncontrollable laughter,
- _____ the popular name for the disease, laughing sickness.
- The
- F** _____ thing to remember is to maintain a good level of hygiene at all times and only to drink water that is clean, bottled water is best.
 - H** _____, the chances of contracting a life-threatening disease are quite low in most places in the world,
 - _____ listeners shouldn't be overly concerned about
 - _____ they choose to go on holiday.

11.14 Test yourself again

Go to page 116. Listen to Matura Task 11 and answer the questions again. Is your result better this time?

COHESIVE DEVICES

The adverbs **hence** and **thus** are literary words used in formal writing or speaking. They show consequences or results: *Tom has found out that he passed all his exams, **hence** his jubilant mood; We are planning to open another restaurant and **thus** to increase income.*



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EXOTIC DISEASES – LESSON C HEALTH



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11.15 Prepositions

Read an extract from the conversation about exotic diseases. Fill in the missing prepositions. Compare your answers with your partner(s). Listen to the extract and check your answers.

Certainly. I should probably start **1.** ____ a disease which many listeners will most likely have heard **2.** ____, that is elephantiasis. This disease is caused **3.** ____ a parasitic worm that is transmitted **4.** ____ mosquitoes **5.** ____ its human host. Unfortunately **6.** ____ the person infected, the parasite causes a build-up **7.** ____ fluid **8.** ____ the body, resulting **9.** ____ the arms and legs swelling **10.** ____ **11.** ____ an enormous size, hence the name elephantiasis. **12.** ____ some areas **13.** ____ the world, the disease is widespread and treatment is not always available **14.** ____ populations living **15.** ____ very isolated, remote communities. The disease is not usually fatal, however, and can be treated **16.** ____ a combination **17.** ____ drugs, although this can take **18.** ____ **19.** ____ eight weeks. The visible effects **20.** ____ the disease are obviously quite alarming **21.** ____ the families **22.** ____ those infected, and some less advanced communities have strange beliefs connected **23.** ____ the origins **24.** ____ this disease.



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11.16 Articles

Read an extract from the conversation about exotic diseases. Put **a, an or the** in the gap. If no article is necessary, write **-**. Compare your answers with your partner(s). Listen to the extract and check your answers.

Interviewer We are lucky to have with us today one of **1.** ____ most renowned specialists in **2.** ____ exotic diseases, **3.** ____ Professor Philip Green. Professor Green, can you tell us what you understand by **4.** ____ term 'exotic' disease?

Guest Well, **5.** ____ term principally refers to **6.** ____ diseases that are extremely rare and which have **7.** ____ unusual causes or symptoms. Another reason for them being called 'exotic' is that they tend not to occur in **8.** ____ more industrialised and developed nations. For example, **9.** ____ Europe and **10.** ____ North America on **11.** ____ whole see **12.** ____ very few instances of such diseases. If there is **13.** ____ outbreak, this is usually due to **14.** ____ movement of **15.** ____ large numbers of **16.** ____ people between **17.** ____ regions, such as **18.** ____ Europeans returning **19.** ____ home after **20.** ____ trips to **21.** ____ far-flung corners of **22.** ____ world.



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11.17 Collocations

Read an extract from the conversation about exotic diseases. Decide where each word should be placed. Compare your answers with your partner(s). Listen to the extract and check your answers.

absolutely • extremely • family • full-sized • one • physical • severe • small • temporary

There is condition in this category that comes to mind immediately, and that is Alice in Wonderland syndrome. This obviously gets its name from the book about the girl who changes size, from being large to being tiny. It is not actually a condition, but more a neurological one. The person affected has their vision impaired and sees objects as very small, for example the dog could look the size of a mouse, or a car could look as if it was a toy for a child. Luckily this is only a condition and is usually experienced by people who suffer from migraines.

11.18 Fact corner

Allied health professionals work alongside doctors and nurses, providing treatment and helping rehabilitate adults and children. Match each person on the right with a problem or role on the left.

1. using special equipment to look inside the body in different ways
2. muscle stiffness, pain, and injury
3. advice about food and eating
4. exploring and solving personal problems using role play, voice work, movement and storytelling
5. helping people deal with feelings uses the power of music
6. urgent and emergency care
7. problems with everyday activities
8. using the latest technology to treat conditions including tumours and cancer
9. helping with a person's operation
10. eye problems
11. injuries to bones and muscles
12. providing an artificial replacement for a missing limb
13. foot and leg problems
14. problems or deformities in your nerves, muscles or bones
15. emotional and behavioural problems
16. difficulties with communication, or with eating, drinking and swallowing

drama therapist
operating department practitioner
occupational therapist
podiatrist
therapeutic radiographer
orthotist
prosthetist
dietitian
speech and language therapist
diagnostic radiographer
paramedic
art therapist
orthoptist
osteopath
physiotherapist
music therapist

11.19 Let's write an article

In the Matura Exam you can choose to write an article. Read the audioscript for Matura Task 11 on page 187. Then think about the questions given below. Discuss answers with your partner(s).

1. What should you put at the beginning of your article?
2. How many paragraphs should your article consist of?
3. How many words should your article have?
4. How could you start your article?
5. How should you end your article?
6. How can eating exotic food be dangerous to your health?
7. What risks may you face while staying in a hotel?
8. What risks may you face while travelling across an exotic country?
9. What risks may you face when you use your credit card or cash?
10. How can these risk be avoided?

Write an article about exotic diseases using the topic below and following the guidelines given above.

Gazetka szkolna ogłosiła konkurs na artykuł o niebezpieczeństwach związanych z wyprawami do egzotycznych krajów. Napisz artykuł, w którym przedstawisz zagrożenia mogące wystąpić w czasie pobytu w egzotycznym kraju oraz doradz czytelnikom, jak się przed nimi zabezpieczyć.

Wypowiedz się na powyższy temat. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.



1. Go to www.healthcareers.nhs.uk.
2. Use **Search Tool** to find more information about one of the medical professions from **Task 11.18**.
3. What is the **role** of this medical profession in NHS?
4. What are **entry requirements** for this profession?
5. What **training** is needed?
6. Read a **real life story** presenting this profession.
7. What does a **typical day** in this profession look like?
8. What are the **challenges** of this profession?
9. What **tips** are given for this career?



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Use the audioscript on page 187 and do one of the following activities:

1. Read out the conversation in pairs.
2. Memorise the conversation.
3. Translate the conversation into Polish.