It’s Not Survivor; It’s Just a Trip to School!

If you thought getting the kids to school was a chore, spare a thought for the parents of these children who have to balance on a high wire, ten meters above a flowing river to get their kids to class on time.

These determined Sumatra school students then walk 11 more kilometers through dense forest to their school in the town of Padang.

Instead of playing hooky each day, 20 strong-willed students from Batu Busuk village in Indonesia have to cross the local river like daredevils since the suspension bridge collapsed during heavy rains more than two years ago.

Local photographer Igoy Fitra Yogi described how the brave children faced injury and possible death by drowning so they could get to school.

He said, “These children have to fight to...[follow the]...steel wire across the river to get to school. They keep their balance by slowly walking on the wire while swinging their arms. The river is very swift, some children are afraid of falling in and their uniforms get wet crossing the river. When it’s the rainy season, many children decide not to go to school for fear of being swept away.

Sometimes parents accompany their children over the wire so they are sure they get over safely.”

People are forced to cross the river this way due to the lack of road access to the village.

Indonesia is hit by natural disasters every year. In July, flash flooding hit West Sumatra, killing eight people and leaving more than 250 homeless. The hardest hit areas included Batu Busuk and Padang.

In September, Padang suffered flooding after hours of heavy rain, killing four people and leaving dozens without homes.
Going to School

1 Work in pairs. Look at the photos on page 7 and then complete the survey.

<table>
<thead>
<tr>
<th></th>
<th>Completely Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Completely Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel stressed at school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I worry about my exams.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I have plans after graduating.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It will be easy to find a job.</td>
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</tbody>
</table>

2 Read the Reading Tip. Then discuss the questions and skim the article.
Will the article tell you where the children in the pictures live? Will you find information in the article that describes what you see in the pictures? Is there a description of the obstacles they have to overcome?

3 Work in pairs. Follow the instructions.
• Read the article carefully.
• Student one, answer questions 1–4. Student two, answer questions 5–8.

Student 1
1. How did the children use to get to school?
2. Who described their journey?
3. When do they decide not to make the journey?
4. What bad weather do they have in the region?

Student 2
5. How high is the wire above the river?
6. What do the children have to do after they cross the river?
7. What are the children wearing?
8. Do the children make the journey on their own?

• Share your answers.

4 Find the words in the article. Then match them to the definitions. What part of speech are they?

1. chore
2. playing hooky
3. drowning
4. swift
5. lack

a. to die by inhaling water
b. not going to school when one should be there
c. a boring everyday task, like cleaning the house
d. not having something one needs
e. fast or quick

5 Look at the Language Tip. Think of two things you have to do this week and two things you don’t have to do. Compare your responses.

6 Work in pairs. Compare the Sumatran students’ journey with your trip to school. Discuss if there are people in your country that face similar challenges.
Castaway Tells Tale of 16-Month Pacific Survival to Rival *Life of Pi* By Esther Adley

When two islanders spotted a small fiberglass boat washed up on a remote Pacific atoll in the Marshall Islands, they decided to take a closer look. What they found was a tale of adventure and unlikely survival: an emaciated man with long hair and a beard, who claimed to have been drifting for 16 months after setting out from Costa Azul, in Chiapas, Mexico, more than 12,500 km away.

The man, dressed only in ragged underwear, told his rescuers that he had been adrift in the 7.3-meter boat, whose engines were missing their propellers, since he left Mexico in September 2012. A companion had died at sea several months before, he said.

The man indicated that he survived by catching turtles and birds with his bare hands, but because he spoke only Spanish, further details were sketchy. There was no fishing equipment on the boat, but a turtle was onboard when it washed up.

The islanders who found the man took him to the atoll’s main island, which is so remote that it has only one phone line and no Internet.

The man had a basic health check and was found to have low blood pressure, but he did not appear to have any life-threatening conditions and was able to walk with the aid of men on the island.

Fraser Christian, who teaches maritime survival courses at his Coastal Survival school in Dorset, UK, said the man’s story, if true, would be remarkable, but far from unique.

“The basic rule is, no water, no food. You need water to digest protein. If you have no fresh water and it doesn’t rain for a few days, so you can’t collect rainwater, you have basically had it.”

Individual physiology also played a part, he said, with some people better suited to survival than others, but “the mental thing is key, and that’s often down to people’s situation in life and how used they are to dealing mentally with hardship.”

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“Castaway tells tale of 16-month Pacific survival to rival *Life of Pi.*”
Out in the Ocean

1. Work in pairs. Read the Reading Tip. Then look at the text types in the box. Discuss the questions.

   a comic book  a menu in a restaurant  a novel
   a train schedule  a Wikipedia entry  exam scores on a bulletin board
   movie listings  newspaper horoscopes

   Would you use scanning to read the texts in your language? What information would you look for when scanning? Why wouldn’t you scan some of the texts? Can you think of other texts that you would scan?

2. Scan the text about a shipwrecked sailor. Complete the chart.

<table>
<thead>
<tr>
<th>Duration of the Trip</th>
<th>Arrival</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Departure</td>
<td>Distance Covered</td>
</tr>
</tbody>
</table>

3. Read the text. Discuss with a partner what information there is about the topics below.

   1. The man’s boat
   2. His diet
   3. Other people on the boat
   4. The man’s health
   5. How he caught food
   6. The man’s character or personality

4. Discuss other information you would like to know about the man. Write three questions.

5. Listen to a radio report about the man. Does it answer your questions from Activity 4?

6. Work in pairs. Answer the questions.

   What obstacles did the man have to overcome during his journey? Why would some people not believe his story? What do you believe?
Starting Off
The Sentence

Writing Tip
An English sentence always has a subject (S) and a verb (V). The subject is a noun. The verb is the action word.

1. We know the answer. 4. I haven’t seen Anthony today.
2. They are doing the homework. 5. She saw your post on Facebook.
3. Carrie bikes. 6. Water boils at 100°C.

Language Tip
Imperative sentences have invisible subjects. We use the imperative to give orders.

Wait! Don’t eat that!
Be careful! Don’t run!

My longest journey New York to Los Angeles. Last summer, my family drove across the U.S. My dad and my mom drove. Was very exciting! We saw lots of amazing places. The Grand Canyon, Mount Rushmore and Yellowstone National Park. It was the best experience of my life. The journey took two weeks. Had fun every day!

1 Work in pairs. Read the Writing Tip. Then mark the subject (S), verb (V) and object (O) in the sentences.

s v o
I like soccer.

2 Look at phrases 1–8. Write Sentence (S) or Fragment (F) for each.

1. The sailor’s name is José Salvador Alvarenga.
2. From El Salvador?
3. Absolutely right.
4. He was on a fishing trip.
5. Fishing for sharks.
6. That man passed away.
7. He couldn’t eat the raw turtle meat.
8. The raw fish.

3 Rewrite the fragments in Activity 2 as complete sentences.

4 Work in pairs. Discuss the questions.
What is the furthest you have traveled north, south, east and west? What is the longest journey you have made in your life?

5 Look at a student’s answer to one of the previous questions. Then follow the instructions.
• Underline four fragments in the response. They are all incorrect English.
• Rewrite the fragments as complete sentences.
• Compare your answers with your partner.

6 Work in pairs. Follow the instructions.
• Write your own response to one of the questions in Activity 4.
• Use the paragraph in Activity 5 as a model.
• Exchange paragraphs with your partner. Rewrite any fragments as complete sentences.
The medical attention we receive is an important issue. Most of the time, patients are happy with the attention they receive, but occasionally things go wrong and they feel that they have not been treated fairly. In these cases, patients have the right to complain and have their case investigated. However, such investigations don’t always happen since sometimes complaints are ignored or are simply lost in the system. This is natural. Most countries’ medical systems are large, complicated organizations. In many cases, professionals are focusing on saving lives in emergency situations rather than worrying about less urgent complaints.

To find out the best way to make a complaint, we spoke to Max Fields, an advisor at the Department of Consumer Rights. Here are some of his suggestions:

**Prepare before you make a complaint.**
- Write down all the relevant names, events and dates.
- Stay focused on the main issues and keep your complaint concise.

**Don’t waste time.**
- Make the complaint as soon as possible after the problem occurs. The longer you wait, the more likely it is that your complaint will be ignored.

**Be clear.**
- You can make your complaint by phone or in person, but always clearly state what was wrong with the service or how you were treated. Be specific.
- Specify what resolution you would like to see in order to correct the situation.

**Stay calm.**
- If you feel frustrated, whether on the telephone or talking face-to-face with someone, take a deep breath and count to ten—never be aggressive! Getting angry and shouting will just make you seem unreasonable and will probably make the other person angry, too.
This Is Unacceptable!

1. Look at the Reading Tip. Then complete the mind map with your ideas.

   ![Mind Map]

   - Health
   - Nurse

2. Determine if the medical treatment stages are done by the patient (P) or the doctor (D).
   
   a. [ ] Examines the patient
   b. [ ] Writes a prescription
   c. [ ] Visits the clinic
   d. [ ] Makes a diagnosis
   e. [ ] Feels unwell or sick
   f. [ ] Gets better or recovers
   g. [ ] Makes an appointment
   h. [ ] Picks up medicine from the drug store
   i. [ ] Takes an x-ray

3. Work in pairs. Put the medical treatment stages in Activity 2 in the order that they typically happen.

   1. [ ]
   2. [ ]
   3. [ ]
   4. [ ]
   5. [ ]
   6. [ ]
   7. [ ]
   8. [ ]
   9. [ ]

4. Read the article in three minutes. When you finish, circle the answer to each question without looking back at the article.

   1. Why do people sometimes not answer complaints?
      a. There are too many complaints every day.
      b. The complaints are too complicated.
      c. The complaints get lost in the system.

   2. What is the doctor’s name?
      a. Dr. Fields
      b. Dr. Green
      c. Dr. White

   3. What should you do if you feel angry when you make a complaint?
      a. Count to ten.
      b. End the conversation.
      c. Shout at the person.

5. Read the Reading Tip. Compare your rate to a native speaker’s. Do you read more quickly in your own language?

6. Work in pairs. Read the text again, but do not take any notes. Discuss what advice the author gives under each of the headings.

   • Prepare before you make a complaint.    • Be clear.
   • Don’t waste time.    • Stay calm.
Make face-to-face complaints.

Even if you make your initial complaint by phone, you are more likely to get results if you speak to someone in person.

You may need to speak to several people before your problem is solved to your satisfaction. Remember, be patient, but persistent!

Here is an example of a face-to-face complaint:

PATIENT: Can you help me? I don’t think I have the right medicine—I’m still in a lot of pain.
NURSE: Oh, I’m sorry, but I can’t help you. You need to speak to the doctor.
PATIENT: Could you tell me where he is?
NURSE: Sure, he’s in his office, just down the hall.
PATIENT: I appreciate your assistance, thank you.

Be polite.

• No matter how bad or unfair a situation seems, it is always best to show good manners when you complain.
• It is also a good idea to start a complaint with an apology.

Look at the following conversations and note which one is more polite.

PATIENT: I’m sorry, but there may have been a misunderstanding. I’m next in line to see the dentist.
RECEPTIONIST: I’m afraid it’s Mr. Shellgren’s turn next. Please have a seat. We’ll be with you shortly.

PATIENT: You’ve made a mistake. I’m next, not that guy!
RECEPTIONIST: No, you’re not. Wait your turn!
CASE STUDY 1

Mrs. Pérez’s local doctor referred her to a specialist who could suggest a course of treatment. She received an appointment, which was scheduled for two months later. Mrs. Pérez decided to call the clinic to complain.

MRS. PÉREZ: That’s crazy! I can’t wait two months!
RECEPTIONIST: I’m sorry, but the specialist is very busy.
MRS. PÉREZ: I demand an appointment for next week. I’m really sick!
RECEPTIONIST: I’m afraid there is nothing I can do.
MRS. PÉREZ: I’ll make sure your boss hears about this. Give me his name!

CASE STUDY 2

Doris felt very unhappy with the service she received from her doctor at the clinic. She spoke to him, but he refused to accept that there was a problem. Unsatisfied, Doris decided to make a formal complaint. She spoke to the clinic’s manager, Juliet Sanders, whose assistant asked her to write her complaint in an e-mail.

Dear Ms. Sanders,

I am writing to complain about the way I was treated by Dr. Keegan. I visited Dr. Keegan three times in July this year, which took up a lot of my time. I informed him that I felt sick. However, he did not examine me or perform any tests. He said my problem was due to stress and that I should just relax. I am very dissatisfied with Dr. Keegan and his bedside manner. I feel that his conduct was unacceptable. I would be grateful if you could investigate my concerns and take the appropriate course of action.

I look forward to hearing from you soon.

Sincerely,
Doris Newman

Get a second opinion.

Sometimes people don’t feel confident about a diagnosis that they receive, like Doris in Case Study 2. In this type of situation, you can always ask for a second opinion from a qualified expert whose diagnosis may be different. Although this might cost you extra money, it would clarify any doubts you have and give you evidence to support your complaint. Remember to save any correspondence, prescriptions, receipts, x-rays and lab results you may have. You might need this evidence in the future to help justify your complaint.

Don’t give up!

Persevere until you get a result you are satisfied with. It may take time, but it is worth it. You deserve the best possible service and you should not accept anything less.
Exploring This is Unacceptable! (2)

1. Look at the sentences that describe famous books. Write their names.

   Quiz
   1. It’s about a carpenter who makes a boy out of wood.
   2. It’s about a vampire in nineteenth-century Britain.
   3. It’s about a boy who goes to a special school for magic.
   4. It’s about a man who hunts a giant white whale.
   5. It’s about a thief who steals from the rich and gives to the poor.
   6. It’s about a couple from rival families who fall in love in medieval Italy.

2. Skim the article on page 16 in two minutes. Then write a one-sentence summary to describe what it is about.

3. Read the article. Then decide if the author would agree with the statements. Explain why or why not.
   1. Always complain over the phone because you will get a better response.
   2. Discuss your complaint with one person only. Then you will get a personal response.
   3. Get angry when you make a complaint. If you don’t, people will not listen to you.
   4. Never apologize when you make a complaint. If you do, people will think it’s your fault.


<table>
<thead>
<tr>
<th>What is the person’s name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the person complaining about?</td>
</tr>
<tr>
<td>What is the reason for the complaint?</td>
</tr>
<tr>
<td>What is the person’s complaint method?</td>
</tr>
<tr>
<td>Was the complaint polite or impolite?</td>
</tr>
</tbody>
</table>

5. Work in pairs. Discuss your answers from Activity 4. Then read your partner’s case study. Were all the answers correct?

6. Follow the instructions.
   • Think about what a second opinion means, why someone would want one and who would give one.
   • Decide if it is a good idea to ask for a second opinion.
   • Read the last part of the text to check.
Block One: Overcoming Obstacles

Exploring On Your Own

1. Look at both case studies on page 17 again. Underline any formal English phrases that may be useful in your writing.

2. Rewrite the conversations to make them more polite. Use words and phrases from the text to help you.

   A: You! Get me the manager.
   B: No. The manager is in a meeting. Just wait.

   A: Waiter! Where is our food?
   B: It’s not ready. We’re busy today. Hold your horses!

   A: Give me the doctor’s phone number.
   B: Look it up yourself.

   A: Where is my online order?
   B: It’s late. Too bad.

   A: Give me a new prescription.
   B: No. That’s not my job. Talk to your doctor.

   A: Where’s the doctor? I need her now!
   B: She’s out.

3. Choose one of the scenarios below and write a complaint e-mail.

   Scenario 1
   You are sick and your doctor has canceled two appointments with no explanation.

   Scenario 2
   You took some pills prescribed by your doctor, but you realize he gave you the wrong medication. Now you feel worse.

4. Read the advice about spelling mistakes. Then look again at your e-mail in Activity 3. How many mistakes can you find?

Spelling Mistakes

Watch out for common spelling mistakes. Here are some examples:

- Watch out for double letters. Make a note of common words with double letters: necessary, tomorrow, opportunity, etc.
- The -ful ending of words never has two Ls except in the word full: careful, wonderful, etc.
- Watch out for frequently confused words: assurance / insurance, desert / dessert, exciting / exiting, lose / loose, etc.
- Learn negative prefixes. There are many in English: impossible, unreliable, dishonest, irresponsible, etc.

It’s a good idea to make a note of your own common spelling mistakes every time you get a corrected assignment.
Exploring the Evolution of Writing

Independent Clauses and Conjunctions

The simple sentence is made of a subject (S), a verb (V) and sometimes an object (O). A simple sentence is also called an independent clause (IC).

- I feel bad. (I = S, feel = V)
- I have a headache. (I = S, have = V, a headache = O)

We can join two independent clauses with a conjunction.

Conjunctions link ideas (and, or):

- I feel bad and I have a headache.
- You can take an aspirin or you can take a paracetamol.

Conjunctions may contrast ideas (but):

- She has a headache, but I feel fine.

Conjunctions may describe results or consequences (so):

- I had a headache, so I took an aspirin.

Dependent Clauses and Conjunctions

Other conjunctions can create dependent clauses (DC), which complement independent clauses (IC).

- Because I felt ill. (IC) (The dependent clause on its own is incomplete.)
- I took an aspirin because I felt ill. (IC + conjunction + DC)

Because and since explain why things happen.

- I took an aspirin (because, since) I had a headache.

After, as soon as, before and when explain when things happen.

- I called the doctor (after, as soon as, before, when) I got home.

As, when and while show two simultaneous events.

- I listened to the radio (as, when, while) I was reading.

Although, whereas and while express contrast.

- My sister loves soccer (although, whereas, while) I don’t like it.
Writing Sentences with Conjunctions

1 Work in pairs. Read the rules about independent clauses and conjunctions. Then complete the sentences with a new clause.

1. I could go to college after graduating or ________________________.
2. I am worried about my exams and ________________________.
3. I study English, but ________________________.

2 Read the rules about dependent clauses. Circle the conjunction that completes each sentence logically.

1. I walked home because / so I didn’t have money for the bus.
2. I did my homework because / while my brother made lunch.
3. We turned the TV on after / whereas we heard the news on the radio.
4. I always check my e-mails although / before I have breakfast.
5. My science grades were great before / whereas my music grades were terrible!
6. Let’s do our homework so / when we’re waiting for the bus.
7. After / Although I root for the Lakers, my sister is a Celtics fan.
8. Since / While Betty doesn’t speak English well, I tutor her.

3 Rewrite the clauses using an appropriate conjunction.

1. My cousin doesn’t eat meat. We made her vegetarian pasta.
2. We have to study. We have important exams next week.
3. I need to speak to Tamara. She gets home.
4. Science museums are fascinating. Art museums are boring.
5. Many people travel to New York. Few people travel to Detroit.
6. My brother’s favorite class is gym. I hate it.
7. I can’t sing. I can play the piano and the guitar.
8. I’ll go to bed. I brush my teeth.

4 Read the Writing Tip. Then correct the e-mail.

Hi Grandma!
I went to the doctor yesterday. I had a rash on my back. And I was worried about it. I arrived at noon but it was impossible to see her. Because lots of people were waiting there. Fortunately, a nurse offered to see me. So I said yes. She examined my back and she asked me some questions. She gave me some skin cream. And I used it that afternoon. My skin was so red. Because I had an allergic reaction to our new laundry detergent. It was easy to solve so I’m happy I went to the doctor’s office! Everything’s fine!

Love, Rich

5 Work in groups. Complete the story using at least ten sentences. Include a conjunction in each one.

When I got to school on Monday morning, there was nobody there. There was nobody there, so...
One of the biggest obstacles that teenagers face is shyness. They confront many new and difficult situations, which make them feel nervous. This week, I have four teen problems in my inbox. Let’s see if we can give them a hand.

1. I have a real problem. My whole family is going on vacation to the Amazon rainforest. It’s the adventure of a lifetime and I’m excited about it, but then I heard some bad news. To go to Brazil, visitors have to be vaccinated for yellow fever. I’m terrified of needles and they cause me to panic. I don’t want to be injected. I just can’t do it. I think I might have a needle phobia! The worst part of all is that if I don’t get the vaccination, my family’s vacation will be ruined. And my parents have already paid for it! What can I do?

Gerry, 16

2. I don’t know what to do. At the end of the year, my high school has a prom to celebrate graduation. There’s going to be a formal dinner and a dance. My problem is that I have never worn a prom dress and I feel embarrassed about wearing one at this huge event. I don’t feel confident wearing dresses at all. Honestly, I don’t want to go, but my parents are excited about the prom and they would feel disappointed if I don’t attend. What should I do?

Lisa, 18

3. Three months ago, my teacher asked me to be in the school play. We have rehearsed several times and we’re going to have two performances in the school auditorium—next week! There could be 200 people there! The thing is that I have stage fright. I might forget my lines and that frightens me. I have to do the play because there is no one else, but I worry about it all the time. I can’t sleep and I wake up frightened in the middle of the night. Is there anything I can do?

Please help!

Robbie, 15

4. I’m really unhappy at home and I can’t take it anymore. My older sister and my mom argue all the time. They never agree about anything. For example, my sister never cleans her room and in the end, my mom does the straightening up for her. Then they have an argument. Or if my sister goes out at night, they always disagree about her curfew. It’s terrible. I’m happy at school, but sometimes I don’t want to go home because of all the fights. What would you do in my situation?

Kylie, 17
I Have a Problem

1 Read the introduction to the text. Then think of three situations when teenagers feel nervous.

2 Work in groups. Follow the instructions.
   • Assign each group member to read one of the four problems.
   • Complete the table for your problem.
   • Add your own solution.
   • Share your information with your group.

<table>
<thead>
<tr>
<th>Name</th>
<th>How the person feels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Location of the problem</td>
</tr>
<tr>
<td>Problem</td>
<td>Solution to the problem</td>
</tr>
</tbody>
</table>

3 Listen to Angela's podcast. Match her solutions with the problems. Do you agree with her?

Solution A _______ Solution C _______
Solution B _______ Solution D _______

4 Complete Angela’s suggestions below. Then listen again and check.
What other advice does she give?

1. Don’t panic. Your friends and family are coming to watch you and you want to _______ d _______ w _______. You have to think positively.
   Everything is going _______ b _______ a _______ r _______.
2. Your mom and sister have to s _______ o _______ these issues together. Talk to them individually. Tell your mom and your sister h _______ t _______ y _______ f _______.
3. You could attend g _______ t _______ s _______ with other people who suffer from belonephobia. There are some alternatives to needles, but if the needle is the only way, you have to be strong. You h _______ t _______ h _______ the vaccination!
4. You don’t have to c _______ y _______ d _______ on your own. Talk to your friends about it and shop for your prom dresses together. Then you can all go to the prom a _______ a t _______.

5 Read the Writing Tip. Then discuss the questions.
What synonyms does Gerry use for vaccination? What antonyms does Lisa use for embarrassed and excited? What words does Robbie use to describe fear? What parts of speech are they (adjective, verb, etc.)? What words and phrases does Kylie negate?

6 Work in pairs. Rewrite the sentences to avoid repeating the words in bold. Change any other words if necessary.

1. The Andes were very cold that day. I felt cold all the time.
2. The room was dark. It was impossible to see because it was so dark.
3. Downloading files without permission is not legal. It is not legal to do that.
4. We weren’t able to finish the project, but we were able to write an abstract.
5. Your seatbelt isn’t tight enough. Make it tight like this.
6. My aunt teaches economics. She is an expert in economics.
7. We liked the game because it was easy. It was easy to learn the rules.
8. The best part of the movie is when it begins. It begins in Istanbul.

Writing Tip
Expanding your vocabulary can make your ideas interesting and more precise. When you write, find different words to express the same idea. You can use synonyms (short, little), antonyms (short, tall) or different parts of speech: long, lengthen, length. Negate words with not (He wasn’t tall) or use a negative prefix (dislike). An online dictionary can help you find these words quickly. Enter synonym + (your word) into your search engine.

Language Tip
We can add –en to change many adjectives into verbs. These verbs mean to make something (adjective).
short – shorten (to make something short)
Shorten your paragraph.
1 Work in pairs. Determine the connection between the quotation and the pictures. What are the pictures called in your language?

"Prevention is better than cure."

- dental floss
- mouthwash
- toothbrush
- toothpaste

2 Watch the video and label the pictures using the words below.
- enamel
- gums
- jaw
- root
- nerves

3 Complete the table. Then watch the video again to check.

<table>
<thead>
<tr>
<th>Type of Teeth</th>
<th>Number of Teeth</th>
<th>Age When They Appear</th>
</tr>
</thead>
<tbody>
<tr>
<td>primary teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>permanent teeth</td>
<td>teenagers:</td>
<td>adults:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wisdom teeth</td>
<td></td>
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It's Not Just Pulling Teeth!

4 Look at the pictures and correct the sentences. Then watch the video again to check.

1. A dental hygienist performs surgery on patients’ teeth.
2. Plaque is a substance that damages the nerves of teeth.
3. Cavities are holes in people’s gums.
4. Young people often suffer from receding gums.
5. Teeth whitening cleans stains from milk and orange juice.

5 Explain the relationship between the words below and the pictures in Activity 4. Then watch the video again to check.

| bleach | dentures | filling | regular checkup | tooth decay |

6 Value: Freedom. Work in groups. Read the comments and guess who each speaker is. Then discuss the questions.

Should doctors tell people everything about their illnesses? Should people have complete access to information about medicine and health? Is it a good thing that people can read about their illnesses online? Should people be free to buy whatever medicine they want, without a prescription?

“I can’t give you the medicine without a prescription. It causes serious side effects.”

“I looked online and it said I have another illness. I demand a second opinion!”

“I can’t diagnose the problem yet. First, we need to x-ray your teeth.”

“They suggested surgery on my teeth but didn’t explain the risks.”

“I’m afraid the prognosis is not good. Your husband may only have weeks to live.”

“What do you mean you can’t sell me those antibiotics?”

BLOCK one ::: Overcoming Obstacles
1 Work in groups. Look at the pictures. Then discuss the questions.
What are the most common fears and phobias? Why do you think people are afraid of these things? Do you know anyone who has a phobia?

2 Read the post. Then identify the problem and explain what they want people to do.

We need your help!
One of the biggest obstacles we face in the medical profession comes from patients themselves. Many people don’t go to the doctor because they are afraid. Other people simply put off seeing a physician and only go if they have an emergency. This is a particular problem with dental checkups. Many people don’t want to see their dentist at all because they are so scared of the experience.

Please help us design an infographic to encourage people not to be afraid of going to the doctor, especially a dentist.
Work in groups. Look at the pictures. Explain why they make people afraid of going to the dentist.

1.  
2.  
3.  
4.  

Listen and write the answers to Activity 3.

Go to page 121. Have each member of your group read one of the four texts. Then discuss the questions.

What is the suggestion you read about? How does it work? What do you think of it? Which of the four suggestions is the best?

Work in groups. Prepare an infographic to help people conquer their fear of the dentist. Follow the instructions.

- Use the information in the case study and the fold-out on page 121.
- Explain why people feel frightened.
- Explain the reality of modern dental care and the possible techniques for conquering this fear.
- Think of artwork to include in your infographic.
- Be clear and concise.
- Use a program like Piktochart.

Language Tip

Use the word make + noun + verb to describe a situation when something causes a reaction in you.

When I smell disinfectant, it makes me think of the dentist.
1 Work in pairs. Read the article and then discuss it. Brainstorm and make a list of serious illnesses.

_Euthanasia_

Euthanasia is when a doctor gives powerful drugs to a patient, allowing that patient to die. Euthanasia may be given because someone has an incurable disease and is in intense pain. It is also given when someone is severely disabled and feels that daily life has become unbearable. It is legal in some countries, including Belgium. In most countries, however, euthanasia is illegal and is a crime.

The most important thing in a case of euthanasia is the consent of the patient. Patients must choose to take this course of action through their own free will.

2 Work in pairs. Determine if the people would support or oppose euthanasia and explain why.

- A doctor
- A patient in disabling pain
- A person in a coma
- A politician
- A religious leader
- The family of a terminally ill patient

3 Make a list of other people who are affected by the euthanasia debate.

4 Work in groups. Follow the directions.
   - Divide the group into two teams: one team supports euthanasia and the other opposes it.
   - Team one: list reasons in favor of the argument.
   - Team two: list reasons against the argument.
   - Discuss your reasons together. Choose the strongest arguments and determine if a consensus can be reached.

5 Order the difficult decisions (1 = most difficult). Compare your list.
   - A plane arrives in your country. One passenger has a contagious and dangerous virus. Doctors are considering quarantining everyone in a hospital for 30 days.
   - A patient might die in two years if she doesn’t have an operation. A doctor can perform surgery and extend her life, but the operation has a survival rate of 75%.
   - A doctor is testing a drug for terminally ill patients. Some get the real drug. Others get a placebo. The doctor cannot tell the patients who receives which treatment.
   - Medical scientists can find a cure for a terrible illness, but they can only test the drugs on animals like chimpanzees and mice.

6 Work in pairs. Explain if you agree or disagree with the opinion. Then respond to it in 50–100 words.

**Writing Tip**

When you write a persuasive argument, avoid first person, which makes your argument look like a personal opinion. Use more general language that can refer to anyone (people, everyone, the public).

In my opinion, organ donation should not be mandatory. People’s bodies are not the property of the state. If members of the public want to donate their organs, they should carry an organ donor card that gives doctors permission to use their organs after death. However, if individuals do not carry this card, their organs should not be available for transplants. This is a personal decision for each person to make individually.
I can explain about dentistry and its related vocabulary.

I can clearly identify the difference between a fragment and a sentence.

I can add variety and precision to my ideas in writing by expanding my vocabulary.

I can prepare an infographic to help others overcome their fears of the dentist.

Editing Checklist

1. ☐ Did you understand the purpose of your writing assignment?
2. ☐ Did you identify the task’s audience?
3. ☐ Did you use an appropriate register (formal, informal) for the task?
4. ☐ Did you use a brainstorming technique to generate ideas?
5. ☐ Did you revise your first draft for content?
6. ☐ Did you share your first draft with your classmates for comments and suggestions?
7. ☐ Did you accept constructive criticism from your peers?
8. ☐ Did you check for grammar, spelling and punctuation mistakes?

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Three things I need to do to improve:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________