

Allergy – a modern epidemic

Language

Vocabulary connected with allergies / treatment, word-building, showing how one thing depends on another using *the ..., the ...*

Level

Intermediate to upper intermediate (equivalent to CEF level B2/C1 and above)

Comment

This eLesson is about allergies, causes and treatments.

How to use the lesson

- 1 Set the context of the reading and check that they know *to be allergic to something, an allergy*. Highlight the stress on the underlined syllable. Before handing out the text, you could ask students to think of some of the main allergies, eg to food, to pollen (hay fever). Take feedback on their ideas and write them on the board.
- 2 Set exercise 1: students read to see which of their ideas (on the board) are mentioned (reading to confirm predictions). Give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback.
- 3 Exercise 2 gives students practice in gist reading. Give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. If you feel your students might have problems with any of the words, you can refer them to the Glossary if appropriate. Students could compare their answers in pairs. In class feedback ask students to justify their answers with reference to the text.
- 4 Exercise 3 gives students practice in reading for detailed comprehension. Encourage students to underline in the text where they found the answer so that in feedback they can justify their answers.
- 5 Exercise 4 helps the students develop their vocabulary via word-building. Students could work in pairs to fill in the missing forms. If the students have access to English-English dictionaries, they could use these to check their answers. During feedback, check the pronunciation and the word stress change for *investigation* as in the answers below.
- 6 Exercise 5 gives practice of these verbs and nouns and relates to the context of the reading. Students could work in pairs for this. For the verbs / nouns not used from the table, you could ask students to write a sentence of their own. Students could then read out the sentences they've made, leaving a gap for the verb or noun (as in exercise 5) and the other students could try to guess the missing word.
- 7 Exercise 6 focuses on the use of *the ..., the ...* for saying that one thing depends on another. If this is not suitable for your class, move on to exercise 7. Highlight the word order as the thing being compared is usually brought to the front of the clause, eg if you want to compare the age of the children when they arrive affecting the number of allergies, the comparison comes first: *the older ..., the fewer ...* With stronger students, you could ask them to make more examples, eg *the harder you study, the better marks you get in exams*.
- 8 Exercise 7 gives students personalised speaking practice about allergies. Set the discussion task for small groups if appropriate. Take class feedback.

Answer key

1 This will depend on the students' ideas.

2

1 para 4 3 para 6 5 para 2
2 para 3 4 para 1 6 para 5

3

- 1 F (are not likely to be fatal)
- 2 T
- 3 F (children's parents believe they have more allergic reactions)
- 4 F (researchers are currently investigating whether desensitisation might work)
- 5 T
- 6 F (there is a possibility of developing the material for furniture in the future)

4

verb	noun		verb	noun
react	reaction		believe	belief
develop	development		treat	treatment
improve	improvement		avoid	avoidance
expose	exposure		investigate	investigation
protect	protection		pollute	pollution

5

- 1 expose
- 2 investigation
- 3 improvement
- 4 react
- 5 avoidance
- 6 treatment
- 7 belief

6

- 1 The younger children are when they come to the UK, the more allergies they have.
 - 2 The higher the pollution, the more allergies people have.
 - 3 The higher the standard of living, the more allergies people have.
 - 4 The earlier people use antihistamines, the less likely they are to have a fatal reaction.
 - 5 The more pollution you are exposed to, the more likely you are to have an allergy.
- 7 Students' own answers / ideas.

Related websites

The following websites might be useful for either you or your students.

<http://np.netpublicator.com/netpublication/n66771779> (a newspaper supplement with various articles about allergies)

<http://www.independent.co.uk/life-style/health-and-families/innovative-dcor-may-prevent-allergies-and-asthma-2087180.html>

<http://www.guardian.co.uk/lifeandstyle/2011/mar/05/i-am-allergic-to-everything>

<http://www.independent.co.uk/life-style/health-and-families/features/crunch-time-for-peanut-allergies-885074.html>