

Physical disability & therapies

Lesson focus

Skills	Terminology	Functional language	Grammar
Reading strategies	Physical disability and therapies	Expressing my view	Passive
Mediating information to a non-specialist		Giving advice	

Preparation

Group A: Watch [this](#) video

Group B: Watch [this](#) video

a) Before you start watching, in your opinion, how would people with a disability like to be treated? Note down your ideas in the box below.

b) While watching, make notes about the people in the video.

- Who are they?
- What's their disability?
- How would they like to be treated?

1 Speaking.

a) First, remind yourself what kind of language you use if you want to express your views. Write it down in the box below. Compare with the person sitting next to you.

b) Work in pairs. Be sure to use some expressions from the previous activity to discuss the following questions.

- How do you think life changes for someone who has suddenly become physically disabled?
- How do they feel?
- What do they have to cope with?
- What do they have to learn?

- Study briefly your notes about the video you had watched at home. Find a speaking partner and tell them about your video. Note down your partner's story. If you have trouble understanding, ask your partner for repetition or rephrasing. Some useful phrases can be found [here](#). Take turns retelling your partner's story based on your notes. Start by saying "If I understood correctly, your story/video was about..."

Your notes:

- **Optional assignment:** Watch your partner's video and make notes. Compare them with what you learnt from your partner in class. Are they the same or different? If so, how?

2 Reading, giving advice & terminology.

a) In a small group, remind each other what language is used to give advice and tips.

b) Keep working in pairs. One of you is going to put themselves in the shoes of a special educator at a school and the other one is going to assume the role of an ALS counsellor.

A. Imagine you are a senior special educator at a school and your task is to train a new teacher. Give them advice on what to keep in mind when they teach a student with cerebral palsy. Read the following text, make notes and instruct the new teacher. The new teacher will use the box below for making notes. ([Cerebral palsy for teachers](#))

- Make sure the new teacher has received the message. Ask them to give you a brief overview of how they are expected to teach a student with CP.
 - Did they include everything you told them?
 - Did they understand your tips the way you intended them to?
 - Was there anything you needed to correct and explain again?

B. Imagine you are working at a clinic as a counsellor for caregivers of people with ALS. Read the text, make notes and give advice to someone whose loved one has been diagnosed with ALS. The caregiver will use the box below for taking notes. ([Caring for someone with ALS](#))

- Make sure the caregiver understood your message. Ask them to give you a brief overview of what they have learned from you.
 - Did they include everything you told them?
 - Did they understand your tips the way you intended them to?
 - Was there anything you needed to correct and explain again?
- Write down at least 10 specialised expressions you have learnt from your own reading and from that of your partner's. Compare with the person sitting next to you.

c) You have read and shared articles about cerebral palsy and ALS. Can you recall any other types of physical disability? Work in groups of three to four. Write down your suggestions in the box below.

3 Listening & terminology.

a) Keep working in your groups. What mobility aids can people with physical disabilities use to make their lives easier?

b) Play quizlet live to learn/revise some mobility aids.

c) You are going to watch a video about a new assistive device for children with mobility issues. Can you think of ways modern technology can help people with physical disabilities? Talk to the person sitting next to you.

d) Watch the first part of the [video](#) (0:00-3:05).

- Who's the story about?

e) Watch the second part (3:06-5:33) and answer the following questions.

1. How does the device work?

2. What approach did the inventors take when trying to get the device to families?

3. What are some other health benefits associated with using TREXO apart from walking?

f) Work in pairs. Study some phrases from the video. Take turns describing them without giving away which one you have picked to describe. Avoid using words the phrase contains. Your partner has to guess.

unique gait-pattern	exemption from clinical trials	pureed food
home setting	confined to a wheelchair	neurological condition
to grow at the same rate	reduced bone density	reduced blood flow
to feel defeated	make adjustments	to walk elevated in the air

4 Reading & grammar.

a) Work on your own. Write down what you remember about the passive. Compare with a partner.

Form (What does it look like?)

Function (What's it used for?)

b) Work in small groups. What therapies are there for people with physical disabilities? Write your suggestions in the box below.

c) Read the text ([Physical therapy](#)) and identify the passive. There are **ten examples** in the text. Compare with your neighbour.

d) Imagine you have compiled a text on occupational therapy from several sources. However, you are not entirely happy with it. There is a section (highlighted in green) that you feel needs to be more impersonal. How are you going to rewrite it? ([Occupational therapy](#)) Show your text to a partner for feedback.

e) Re-read both texts and pick at least five expressions you didn't understand. Look up their meaning and share them with your partner.

5 Project.

a) Based on one of the topics discussed in today's class, prepare a short presentation for the other teams. Visuals (if any) are up to you (poster + data projector, PowerPoint + interactive whiteboard, drawings + text on a board). Take 10-15 minutes for preparation. The presentation itself shouldn't exceed 3 minutes.

1. occupational therapy
2. physical therapy
3. mobility aids
4. physical impairment: ALS
5. physical impairment: cerebral palsy

b) You have some experience giving feedback, but as they say practice makes perfect, so listen to your colleagues' talks and comment on their mini presentations.

- The message is clear.
- The presentation is easy to follow (logical structure, signposting).
- The speakers speak clearly (volume, pace, pitch, pronunciation).
- The presentation has information value.
- Other _____

6 Reflection. Take a minute to think about what you've learnt this week. Write down a few points and share them with your partner.

- ✓ Skills:
- ✓ Language functions:
- ✓ Vocabulary:
- ✓ Grammar:
- ✓ Other:
- ✓ What went well?
- ✓ What needs more work?
- ✓ What was useful/useless?
- ✓ What was fun/boring?