

Unit 03 Feeling ill?

TEMAT MATURALNY: ZDROWIE

A. INTRO

1 Work in pairs. Look at the pictures of some things that can be bad for your health. Match the pictures with the problems.



- A stress
- B infectious diseases
- C lung cancer
- D injuries
- E skin problems
- F alcoholism
- G allergies
- H eating disorders

TARGETS FOR THIS UNIT

COMMUNICATION: talking about health, giving opinions, sympathising, reassuring, agreeing, disagreeing

LANGUAGE: present perfect simple, present perfect continuous, question tags

REVISION: present perfect simple

VOCABULARY: health problems, symptoms, treatment, healthcare systems

PRONUNCIATION: intonation in question tags

2 Work in pairs. Answer the questions about the health problems in activity 1. Use the phrases in the box.



- What health problems do you think young people worry about a lot these days? Why?
- Which three are the most important for young people? Can you add two more problems?

I think people worry a lot about ... because ...
 But I think ... affects more people.
 Yes, but ... is only a temporary problem,
 whereas ... is much more serious.

B. VOCABULARY

3 Match the symptoms with the illnesses.

food poisoning a heart attack hay fever a cold
 a broken leg/a sprained ankle
 a nervous breakdown flu measles

- I've **had a runny nose** and I've **been coughing** all day. I've **got a sore throat** too.
- Jenny's **come out in a nasty rash**. Six other children in her class have got it too.
- In the summer, I **sneeze** every time I go into the garden and I **get a headache** too. I'm **allergic to pollen**.
- Have you heard about the singer who won the TV competition? Apparently, she's **been crying** for two days and she can't stop **shaking**. They've taken her to a special clinic.
- Ben's in bed. He's **got a high temperature** and he **feels nauseous and faint**.
- Since we had that meal last night I've **had a terrible stomach ache** and I've **been sick** seven times!
- Rita's grandfather **had a terrible pain in his chest** and he couldn't move his arm.
- Jack fell over while he was skiing and he can't stand on his left leg. **It really hurts**.

4 Work in pairs. Say what you would do if you had the symptoms listed in activity 3. Use the phrases below and explain your decisions.



- stay in bed
- go to the doctor
- take some painkillers
- go to the chemist's
- take some cough medicine
- take time off school
- take antidepressants
- go for therapy
- get a prescription
- go to hospital
- call an ambulance
- go on sick leave

Example: If I had/felt/couldn't ... I'd definitely ... because it's serious/infectious/harmful.

If I ... I'd probably ... because you need tablets/advice/a diagnosis.

MAN FLU EXISTS - OR DOES IT?

I've got Man Flu and I can tell you it's a horrible illness to have. People should definitely take it more seriously and not make fun of men who are suffering just like me! Honestly, I've never felt so ill in my life. My head is bursting and my legs feel like jelly. Every time I stand up, I think I'm going to pass out, so I've been lying down in a darkened room (the daylight hurts my eyes too) for three days now. I've completely lost my appetite, my whole body aches and I think I'm going to be sick all the time. I think I'm dying ... but do I get any sympathy from my mum? No way. According to her, I'm suffering from a bad case of Man Flu.

It seems that Man Flu is nothing more serious than the common cold, but because I'm a man, I think it's much worse than it really is. 'I had a cold last week,' says my mum disapprovingly. 'And I didn't take a week off work and lie in bed moaning!'

Can't she understand that men suffer much more than women from viruses like these? I actually found an article in the newspaper last week that proves her wrong! The headline immediately caught my eye - MAN FLU DOES EXIST.

Apparently, experts have shown that women have a much better immune system than men do for certain viruses, infections and inflammations, and they recover a great deal faster. Experts put this down to female hormones. So, this is why men get the same viruses but seem to have worse symptoms. It's not just a manly weakness for exaggeration or a desire for attention! It's true - we're ill!

I showed the article to my mum and do you know what? She laughed. 'You can't believe everything you read in newspapers,' she said and shut the bedroom door loudly!

C. READING

5 Look at the title of the website article above. What do you think it will be about? Read the article and check your ideas.

6 Read the article again and decide if the statements are true (T) or false (F). Underline the key fragments in the text.

- Man Flu is recognised by some people as a serious illness.
- The writer has a very bad headache.
- He isn't very hungry.
- His mother thinks he should stay in bed to recover.
- Scientists think that women can fight some diseases better than men.
- Experts believe that men exaggerate their symptoms.
- The writer's mother agrees with the newspaper article.

YOU & THE TEXT

Who do you agree with in the article - the writer or his mother? Why?

7 Complete the sentences with words from the text. Then discuss the questions with your partner.

- What's the best way to **treat** a _____ cold?
- What **makes** our _____ systems weak?
- When did you last _____ **your** appetite?
- What should you do if you think you're going to _____ **out**?
- What news stories have _____ **your** eye recently?
- Do you usually **get** _____ **from** your mother when you don't feel well?
- Why **do** a lot of people _____ **from** colds in the winter months?

8 What's the difference between these words from the text? Use your dictionaries or go to www.macmillandictionary.com.

a virus an infection an inflammation

D. LANGUAGE FOCUS 1

Present perfect simple vs continuous

1 Read the sentences and match them with the rules.

Present perfect simple

- I've had a terrible stomach ache since we had that meal last night.
- I've eaten too much and now I feel awful!
- I've been sick seven times.

We use the present perfect simple:

- to talk about actions / experiences before the present when the time is not important.
- to talk about an action or situation that started in the past and is still continuing when we focus on how long it has lasted (stative verbs).
- to talk about a finished/complete action in the past that has a result in the present.

Present perfect continuous

- I've been lying down for three days.
- I've been coughing all day and my throat is really sore.

We use the present perfect continuous:

- to talk about an action that started in the past and is still continuing when we focus on how long it has lasted.
- to talk about a repeated or continued action in the recent past that has a result in the present.

2 Complete the rules for forming the tenses.

To form the present perfect simple:

we use **have/has** and the _____ participle.

To form the present perfect continuous

we use **have/has been** and the _____ participle (verb+ing).

Watch out!

Remember that we often use the present perfect simple after 'how much/how many' when we focus on the result of an action/actions.

How many e-mails have you written this morning? You look very tired.

Remember that we use 'how long' with the present perfect continuous when we focus on a period of time.

How long have you been waiting for me? For ten minutes.

How long has he been feeling nauseous? Since Monday morning.

Put these time expressions in the correct boxes. Add two more to each box.

ten years, a month, 4th May, five hours, 2009, the beginning of December, my birthday, midnight, we moved to this town, a couple of days

FOR	SINCE

For more information, go to GRAMMAR SUMMARY, page 136.

9 Underline the correct options to complete the sentences.

- I'm going to see the doctor because I've *had/been having* a headache all day.
- We've *exercised/been exercising* for three hours! Can we stop now?
- Jackie's *cried/been crying* since she came home from the party. What's the matter with her?
- Jonas has *played/been playing* football and he's *hurt/been hurting* his foot.
- Have you *seen/been seeing* the doctor about your back yet?

Unit 03 New systems

TEMAT MATURALNY: ZDROWIE

A. INTRO

1 Work in pairs. Read about some problems that people in the UK have with the national health care system. Are these problems the same in Poland? What do you think needs to change? Use the phrases below to discuss your ideas.



- We don't have enough doctors.
- I can never get an appointment when I want one.
- I had to wait a very long time to have an operation.
- The hospital I went to was very old and pretty dirty!
- Private health insurance is much too expensive.
- The government needs to spend a lot more money on medical research.

In my opinion they need to ...

There's got to be more ...

The best thing to do is ...

Actually, I think we've got a pretty good system.

B. VOCABULARY

2 Match the verbs with the nouns.

pay (x2) go to
take out call
learn pick up
make (x2) give (x3)
have (x4)

an operation health insurance
casualty a prescription
an ambulance first aid
the fees an appointment
a diagnosis

3 Use the collocations from activity 2 to complete the sentences.

- Your cough is getting worse. You should _____ at the surgery.
- Don't forget to _____ your _____ before the chemist's closes.
- If your injury is really serious, you'll need to _____. You'll get faster treatment.
- James is going to _____ on his stomach tomorrow. He's very nervous.
- All students need to _____ at school. It's a really useful skill.
- I had some tests last week and the doctor is going to _____ me _____ later today.

4 Work in pairs. Ask and answer the questions beginning 'Have you ever ...?' When your partner gives a positive answer, ask two follow-up questions.



Example:

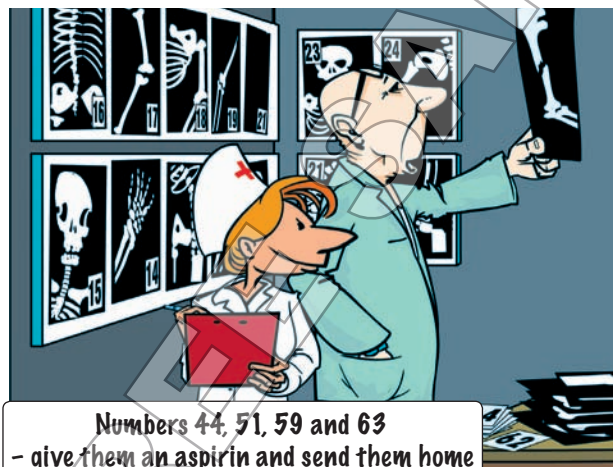
A: Have you ever had an operation? B: Yes, I have.

A: When was it? B: ...

A: How long did you stay in hospital? B: ...

- ... been to casualty?
- ... given someone first aid?
- ... called an ambulance?
- ... forgotten an appointment?

C. LISTENING



Numbers 44, 51, 59 and 63
- give them an aspirin and send them home

5 You are going to hear four people talking about changes in the healthcare system. What changes do you think they might talk about? Listen and check.



6 Listen again and match the speakers (1-4) with the opinions (A-E). There is one extra opinion. Then find the fragments which justify your choice in the transcript on page 144.



- A We cannot avoid big changes in health care.
B I'd prefer the system to remain the same.
C I think people who work in health care should have better conditions.
D People haven't really had time to discuss things properly.
E I think younger people definitely approve of the suggested changes.

Speaker 1
Speaker 2
Speaker 3
Speaker 4

7 Answer the questions. Listen again if necessary.



- Why does the system need to change?
- What is a 'super-surgery'?
- Why don't older people like them?
- What might happen at special computer centres?

8 Complete the phrases with the words from the conversation. Check your answers with the transcript on page 144.

- At super-surgeries there will be _____ for X-rays and other tests.
- The old system should carry _____.
- People are well _____ of the current problems.
- There won't be so much face-to-face _____ with doctors.
- You can take your own blood _____.
- Doctors' surgeries will become a _____ of the past.
- We might lose the personal _____.

9 Discuss the question below in pairs. Take turns to present your opinions and provide arguments.



Do you think super-surgeries and computer health centres are a good idea? Why/why not?

D. LANGUAGE FOCUS 2

Question tags

Look at the examples and underline the correct words in the rules.

It can't go on, can it?

It's worked well for years and years, hasn't it?

It's bringing health care into the 21st century, isn't it?

I don't want to see just anybody, do I?

- 1 A statement/question and a tag are separated by a comma.
- 2 We make a question tag by using a *main/an auxiliary* verb.
- 3 When the main sentence is positive the question tag is *positive/negative*.
- 4 When the main sentence is negative the question tag is *positive/negative*.
- 5 We *can/can't* use question tags with modal verbs.

Watch out!

1 Notice how we answer a negative sentence.

*You don't drive a car, do you? No. (I don't drive a car).
Yes. (I drive a car).*

2 Here are some more points to remember.

*I'm a bit late, aren't I?
Let's go for a coffee, shall we?
Call an ambulance, will you?
There is a medical centre near here, isn't there?
Everybody wanted to help, didn't they?*

Extra!

We often use question tags when we make a polite request.

*You couldn't lend me some money, could you?
You haven't got a dictionary, have you?*

i For more information, go to GRAMMAR SUMMARY, page 137.

10 Complete the question tags.

- 1 You like classical music, _____?
- 2 Dan's had a headache for a long time, _____?
- 3 Your sister trained to be a doctor, _____?
- 4 You're not going to the beach today, _____?
- 5 Let's visit Michelle in hospital this afternoon, _____?
- 6 It'll be cold tomorrow, _____?
- 7 Pick up my prescription for me later, _____?
- 8 I'm quite bad at this, _____?

11 Rewrite these requests using question tags.

- 1 Could I have one of your headache tablets?
- 2 Have you got the medical centre's phone number?
- 3 Could you help me with this insurance application?
- 4 Do you know where Maria is?
- 5 Could you give me a lift to the doctor's?

Pron spot

12 Listen to the sentences from activity 10. Mark the intonation pattern you hear – rising intonation (↗) or falling intonation (↘).



- | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|
| 1 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 6 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 7 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | | | | |

13 Practise saying the sentences with the same intonation.

14 Intonation is important when we use question tags. Read the rules, then listen and match the examples to the rules.



- 1 When the intonation of the question tag rises it means we ask a real question and the answer could be yes or no.
- 2 When the intonation falls, it means we expect the other person to agree with us.

- A *You don't get colds very often, do you?*
 B *You didn't phone the doctor last night, did you?*
 C *You've got insurance, haven't you?*
 D *Your brother's studying medicine, isn't he?*

15 Write down some things you think you know about your partner. Add two more ideas of your own.

- 1 Some food he/she likes/doesn't like.

- 2 A TV programme he/she watched last night.

- 3 A country he/she has been to.

- 4 An activity he/she's going to do this evening.

- 5 A job he/she'd like/wouldn't like to do.

- 6 _____
- 7 _____

16 Work in pairs. Make questions about the things from activity 15 to check if you were right.



Example: You don't like curry, do you?

17 Act out a conversation in pairs. Student A is phoning home from the very first holiday without his/her parents. Student B is his/her overprotective parent – worried particularly about health problems – who is asking lots of questions to check if the child is OK. Use question tags and the phrases for reassuring below.



Example:

Student A: Hi, I'm calling to tell you everything's going great.

Student B: But you've got your tablets, haven't you?

Don't worry, I'm absolutely fine.

Everything's going well.

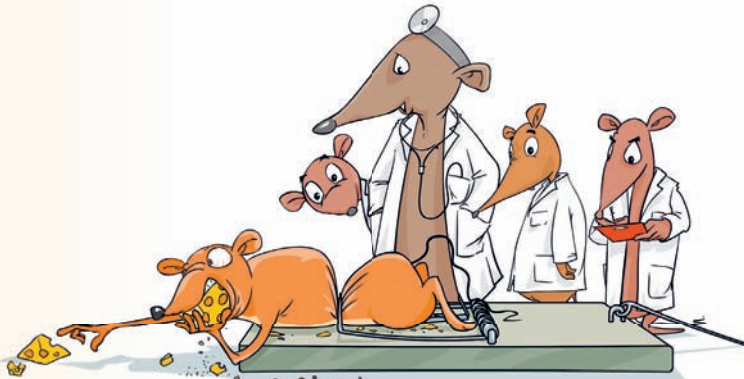
You worry about me too much!

I'm being really careful!

TEMAT MATURALNY: ZDROWIE

W TYM ROZDZIALE NAUCZYSZ SIĘ, JAK:

- rozwiązywać zadanie: rozumienie tekstu słuchanego – dobieranie;
- przeprowadzać rozmowę sterowaną – uzyskiwanie, udzielanie informacji;
- napisać list oficjalny.



This is, my dear students, the last stage of addiction.

A. ABOUT YOU

1 Complete the sentences with the words/expressions from the box so that the information is true about the people you meet.

100% all (of) most (of) a lot (of) many (of)
some (of) a few (of) few (of) none (of) 0%

- _____ my friends suffer from eating disorders.
- _____ my friends eat a healthy diet.
- _____ young people I know live under a lot of stress and pressure.
- _____ young people I know smoke cigarettes regularly.
- _____ young people I know have experimented with drugs.
- _____ young people nowadays think alcohol and drugs are essential for a good party.
- _____ young people I know took to drinking alcohol because of peer pressure.
- _____ young people realise the negative consequences of smoking and heavy drinking.
- Underage teenagers can buy alcohol in _____ the shops close to where I live.

2 Work in groups of three and compare your observations from activity 1. Are they similar? What are your conclusions?



B. LISTENING

3 Check the meaning and pronunciation of the following words and expressions in the wordlist on page 124 or go to www.macmillandictionary.com.

binge drinking abuse vomiting fainting
coma get drunk

4 Match the parts of the questions.

- What do teenagers ... a) do to their bodies?
- What does alcohol ... b) take to drinking?
- Why do they ... c) die of?

5 Work in pairs. What answers to the questions in activity 4 do you expect to hear in news reports? Listen and check.



EXAM INFO

DOBIERANIE

Pamiętaj, aby:

- dokładnie przeczytać treść zadania i zdecydować, czy skupiać się na szczegółach (pojedyncze fakty, wymienione detale), czy na ogólnym znaczeniu każdego komunikatu (myśl przewodnia, temat wypowiedzi, intencje lub opinia autora);
- przed rozpoczęciem słuchania spróbować przewidzieć, jakie wyrażenia mogą być użyte w nagraniu;
- szukać w nagraniu informacji takich samych jak w zadaniu, ale wyrażonych innymi słowami;
- podejmować decyzje wyłącznie na podstawie informacji zawartych w tekście nagrania, a nie w odniesieniu do własnych opinii.

6 Listen again and decide which reports (1, 2 or 3) mention the information in the table.



INFORMATION	REPORT(S)
1 The fact about alcohol teenagers often don't know.	_____
2 The number of underage drinkers.	_____
3 The relationship between alcohol and life-threatening situations.	_____
4 Health problems caused by drinking alcohol.	_____
5 Opinions of medical experts.	_____
6 A solution to the problem of underage alcoholism.	_____
7 The most dangerous type of substance abuse.	_____
8 Explanations for binge drinking.	_____


7 Decide if the following information was mentioned in the reports as a fact (F) or an opinion (O). Read the tapescript on page 144 to check your answers.

- Alcohol is the most used and abused substance among American teenagers.
- Alcohol is a leading cause of death.
- Underage drinking has become a national problem in the USA.
- More and more teenagers are addicted to alcohol.
- There is an urgent need for more education about alcoholism among teenagers.
- It is cool to get drunk.
- Education works better than strict laws forbidding teenagers to do something.

8 Work in pairs and answer the questions.



- 1 Is binge drinking a problem among teenagers in Poland?
- 2 Why do teenagers drink alcohol or take drugs?
- 3 What could be done to prevent young people from starting bad habits like drinking alcohol, smoking or taking drugs?

 To find out more, google the phrases: *alcohol – tips for teen, alcohol-free teen events, binge drinking, teenage drinking.*

C. SPEAKING

9 Divide the expressions and sentences into groups. Add one more to each group.

giving/ asking for advice	reassuring	sympathising	asking for information/ clarification
---------------------------	------------	--------------	---------------------------------------

I'm really sorry to hear that.

What's bothering you?

That's sad/terrible.

You've had a terrible time.

What's the problem?

Any idea what I can do now?

You poor thing.

How awful!

If I were you, I'd ...

I suggest you ...

What exactly does it mean/involve?

You know you can rely on me.

Why don't you ...?

I'm sure everything will be fine.

You can always count on me.

I'm certain things will work out somehow.

I think you should ...

I need some details on/about ... / a contact number/an Internet address of ...

You mustn't give up hope.

Any suggestions?

Could you tell me ...?

I'd like to find out more about ...

How come?



EXAM INFO

UZYSKIWANIE, UDZIELANIE INFORMACJI

Pamiętaj, aby:

- zanim przystąpisz do odpowiedzi, przygotować sobie kilka użytecznych zwrotów, np.: *I'd like to find out about ... / What exactly do you mean? / If I were you, I'd ... / You should ...* itp., ale nie czytaj swojej wypowiedzi z kartki!
- używać pełnych zdań i form pytających;
- być uprzejmym/uprzejmą – używać zwrotów grzecznościowych, formułować pytania pośrednie, np.: *Could you tell me what your telephone number is?*
- używać zwrotów typowych dla rozmowy telefonicznej, jeżeli wymaga tego polecenie do zadania.

11 Read the exam task. Then work in pairs and write a dialogue based on it. Act it out.



W trakcie pobytu na stypendium za granicą jesteś odpowiedzialny/odpowiedzialna za prowadzenie infolinii dla młodzieży z uzależnieniami. Odbierasz telefon od studenta/studentki, który/która ma poważny problem. W trakcie rozmowy:

- zapytaj na czym polega jego/jej problem;
- wyjaśnij, w jaki sposób wasza organizacja może pomóc;
- poproś o zostawienie numeru kontaktowego. (rozmowę rozpoczyna egzaminujący)

D. WRITING

EXAM INFO

LIST OFICJALNY

Pamiętaj, aby:

- odnieść się do wszystkich czterech punktów zadania (każdy punkt składa się z dwóch części);
- ułożyć wszystkie informacje w logiczną całość, pamiętając o podziale listu na wstęp, rozwinięcie oraz zakończenie (za zachowanie właściwej struktury możesz uzyskać 2 punkty);
- użyć łączników zdań, np.: *to begin with, next, what is more, finally* itp., oraz zwrotów wyrażających opinie, np.: *In my opinion, ..., I think ...*

12 Read the statements (A–D). Work in pairs and say if you agree or disagree with them. Give your reasons. Use the expressions in the box.



I think ... In my opinion, ... In my view, ...
 As far as I can see, ... As far as I am concerned, ...
 I completely disagree with this statement/opinion because ...
 I couldn't agree more with this statement/opinion because ...
 I'm not sure how I feel about this.
 On the one hand, ... On the other hand, ...
 This statement seems very unfair because ...
 This statement is only partly true because ...

A Teenagers don't care about their health – they just smoke, drink and eat junk food.

B You can't get addicted to the Net – it isn't a drug.

C The government shouldn't pay for the treatment of people with addictions or those who keep eating only unhealthy food. The people who have these 'diseases' are to blame for that!

D Modern teenagers are too stressed out not to get addicted to some thing or other.

13 Read the exam task and put the paragraphs of the letter in the correct order.

W czasopiśmie anglojęzycznym przeczytałeś/przeczytałaś artykuł o współczesnej młodzieży. Autor artykułu zarzuca młodzieży brak szacunku dla własnego zdrowia i życia spowodowany złymi nawykami żywieniowymi, nadmiernym korzystaniem z używek oraz pogonią za sukcesem. Nie zgadzasz się z większością tych zarzutów. Napisz list do redakcji, w którym:

- określisz cel listu i napiszesz, jakie uczucia wywołała w tobie lektura artykułu;
- napiszesz, z którą wypowiedzią autora nie zgadzasz się, i wyjaśnisz dlaczego;
- napiszesz, którą z wypowiedzi autora uważasz za częściowo prawdziwą, i wyjaśnisz dlaczego;
- zachęcisz innych czytelników do odwiedzenia twojej strony internetowej i podzielenia się swoimi opiniami na tamtejszym forum.

I am writing to express my opinion on the views presented in your article 'Teenagers who waste their lives' published in last Monday's edition of your magazine. In my opinion, your article presented the people of my generation in a very unfair way with which I completely disagree.

I would like all the readers to visit my website (www.cool-teens.com) and share their views on the forum there.

Dear Sir,

First of all, let me comment on our eating habits. In your article you claim that all young people eat only junk food. I must say that it is not quite true. I believe that the majority of us are aware of the importance of healthy eating and a well-balanced diet. For example, my friends and I always choose vegetarian and organic meals instead of chips and fried meat. Therefore, I consider your accusation very unfair.

I hope you will agree with some of my arguments.

Yours faithfully,
 XYZ

I look forward to hearing from you.

In reference to the last part of your article, I must say that I partly agree. Young people nowadays are obsessed with success and achievement. We are money-oriented and very competitive. However, I do not think this is entirely our fault – we are just part of the rat race around us.

14 Read the letter in activity 13 and shorten it so that it follows the word limit of 150 words. (Now it consists of 225 words.)

15 Read the exam task and write your letter to the editor.

W anglojęzycznym czasopiśmie dla młodzieży ukazał się artykuł, w którym autor bardzo krytycznie wypowiada się o niesieniu pomocy młodym ludziom uzależnionym od narkotyków, alkoholu bądź internetu. Autor zachęca młodzież do wyrażenia swoich opinii. Napisz list do redakcji, w którym:

- określisz cel listu i opiszesz, jakie uczucia wywołał w tobie ten artykuł;
- napiszesz, z którą wypowiedzią autora nie zgadzasz się, i wyjaśnisz dlaczego;
- napiszesz, którą z wypowiedzi autora uważasz za trafną, i wyjaśnisz dlaczego;
- zachęcisz innych czytelników do wzięcia udziału w dyskusji na ten temat i wyrazisz nadzieję, że twoja opinia zostanie opublikowana na łamach gazety.

Pamiętaj o zachowaniu odpowiedniej formy. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniane są: umiejętność pełnego przekazania informacji (4 punkty), forma (2 punkty), poprawność językowa (2 punkty) oraz bogactwo językowe (2 punkty).

A. VOCABULARY & GRAMMAR & PRONUNCIATION

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

1 Match the adjectives with the nouns. Arrange the symptoms from the most to the least serious.

sore sprained nervous bad runny nasty high

nose breakdown throat temperature rash
headache ankle

1 2 3

2 For each of the problems below write a possible diagnosis.

Example:

– I sneeze a lot especially in spring and summer.

My eyes are watery and I feel quite sleepy.

– It could be an allergy to pollen/hay fever.

- I feel nauseous. I have an awful stomach ache.
- I have a temperature and I'm coughing a lot.
- I have a terrible pain in my chest and I can't breathe properly.
- I've come out in spots and I feel faint.
- I can't move my right foot. It hurts really badly.

1 2 3

3 Use the words/phrases from the box to complete the sentences.

prescription sick leave painkillers insurance aid
appointment casualty

- I went on _____ after the doctor said I had flu.
- We have regular lessons on how to give first _____ to victims of accidents.
- The nurse rang me up to move my _____ to another day.
- You can't take _____ and drink alcohol.
- An ambulance took me straight to _____.
- Without private health _____, you have to wait for treatment for ages.
- All antibiotics are on _____.

1 2 3

4 Complete the sentences with the correct forms of the verbs in brackets. Use either the present perfect or present perfect continuous.

Example: Jack has been taking (take) antidepressants since last May.

- Jessica _____ (have) headaches a lot recently.
- Martha _____ (not see) her doctor for more than a year.
- Martin _____ (cough) all night.
- Paula _____ (faint) three times this month.
- Peter _____ (not feel) too well lately.
- My friend's sister _____ (not take) any drugs since she started her therapy.
- His uncle _____ (smoke) for a few years now.
- My mum's friend _____ (drink) too much wine and now she's terribly sick.
- Norbert _____ (not eat) much recently, so he's lost a lot of weight.

1 2 3

5 Write the correct question tag. Underline the sentences which express a polite request.

- You have to take these tablets, _____?
- You couldn't give a prescription for this, _____?
- The doctor looked very tired, _____?
- The local hospital has closed down, _____?
- There isn't a private clinic around here, _____?
- You haven't got a headache tablet, _____?
- That news reporter never recovered from her trauma, _____?
- Everybody wants to stay healthy, _____?
- Stop smoking so much, _____?
- Let's stop eating junk food, _____?
- You haven't seen my first aid kit, _____?

1 2 3

6 Listen and repeat. Work in pairs. Ask and answer the questions. Give reasons.



- nauseous – Have you ever felt nauseous?
- weight – What's the best way to lose weight?
- appetite – Have you ever lost your appetite?
- virus – What are the symptoms of having a virus?
- casualty – Has anyone you know ever been to casualty?

1 2 3

7 Work in pairs. Test each other.



Student A go to page 114

Student B go to page 116

1 2 3

JĘŚLI ZAKREŚLIŁEŚ/ZAKREŚLIŁAŚ 1 LUB 2 PRZY NIEKTÓRYCH ZAGADNIENIACH, POWINIENES/POWINNAŚ JE POWTÓRZYĆ.

♦ Zeszyt ćwiczeń, Revision, s. 27

JĘŚLI ZAKREŚLIŁEŚ/ZAKREŚLIŁAŚ 3 W WIĘKSZOŚCI ZAGADNIENI, POSZERZ SWOJĄ WIEDZĘ.

♦ Zeszyt ćwiczeń, Extension, s. 27

B. COMMUNICATION & GAMES

1 Imagine you are a hypochondriac. Make a list of as many medical problems as you can. Work with another student and see who has more health complaints. The winner is the one with the longest list of illnesses and medical problems.

2 Work in groups of three. Imagine you are sociologists who want to learn more about the lifestyle of teenagers. Prepare a survey of 8 questions to find out as much as possible about one of the following topics:

• Teenagers and healthy eating

• Teenagers and addictions

• Teenagers and stress