

**What's new?**

- Subject:** Health  
**Language:** Zero and first conditionals  
**Functions:** LB 24 Talking about facts  
 LB 25 Requesting and expressing opinions and impressions

**1 The BIG question: CAN WE STOP DISEASE?**

The theme of this unit is health. *The BIG Question* is: Can we stop disease? What is the best way to stop disease? What diseases should we worry about?

- Read out *The BIG Question*. Make sure students understand the word *disease*.
- Look at the **FACT** box with the class. Ask students if they are surprised by the statistics. What reasons can they give for them? (for example, nutrition and diet, vaccinations, disease, medical help).
- Ask students what they think the life expectancy is in their country. Give them the statistics for men and women (see box above or refer to the website list) and compare them with students' predictions.

**Picture / background information**

The information in the **FACT** box is from *The World Health Report 2003* by the World Health Organization. [www.who.int/en/](http://www.who.int/en/)

On average women live six to eight years longer than men.

[www.who.int/mediacentre/factsheets/fs252/en/](http://www.who.int/mediacentre/factsheets/fs252/en/)

Life expectancy in other countries: Brazil: men 65.7, women 72.3; China: men 69.6, women 72.7; France: men 75.9, women 83.5; Greece: men 75.8, women 81.1; Italy men 76.8, women 82.5; Japan: men 78.4, women 85.3; Korea: men 71.8, women 79.4; Russia: men 58.4, women 72.1; UK: men 75.8, women 80.5; USA: men 74.6, women 79.8.

For other countries see:

[www.who.int/whr/2003/en/Annex1-en.pdf](http://www.who.int/whr/2003/en/Annex1-en.pdf)

**2 FOCUS ON...****Words****2 A**

- Look at the photos with the class. Ask students: How do you feel when you see photo 5?

- Read out the words in the box and ask students to repeat them. Make sure that they stress the words correctly: *aspirin* ['æsprɪn], *injection*, *cough medicine* ['kɒf ,medsn], *antibiotics*, *tissues*.
- Students match the photos with the correct words.
- Check the answers.
- Look at collocations of the words with the class: take an aspirin, have an injection, take / have some cough medicine, take antibiotics, use / buy / carry tissues. Write them on the board as preparation for exercise **B**.

**2 FOCUS ON... Words A****Answers**

1 c 2 e 3 b 4 e 5 d

**2 B**

- Read out the list of problems with the students. Ask students to repeat key words: *headache*, *cold*, *flu*, *feel sick*, *virus*, *allergy*, *hay fever*. Check the meaning of these words and phrases. Tell students 'flu' is the shortened form of 'influenza'.
- Look at the example with the class. Remind students that they can give advice using *should / shouldn't*.
- In pairs, students take it in turns to read out a problem and give advice using *should / shouldn't* and the words from exercise **A** when possible.
- Read out the problems again and ask for advice. Alternatively, ask pairs of students to act out the mini-dialogues in front of the class. Other students can add their own advice.

**2 FOCUS ON... Words B****Possible answers**

- You should take an aspirin. You should lie down.
- You should take an aspirin and buy lots of tissues.
- You should have an injection against flu. You should eat healthily.
- You should go to bed. You shouldn't eat anything.
- You can't do anything. You should wait.
- You should go to the doctor's and have an injection.

**2 C**

- Read out the list of words from the text and make sure students can pronounce them properly.
- Students match the words with the correct definitions, using a dictionary to help them.
- Check the answers.

**2 FOCUS ON... Words C****Answers**

1 c 2 e 3 d 4 a 5 b

**2 D**

- Read out the words in the shaded boxes.
- Ask students to complete the sentences with the correct words.
- Check the answers. If you have a monolingual class, ask students what these words are in their language.
- Ask: Are these diseases a problem in your country?

**2 FOCUS ON... Words D****Answers**

1 Heart disease 2 AIDS 3 cancer

**2 FOCUS ON...****Ideas**

- Read out the sentences and check that students understand them.
- Students discuss the questions with a partner or in small groups.
- Briefly discuss the questions with the class.

**3 READING****CD 2 (Red) track 16, page 67 SB****Picture / background information**

The photo shows a health officer collecting ducks to be killed at a farm in Pathum Thani north of Bangkok, Thailand, after a resurgence of bird flu. The reading text is based on information from the Communicable Epidemic and Pandemic Alert and Response section of the WHO website:

[www.who.int/csr/en/](http://www.who.int/csr/en/)

[www.who.int/csr/disease/avian\\_influenza/en/](http://www.who.int/csr/disease/avian_influenza/en/)

At the time of press, cases of bird flu have been discovered in countries all over the world, including parts of Western Europe. Many countries have stockpiled drugs for emergencies.

Influenza pandemics in history (see Chapter 2 in the document below):

[www.emro.who.int/syria/PDF/H5N1-9reduit.pdf](http://www.emro.who.int/syria/PDF/H5N1-9reduit.pdf)

**3 A**

- Look at each photo in turn with the class. Ask: What can you see? What is the person wearing? What is happening? Where is the photo taken, do you think?
- Read out the task. Tell students to read the FAQs quickly for this information.
- Check the answer.

**3 READING A****Answer**

There will be a flu epidemic early in the twenty-first century, so it could be soon. But we don't know exactly when it will be.

**3 B**

- Read the paragraph headings above the FAQs with the class. Check that students understand the word *prevent*.
- Students read the text again and match the headings to the correct paragraphs.
- Students compare their answers with a partner.
- Check the answers.

**3 READING B****Answers**

- 1 Can flu kill?
- 2 What is a pandemic?
- 3 How many people die in pandemics?
- 4 Will there be another pandemic soon?
- 5 Can we prevent it?

**3 C**

- Read out the sentences. Ask students to mark them true or false.
- Students check their answers in the FAQs.
- Check the answers.

**3 READING C****Answers**

- 1 F (There are lots of different flu viruses.)
- 2 F (Pandemics kill millions of people.)
- 3 F (Pandemics have happened regularly in history.)
- 4 F (Bird flu is a dangerous virus which can spread to humans.)
- 5 T

**3 D**

- Read out the task and the figures. Tell students to scan the text for these figures.

- Students look for the figures in the text and find out their meaning.
- Check the answers. Ask: What do you think of these figures? Are you surprised?

**3 READING D****Answers**

- 1 The First World War killed 8.3 million people (over 4 years).
- 2 There was a flu pandemic in 1918. It was the worst in history.
- 3 Forty million people died in the 1918 pandemic (in less than a year).
- 4 People died less than 48 hours after they caught the disease.

**3 E**

- Read out the sentences in turn and discuss them with the class. If your students feel worried about a flu pandemic or other pandemics, reassure them: the response to a pandemic today will be very different to that of the past. Authorities are continuously monitoring and assessing the situation of current viruses so that far fewer people will die in a possible future pandemic.

**3 READING E****Answer**

2 The FAQ text comes from the World Health Organization which is the health organisation for the United Nations. The website provides facts and information about important health topics.

**4 LANGUAGE: Zero and first conditionals****4 A**

- Read out the task.
- Students read the examples and complete the sentences with *zero* or *first* conditional.
- Check the answers. Make sure students have understood the difference in the way the two conditionals are used. Elicit or give students further examples:  
*If you eat too much fat, you can get heart disease* = general fact  
*If you eat all that ice-cream, you'll feel sick* = likely future event after a specific action

**4 LANGUAGE A****Answers**

- 1 We use the *zero* conditional to talk about general facts.
- 2 We use the *first* conditional for events which will probably happen in the future.

**4 B**

- Write the examples of the two conditionals on the board and circle the words *if* and *unless*. Tell students that the *if/ unless* clause can be the first or second clause in the sentence. Ask when we use a comma (when the *if/ unless* clause is the first clause in the sentence).
- Underline the verbs in each clause. Point to each verb and ask: What tense is this? Write the names of the tenses on the board next to the verbs.
- Look at the structure rules with the class. Tell the class to complete them using the examples on the board to help them.
- Check the answers.
- Write further examples on the board for students to complete. For example:  
*Unless Jack (wear) his winter jacket, he (get) cold.*  
*If people (eat) too much, they (get) fat.*  
*If it (be) nice weather tomorrow, we (go) swimming.*  
*Unless it (rain), August (usually / be) the best month of the year.*

**4 LANGUAGE B****Answers**

Zero conditional: *if/ unless* + present simple; other clause: present simple or a modal verb  
 First conditional: *if/ unless* + present simple; other clause: *will* future or a modal verb

- Refer students to the explanation about the past continuous in Workbook Unit 15. They can read the explanation and do the exercises in class or for homework.

**5 LISTEN IN****CD1 (Blue) track 23, page 68****Picture / background information**

The photo shows military officers wearing masks and gloves against infection fending off journalists outside a SARS hospital on the outskirts of Beijing,

China. The hospital had just released the last 18 patients out of 680 who had the disease at the height of the SARS epidemic in 2003.

SARS (Severe Acute Respiratory Syndrome) is a type of infectious pneumonia which killed about 800 people in Asia in 2003 and infected over 8,000. SARS evolved from animals to humans, causing serious breathing problems for those infected. After the outbreak, the disease apparently disappeared.

[www.guardian.co.uk/print/0,3858,](http://www.guardian.co.uk/print/0,3858,4848583-111420,00.html)

[4848583-111420,00.html](http://4848583-111420,00.html)

[en.wikipedia.org/wiki/SARS](http://en.wikipedia.org/wiki/SARS)

[www.wednesday-night.com/SARS.asp](http://www.wednesday-night.com/SARS.asp)

[www.economist.com/agenda/displaystory.cfm?story\\_id=2383561](http://www.economist.com/agenda/displaystory.cfm?story_id=2383561)

### 5 A

- Look at the photo with the class and read out the task. First ask students to describe what they can see in the photo and then speculate about where it is and what the problem might be.

### 5 LISTEN IN A

#### Possible answer

The military officers in the photo are wearing masks to prevent infection from disease, in this case SARS, because they are in a job where they have contact with a lot of people.

### 5 B

- Explain that these words are in the conversation students are going to hear. Read them out in turn and ask students to repeat them. Make sure they pronounce *pneumonia* correctly with a silent 'p' [nju:məʊniə] and *hypochondriac* with the correct stress [ˌhaɪpə'kɒndriæk]. Point out that SARS is spoken as a word [sɑ:z] rather than as initials.
- Students check the meaning of the words in their dictionary. Warn them that they may not find SARS in their dictionary.
- Check the answers. Elicit or explain the meaning of SARS.

### 5 LISTEN IN B

#### Answers

*to exaggerate*: to make something seem better or worse than it really is

*pneumonia*: an illness which causes problems with breathing

*hypochondriac*: a person who thinks he / she is always ill, even when he / she is healthy

*SARS*: (Severe Acute Respiratory Syndrome): a type of infectious pneumonia which killed hundreds of people in Asia in 2003

*infection*: a disease caused by bacteria

### 5 C

- Tell students they are going to listen to a conversation between two friends. Read out the question before they listen to the conversation. Remind students they are only listening for the answer to this question and not to understand every word.
- Play the CD. Students listen and answer the question.
- Check the answer.

### 5 LISTEN IN C

#### Answer

Jake has a cold but he thinks he might have pneumonia or bird flu.

### 5 D

- Read out the sentences and check that students understand them.
- Play the CD again. Students listen and write the correct initial.
- Check the answers or ask students to check their answers in the listening script.

### 5 LISTEN IN D

#### Answers

1 V 2 V 3 J 4 J 5 V 6 J

### 5 E

- This exercise gives students the chance to characterise the two people from the conversation in the listening. Read out the pairs of opposites and check that students understand their meaning.
- Look at the example with the class. Ask: Do you agree that Jake is pessimistic? Why? Ask students to complete the sentence about Jake.
- Students work in pairs. They describe Jake and Vanessa using the remaining adjectives.
- Check the answers. Ask pairs to say a sentence. Ask other students if they agree.

**5 LISTEN IN E****Possible answers**

I think Jake is pessimistic because he thinks there will be a flu epidemic soon.

Jake is selfish because he just thinks about himself. He doesn't think about other people who are really ill.

Jake is realistic because he wants to buy a mask against infection.

I think Vanessa is optimistic because she says the flu epidemic might never happen.

Vanessa is unselfish: she thinks we should spend money on sick people. We shouldn't buy drugs we might not need.

Vanessa is unrealistic because she says we shouldn't worry about things that aren't certain. But it's very hard not to worry about things like that.

**6 YOUR TURN TO SPEAK****A Role play**

- Read the task with the class and make sure they understand it.
- Go through the phrases in **LB 24** with the class.
- Write these questions on the board: *What is it? Why are you worried? What can we do about it?* Brainstorm ideas to answer these questions and write them on the board.
- Divide the class into pairs. Students decide which one of them is the person worried about flu.
- Students do their role play.
- Ask for volunteers to act out their role play in front of the class.
- To consolidate the language used in this activity, ask students to review the phrases in **LB 24** at home and do the exercise for homework.

**B Conversation**

- Read out the task. Go through the questions and phrases in **LB 25** with the class.
- Read out the points listed in the exercise. Make sure students understand them.
- In pairs, students talk about their opinions and impression of the things in the list, using the expressions in **LB 25**.
- Ask some students to report back to the class.
- To consolidate the language used in this activity, ask students to review the phrases in **LB 25** at home and do the exercise for homework.

**7 YOUR TOPIC**

- Read out the task and the points learners have to prepare to speak about. As this topic is quite demanding, ask students to work in pairs or small groups and give them guidance as necessary.
- Students discuss the points and make notes about them.
- Pairs or groups present their talk about healthcare to the class. Encourage them to ask questions about each other's presentations.

**8 HEALTH AND FITNESS in English** Page 69 SB**Picture / background information**

The photographs come from the American Lung Association. Its website at [www.lungusa.org](http://www.lungusa.org) contains a great deal of information about lung diseases, such as cancer and tuberculosis. About 17 million people die of heart disease, particularly heart attacks and strokes every year. Many of these deaths are caused by smoking, which increases the risk of dying from heart disease 2-3 times. Lack of exercise and an unhealthy diet also increase the risk. [www.who.int/cardiovascular\\_diseases/resources/atlas/en/](http://www.who.int/cardiovascular_diseases/resources/atlas/en/)

There is evidence that 70% of all cancers are caused by environmental factors. Cancer can be prevented by stopping smoking, eating healthy food and avoiding exposure to the sun without sunscreen. For more information about smoking and cancer, see these websites:

[www.mariecurie.org.uk](http://www.mariecurie.org.uk)  
[www.cancer.org](http://www.cancer.org)

Smoking-related diseases are the world's leading preventable cause of death but the number of smokers is increasing. Every year four million men and one million women die and it is expected that this number will double in twenty years.

[www.who.int/whr/2003/chapter6/en/index2.html](http://www.who.int/whr/2003/chapter6/en/index2.html)

A study by researchers at University College London linked happiness with lower levels of stress hormones in men and women and lower heart rates in men. [www.newscientist.com/article.ns?id=dn7282&print=true](http://www.newscientist.com/article.ns?id=dn7282&print=true)

**8 A**

- Look at the photos of a smoker's lungs. Ask: What is your reaction when you see these photos?

- Ask the class: How interested are you in your health? Is looking after your health an important part of your life?
- Read out the definitions in **A**. Make sure students understand them.
- Students read the text and the **FACT** box about smoking and find words or phrases which match the definitions.
- Check the answers.

**8 HEALTH AND FITNESS***in English A***Answers**

1 infectious 2 genetic 3 a balanced diet  
4 exercise 5 passive smoking

**8 B**

- Read the questions with the class.
- Students read the text and the **FACT** box again and answer the questions.
- Check the answers. For question 1, ask: Why is Africa the only place where infectious diseases kill more people than non-infectious diseases? (lack of vaccines, drugs, medical care and information, spread of AIDS in particular).

**8 HEALTH AND FITNESS***in English B***Answers**

1 Africa 2 healthy living 3 It helps people stay healthy. 4 about five million every year

**8 C**

- Read out the task. Look at the healthy living rules with the class and check that students understand them.
- Students work in pairs. First they tick the rules they follow. Then they tell their partner about their lifestyle and discuss whether they have a healthy lifestyle and what they can improve.
- Students report back to the class. Invite volunteers to tell the class if they have a healthy lifestyle. Ask: Do you think you have a healthier lifestyle than your parents? What does the government do to encourage healthier lifestyles in your / our country? What does your school / college / workplace do if anything? What could they do to encourage healthier lifestyles even more?

**8 D**

- Read out the question and discuss it with the class. Focus on the image of smoking among young people (Is this positive or negative?), why people smoke, how easy or difficult it is to stop smoking and if there are any government rules limiting smoking in public places in your country.

**Optional project: A Healthy You poster**

- Tell students they are going to make a poster that tells people how to stay fit and healthy.
- Suggest to students they make a list of DOs and DON'Ts
- Students work in small groups. They brainstorm DOs and DON'Ts for their poster. They can use the ideas on page 69 and add their own ideas.
- Students agree on the design for their poster. They can research photos or illustrate their own pictures.
- Students make their poster.
- Display the posters on the walls or on desks and allow students time to look at them.
- Students vote for the poster that best represents a *Healthy You*. If possible, make copies of the poster and hang it throughout your school or college.

**9 PORTFOLIO WRITING**

- Read out the task and check that students have understood it.
- Look at the structure of the essay together: For paragraph 1, refer students to their YOUR TOPIC talk. For paragraph 2, refer students to the 'healthy living' list on page 69. For the conclusion, brainstorm ideas together.
- Students write their essays in class or for homework.
- Ask students to swap essays with a partner and check / comment on them. Then take in the essays and check them.

**10 Your answer**

- Discuss *The BIG Question* as a class using the sub-questions.
- Refer students to the Workbook Unit 15 activities.

**Last word**

- After doing the workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

**WORKBOOK answers**

Pages 34–35 WB

**1 Language: zero and first conditional**

1 A

1 c 2 d 3 e 4 f 5 a 6 b

1 B

1 'll get 2 'll need 3 'm not 4 'll have to get up  
 5 won't get 6 go 7 don't start 8 won't get  
 9 won't feel 10 won't miss

1 C

- Unless he stops drinking, he'll destroy his health.
- Unless we hurry, the chemist will be closed.
- Unless it rains, we'll play tennis.
- Unless the government invests in healthcare, the system will break down.
- Unless you take your medicine, you won't get better.

**2 Vocabulary**

2 A

1 c 2 e 3 b 4 a 5 d

2 B

1 disease 2 epidemic 3 virus 4 infectious  
 5 infection 6 drugs 7 vaccine 8 spread

2 C

1 e 2 c 3 a 4 d 5 b

**3 Connections**

3 A

1 in 2 to 3 from 4 against 5 with

**4 Word Building**

4 A

1 death 2 life 3 ache 4 prevention  
 5 protection

**5 Use of English**

5 A

- In my *opinion*, our healthcare system is quite good.
- The number of people with cancer is *increasing*.
- I won't go to the doctor's *unless* you come with me.
- You *should* enjoy life.
- While I *was playing* football, I suddenly felt sick.

**5 Portfolio Writing***(Individual answers)*