

SOLUTIONS UPPER-INTERMEDIATE 3

UNIT 6: HEALTH

6H

PEGAH BAHOJB GHASEMI

6G

Speaking

Role-play

I can role-play a conversation at the doctor's.

Revision: Student's Book page 72



1 Match the illnesses and injuries with the treatments.

- | | |
|-------------------|------------------------------------|
| 1 virus | a antibiotics |
| 2 chest infection | b throat sweets / painkillers |
| 3 heartburn | c X-ray |
| 4 sore throat | d antacids |
| 5 sprain | e antiseptic cream |
| 6 fracture | f bandage /
anti-inflammatories |
| 7 cut | g antihistamine |
| 8 bee sting | h rest and lots of liquids |

Speaking Strategy

Do not get nervous if you're unsure whether you've understood the question or what the other person has said. Simply ask the person for clarification.

2 Read the Speaking Strategy and complete the sentences with the phrases below.

could repeat that? like ... ? mean by ... ? quite catch that.
same as ... ? saying that again?

- 1 Sorry, do you think you _____
- 2 I'm afraid I didn't _____
- 3 Would you mind _____
- 4 What do you _____
- 5 Is that something _____
- 6 Is that the _____

4  2.05 Listen again. Make notes on the following topics.

The injury

How the person did it

Treatment

Follow-up visit

What the student needed clarification on

While on holiday in the UK, you suffer from a bad, itchy rash and go and see the doctor. Have a conversation with him/her and discuss the following points:

- when it appeared
- the possible causes
- treatment
- a follow-up visit

5 Read the task. Prepare notes in answer to what the doctor will say. Ask for clarification on one of the questions. Try to give extra detail in your answers.

1 What seems to be the matter?

2 When did the rash appear?

3 What do you think might have caused it?

4 Do you have any allergies?

5 Well, I'm not sure. I'm going to write you a prescription for some antihistamine tablets and cream.

6 If it's still bothering you, or if you feel poorly, come back in a few days.

6 Now do the task using your notes from exercise 5.



**WHAT IS THE
THING YOU FEEL
GUILTY AFTER
YOU EAT IT?**









SWEET TOOTH



1 SPEAKING Work in pairs. Discuss the questions.

- 1 Do you have a sweet tooth? What are your favourite sweet treats?
- 2 Why is too much added sugar bad for you? What problems can it cause?

2 Read the task below. Identify the elements that need to be included in the article. How many paragraphs do you think it should have?

You've read an article about the dangers of eating too much sugar. Write an article for your school website about the risks associated with a high sugar diet and propose ways of persuading young people to eat less of it.

- 3 Read the article and compare it to your ideas in exercise 2. Are there any differences?

Writing Strategy

Organise your ideas or opinions into a coherent argument by using linking words or phrases, for example: *therefore, although, furthermore, as a result.*

4 Read the **Writing Strategy**. Underline the words the writer uses in the article to link ideas together.



I don't know anyone who doesn't love sugar. Humans have a natural sweet tooth and it can be difficult to control our sugar-eating habits. But how can something so nice be so bad for us?

Obviously, naturally occurring sugar, for example in fruit, is considered healthy sugar. However, refined sugar is not healthy and is added to many processed foods to make them taste better. Surprisingly, this 'hidden' sugar can be found in many savoury foods like bread, tins of vegetables and sauces. Moreover, refined sugar has no nutritional value and therefore offers 'empty' calories. It also has no fibre, unlike the natural sugar in fruit, and therefore is easy to eat a lot of. Consequently, excess calories lead to weight gain. Too much sugar also encourages tooth decay in children and diabetes in later life.

So, what can we do about too much sugar, especially the hidden sugars in our diet? It seems to me that the government must take some responsibility for this situation. Ideally, it should regulate the amount of sugar that companies can add to processed foods. Furthermore, education must also be part of the answer and students should learn in school about the health issues associated with eating a lot of sugar. This approach has worked for smoking, after all.

Personally, I think it is extremely important that young people know about the dangers of sugar so that we can make informed choices. Although it is delicious, we must not put our future health at risk.



**WITH WHAT
PHRASES DO YOU
MOSTLY COMMENT
ON A SPECIFIC
SUBJECT?**

5 KEY PHRASES Look at the phrases. Which ones are included in the article?

Comment adverbs

Personally, (I think) ...

Surprisingly, ...

Obviously, ...

Consequently, ...

Unfortunately, ...

Ideally, ...

Amazingly, ...

Interestingly, ...

Naturally, ...

Admittedly, ...

Hopefully, ...

Basically, ...

6 SPEAKING Work in groups. Discuss the opinions below. Decide which view you hold and use a comment adverb to introduce your view. Then add a reason.

- 1 Our school should/shouldn't stop serving fast food.
- 2 It is/isn't OK to have some fat in your diet.
- 3 Additives in food are/aren't bad for you.
- 4 Fast food should/shouldn't be banned in leisure centres.
- 5 Children should/shouldn't make their own food choices.

Personally, I think that our school should stop serving fast food. We eat too much of it.

Really? ...

7 Read the task below. Make notes on your opinions.

You've read an article about teenagers and fast food. Write an article for your school website about the dangers of teenagers eating too much fast food, and how students can be persuaded to eat less of it.

8 Plan your article in your notebook. Organise your ideas into paragraphs and link them. Then write your article.

CHECK YOUR WORK



Have you ...

- organised your ideas into paragraphs?
- used adverbs and linking words to connect your ideas in each paragraph?
- included one or two comment adverbs?
- checked the spelling and grammar?

2 Choose the correct verbs to make exercise collocations. Then make up a sentence with each collocation.

- 1 **push / beat** myself to the limit
- 2 **keep / do** aerobics
- 3 **lift / play** weights
- 4 **go / attend** a fitness class
- 5 **be / go** competitive
- 6 **play / keep** fit

7 **do / beat** an opponent

8 **play / pedal** a team sport

When I do exercise, I usually ... myself to the limit.

3 Complete the words for illnesses, injuries and symptoms. Then put the letters in the grid below to find a treatment.

te¹⁵__⁷__er¹__³__ur¹³__

f¹²__a¹⁰__ture

he¹⁴__r⁸__bur²__

¹¹__he⁵__t ⁹__nf⁶__ct⁴__on

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

11	12	13	14	15
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4 WORDSEARCH Find these words in the grid below.

Words read ↓ and →.

additives calcium calories
fibre nutrient vitamin

q	t	d	w	g	g	t	d	m	x	j	i
d	d	i	p	h	c	p	m	t	u	k	s
q	k	s	m	r	a	m	v	z	o	c	u
v	d	i	k	m	l	m	r	z	h	a	y
i	f	x	a	p	o	i	n	i	q	l	k
t	d	b	s	l	r	q	u	r	q	c	k
a	a	n	i	n	i	k	t	h	w	i	f
m	y	t	g	a	e	o	r	m	o	u	i
i	n	c	b	t	s	x	i	m	c	m	b
n	e	n	h	f	b	s	e	v	j	m	r
z	g	m	y	w	e	k	n	n	n	y	e
d	x	a	a	d	d	i	t	i	v	e	s

5 SPEAKING Health quiz. Work in teams. Write five health facts which you have learned from this unit. Include three mistakes. Read out your facts to another team. Can they spot and correct your mistakes?

1 _____

2 _____

3 _____

4 _____

5 _____

You should drink eight glasses of water a day.

No, that's not true. It's a myth.

**ASSIGNMENT:
WORKBOOK 6H
WRITING PART
(PAMPHLET)**

DEADLINE: TUESDAY