

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ
УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«БАРАНОВИЧСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

ЗДОРОВЬЕ И ЗАБОТА О ЗДОРОВЬЕ

**Учебно-методическое пособие
для студентов лингвистических специальностей**

**Рекомендовано к печати
научно-методическим советом университета**

**Барановичи
РИО БарГУ
2010**

УДК 811.111(075.8)
ББК 81.2Англ-923
3-46

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Здоровье и забота о здоровье [Текст] : учеб.-метод. пособие для студентов
3-46 лингвист. специальностей / сост.: Е. А. Дунькович, А. А. Савко. – Барановичи : РИО БарГУ,
2010. – 95, [5] с. : ил. – экз. – ISBN 978-985-498-354-7.

Данный практикум включает тексты, упражнения и задания, направленные на совершенствование навыков и умений чтения, говорения и аудирования по теме «Медицина и здоровье». Книга идет в комплекте с компакт-диском для аудирования.

Предназначен для студентов II курса лингвистического профиля, изучающих английский язык как основную специальность, а также для лиц, изучающих английский язык самостоятельно.

Табл. 17. Рис. 39. Прил. 2.

УДК 811.111(075.8)
ББК 81.2Англ-923

ISBN 978-985-498-334-9

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FOREWORD

This book is compiled for Second Year University and College students majoring in English, though it can also be used as a self-study reference, practice and grammar book or as supplementary material in preparation for exams.

The *compilation* is intended for development of communication skills, perfection of students' reading skills, improvement of their ability to understand and analyse authentic English newspaper texts. The book consists of 3 sections performed as pair or group activities in class, texts for optional reading, 2 appendixes.

The first section provides a broader perspective of vocabulary than that presented to students in course materials, besides each unit in this section is supplemented by various grammar exercises, discussion, role-play, fun activities.

The second section contains topical original texts for listening comprehension with pre-listening, listening and post-listening activities, including homework.

The third section consists of challenging English texts taken from newspapers with various activities, leading to discussion afterwards.

Students also need to have access to English-English dictionaries. The book selects the words that are most important for you to learn at your level, but you will sometimes need to refer to a dictionary for extra information about meaning and usage of some words. Net browsing is an essential part of this book.

The book comes with a CD for listening comprehension section.

In this book the following abbreviations which are common for dictionaries are used:

n – noun;

v – verb.

Compilers

VOCABULARY DEVELOPMENT SECTION

FEELING ILL

VOCABULARY DEVELOPMENT

The following list contains your active vocabulary. Make sure you know all the words, if hesitant, check them up in the dictionary.

organs of body	lung, <i>n</i> heart, <i>n</i> liver, <i>n</i> kidney, <i>n</i> bladder, <i>n</i> gallbladder, <i>n</i> prostate, <i>n</i> thyroid, <i>n</i> pancreas, <i>n</i>	belly, <i>n</i> stomach, <i>n</i> chest, <i>n</i> breast, <i>n</i> uterus, <i>n</i> spleen, <i>n</i> brain, <i>n</i> oesophagus, <i>n</i> intestine(s), <i>n</i>	bowels, <i>n</i> small bowel large / colon bowel spine, <i>n</i> backbone, <i>n</i> limb, <i>n</i> joint, <i>n</i> knee, <i>n</i> skin, <i>n</i>
complaints	feel bad / unwell / poorly / sick / ill feel dizzy / giddy/ faint feel black and blue all over/ ache all over feel more dead than alive feel feverish / shivery feel wheezy have / develop pain in kidneys have a sore throat/ headache have a nervous breakdown have a heart attack / the itch have poor vision have a runny nose have a stuffy nose be bunged up / blocked up be unfit for smth be in poor/ no/ critical condition be depressed/ tired all the time be weakened/ indisposed be shell-shocked be allergic to smth be susceptible to drafts be overcome by weakness be short-sighted / far sighted faint / lose consciousness / black out go down with/ be laid up with		catch cold/ have a cold fall ill/ be taken ill fall over, <i>v</i> injure a muscle run a splinter into... twist an ankle sprain an ankle suffer from, <i>v</i> complain of / about, <i>v</i> lose appetite / voice break out (about a rash) itch, <i>v</i> burn, <i>v</i> hurt, <i>v</i> pain, <i>v</i>
symptoms	pain, <i>n</i> chest pain ache, <i>n</i> stomach ache, <i>n</i> headache, <i>n</i> earache, <i>n</i> temperature, <i>n</i> fever, <i>n</i> rigor, <i>n</i>	watery eyes sore eyes sore throat sore back swollen ear running / runny nose cough, <i>n</i> sneezing, <i>n</i> fatigue, <i>n</i>	bleeding, <i>n</i> insomnia, <i>n</i> sleepiness, <i>n</i> rash, <i>n</i> spots, <i>n</i> scratch, <i>v</i> vomit / throw up, <i>v</i> wound, <i>v</i> injure, <i>v</i>

	inflammation, <i>n</i> swelling, <i>n</i>	dizziness/ giddiness, <i>n</i> faintness, <i>n</i>	shiver, <i>v</i>
diseases and indisposition	disease, <i>n</i> illness, <i>n</i> sickness, <i>n</i> ailment, <i>n</i> malady, <i>n</i> injury, <i>n</i> diabetes, <i>n</i> quinsy, <i>n</i> tonsillitis, <i>n</i> sore throat chest infection ear infection tumour, <i>n</i> abscess, <i>n</i> hay fever, <i>n</i> allergy, <i>n</i> typhus, <i>n</i> malaria, <i>n</i> scurvy, <i>n</i> plague, <i>n</i>	cold / chill / catarrh, <i>n</i> flu / influenza / cold, <i>n</i> bronchitis, <i>n</i> pneumonia, <i>n</i> asthma, <i>n</i> consumption / TB, <i>n</i> whooping cough gastritis, <i>n</i> ulcer, <i>n</i> food poisoning indigestion, <i>n</i> stomach bug diarrhoea, <i>n</i> nausea, <i>n</i> sea sickness sun-stroke, <i>n</i> heart disease blood pressure bleeding sickness blood poisoning blood-stroke, <i>n</i>	jaundice, <i>n</i> mumps, <i>n</i> the measles, <i>n</i> chicken pox murmur of the heart cardiovascular disease concussion of the brain appendicitis, <i>n</i> cirrhosis, <i>n</i> hernia, <i>n</i> gout, <i>n</i> rheumatism, <i>n</i> hangover, <i>n</i> AIDS, <i>n</i> cancer, <i>n</i> blister, <i>n</i> burn, <i>n</i> boil, <i>n</i> splinter, <i>n</i>

1. When was the last time you had a bad cold or flu? What were your symptoms?

2. Look at the symptoms below. Match the phrases with the symptoms. For example, I've got a headache.

Phrase beginnings	Symptoms	
I can't stop	a headache	stomach ache
I've got	tired	weak
I feel	shivering	sneezing
	a sore throat	ill
	a bad cough	awful
	a runny nose	a high temperature

3. Work with a partner. Describe one of the illnesses below using the symptoms in exercise 2. Can your partner guess which illness you are describing?

flu	a hangover	a stomach bug	hay fever
-----	------------	---------------	-----------

4. Look at the descriptions of illnesses below. Can you diagnose what is probably wrong with each patient?

1. I can hardly speak or *swallow* anything because *my glands are so swollen*. I feel terrible.
2. I feel really *weak and dizzy*. I keep *shivering*. I have a really high temperature and I *ache all over*.
3. I hate summer. Every time I go out my eyes *stream with tears*, I get a *runny nose*, and I can't stop *coughing* and *sneezing*.

4. I'm all *blocked up*. I feel dreadful.
5. I've been *throwing up* all morning and I *can't keep anything down*. I feel really awful.
6. I feel *feverish*. I'm covered in a *rash* of red spots. And they're *really itchy*. I can't help *scratching*.

5. Look at the words in italics in the descriptions in exercise 4. Connect them to the part of the body they are referring to.

throat	nose	stomach	head	the whole body	eyes	skin
--------	------	---------	------	----------------	------	------

Which three words in the descriptions in exercise 4 mean the worst states?

6. Look at the words in italics in the descriptions in exercise 4. Imagine that you have a mysterious illness. Prepare a description. Describe it to your partner. What does he/she think you should do?

7. Look at how the words pain, ache and hurt are used in the three sentences below.

- I've got backache.
- My back hurts.
- I've got a pain in my back.

Which of the words is a verb? Which one works as a suffix? Look at the words below. Which of the words above can be used to describe pain in these places?

For example, we often say *I have a headache*, we sometimes say *My head hurts*, but never say *I have a pain in my head*.

ear	stomach	eye	leg	shoulder	chest
-----	---------	-----	-----	----------	-------

8. Find the proper definitions for the words.

disease	ailment	malady	sickness	illness
---------	---------	--------	----------	---------

1. The state of being sick / ill health / inclination to vomit / stomach distress.
2. The state or condition of being sick, whether in body or mind.
3. Disease / physical disorder.
4. A particular kind of illness with special symptoms and name.
5. Disease / illness (also social / spiritual).

9. Derek is ill. Read the description of his symptoms. What is wrong with him?

I've got a terrible headache and a very high temperature. I feel tired and weak. I can't eat anything and I have no energy. I feel hot all the time but I can't stop shivering. I've got a runny nose and a sore throat. I don't know what to do. I feel really awful.

Now imagine you are a doctor. Which of the following is good advice for Derek? Choose from the list below.

You should go to bed
You should go jogging
You should go to hospital
You should go to work
You should take vitamins

You should take an aspirin
You should take some medicine
You should drink water
You should eat soup
You should eat chips

10. Work in pairs. One of you is ill. Decide what is wrong with you, and what your symptoms are. One of you is a doctor. Think about what sort of advice you can give. When you are ready, role-play the doctor / patient situation. The doctor begins by saying: What's the matter with you?

TAKING A HISTORY FROM A PATIENT

1. Below is a list of types of the main issues (a–k) relating to pain. Match each one with one or more questions (1–13) in the right-hand column. One has been done for you as an example.

- | | |
|-------------------------|--|
| a) <i>time of onset</i> | 1) Can you tell me what the pain is like ? |
| b) duration | 2) Have you had it before ? |
| c) site | 3) Can you show me where you get the pain ? |
| d) nature of onset | 4) <i>When did it start ?</i> |
| e) radiation | 5) Does anything relieve it ? |
| f) nature of the pain | 6) Did it come on slowly or suddenly ? |
| g) aggravating factors | 7) Does it spread anywhere else ? |
| h) alleviating features | 8) Are you aware of anything that brings the pain on ? |
| j) previous episodes | 9) How long have you had the pain ? |
| k) triggering factors | 10) Does anything make it better ? |
| | 11) Where do you get the pain ? |
| | 12) Does anything special bring it on ? |
| | 13) Does anything make it worse ? |

2. Insert the following questions in the appropriate spaces in the dialogue below.

Question list:

- A. Where did it start?
- B. Does it go anywhere else?
- C. When did it come on?
- D. And do you still have it?
- E. Can you show me where it is?
- F. Can you describe the pain for me?
- G. How severe is it at the moment?
- H. Is it constant?
- J. And have you had the pain before?
- K. How severe was the pain?
- L. Can you tell me what the problem is?

History

DOC: Good morning, Mr. Fitt.
PAT: Good morning doctor.
DOC: How can we help you?

PAT: I've not been feeling very well.
 DOC: _____ (1) _____
 PAT: Well, I've got this terrible pain.
 DOC: _____ (2) _____
 PAT: Yesterday evening.
 DOC: _____ (3) _____
 PAT: Yes, but it's not as bad as it was.
 DOC: _____ (4) _____
 PAT: Yes just here (at the top of my tummy).
 DOC: _____ (5) _____
 PAT: Yes. It feels as if it's going straight through to my back.
 DOC: _____ (6) _____
 PAT: Well. It feels as if it's boring right through me.
 DOC: _____ (7) _____
 PAT: Yes.
 DOC: _____ (8) _____
 PAT: It's eased off a bit, but it's still bad.
 DOC: _____ (9) _____
 PAT: Just after dinner.
 DOC: What did you have to eat?
 PAT: The usual, steak and chips.
 DOC: And to drink?
 PAT: A couple of beers.
 DOC: Pints?
 PAT: Yes.
 DOC: Do you have a couple of pints every evening?
 PAT: Yes, more or less.
 DOC: And do you ever have more than a couple?
 PAT: Oh, yeah, especially at weekends.
 DOC: _____ (10) _____
 PAT: Yes. But not as bad as this.
 DOC: _____ (11) _____
 PAT: I don't know, it was really bad
 DOC: Did it make you double up?
 PAT: Yes.
 DOC: Does anything make the pain better?
 PAT: No, not really. Well, maybe if I don't eat.

3. Take turns at practising being the doctor in the dialogue below. When you have done this once each, role-play the dialogue without looking at the text.

Student A

PAT: Good morning doctor.
 PAT: I've not been feeling very well.
 PAT: Well, I've got this terrible pain.
 PAT: Yesterday evening.
 PAT: Yes, but it's not as bad as it was.
 PAT: Yes just here (at the top of my tummy).
 PAT: Yes. It feels as if it's going straight through to my back.

Student B

DOC: Good morning, Mr. Fitt.
 DOC: How can we help you ?
 DOC: Can you tell me what the problem is ?
 DOC: Where did it start ?
 DOC: And you still have it ?
 DOC: Can you show me where it is ?
 DOC: Does it go anywhere else ?
 DOC: Can you describe the pain for me ?

PAT: Well. It feels as if it's boring right through me.
 PAT: Yes.
 PAT: It's eased off a bit, but it's still bad.
 PAT: Just after dinner.
 PAT: The usual, steak and chips.
 PAT: A couple of beers.
 PAT: Yes.
 PAT: Yes, more or less.
 PAT: Oh, yeah, especially at weekends.
 PAT: Yes. But not as bad as this.
 PAT: I don't know, it was really bad.
 PAT: Yes.
 PAT: No, not really. Well, maybe if I don't eat.

DOC: Is it constant ?
 DOC: How severe is it at the moment ?
 DOC: When did it come on ?
 DOC: What did you have to eat ?
 DOC: And to drink ?
 DOC: Pints ?
 DOC: Do you have a couple of pints every evening ?
 DOC: And do you ever have more than a couple ?
 DOC: And have you had the pain before ?
 DOC: How severe was the pain ?
 DOC: Did it make you double up ?
 DOC: Does anything make the pain better ?

4. Match the meanings referred with the words underlined in the sentences. One has been done for you as an example.

- | | |
|--|---------------------------|
| a) When you <u>come to</u> , you will be in the recovery room. | 1) caught |
| b) When you <u>come round</u> , you will be in the recovery room. | 2) regain consciousness |
| c) He <u>came down with</u> flu the week before last. | 3) recovered from |
| d) Everything he eats just keeps <u>coming up</u> . | 4) making progress |
| e) When I took the medicine, I <u>came out in</u> little red spots. | 5) start |
| f) The leg looks as if it's <u>coming along</u> nicely. | 6) breaking into pieces |
| g) I <u>came over all</u> dizzy when I was walking along the street. | 7) had a sudden attack of |
| h) <i>When did the pain first <u>come on</u> ?</i> | 8) being vomited |
| j) When did you <u>come in</u> ? | 9) became covered with |
| k) He has <u>come through</u> the operation rather well. | 10) were you hospitalised |
| l) She was very shy at first, but she has <u>come out of herself</u> a lot recently. | 11) become more confident |
| m) I feel as if my whole life is <u>coming apart</u> . | |

IN THE HOSPITAL

VOCABULARY DEVELOPMENT

The following list contains your active vocabulary. Make sure you know all the words, if hesitant, check them up in the dictionary.

health centres

hospital, *n*
 surgery, *n*
 polyclinic, *n*
 dispensary, *n*
 clinic, *n*
 out-patients' clinic
 hospice, *n*
 medical centre
 maternity home/ hospital
 nursing home/ centre

ambulance, *n*
 emergency (room), *n*
 casualty, *n*
 chemist's, *n*
 pharmacy, *n*
 drugstore, *n*
 cottage hospital
 be in hospital
 go to (the) hospital
 be taken to hospital

parts of a hospital	field hospital mental hospital office, <i>n</i> waiting room	unit, <i>n</i> ward, <i>n</i>	maternity ward operating theatre/ room
medicines	medicine, <i>n</i> remedy, <i>n</i> drug, <i>n</i> pill, <i>n</i> tablet, <i>n</i> capsule, <i>n</i> powder, <i>n</i>	extract, <i>n</i> mixture / syrup, <i>n</i> drops, <i>n</i> eye drops ointment, <i>n</i> cream, <i>n</i> iodine, <i>n</i>	gargle, <i>n</i> antibiotic, <i>n</i> antiseptic, <i>n</i> an(a)esthetic, <i>n</i> pain killer tranquillizer, <i>n</i> medical herbs
medical appliances	bandage, <i>n</i> dressing cotton-wool / cotton gauze, <i>n</i> plaster, <i>n</i> POP/ plaster of Paris	heating pad thermometer, <i>n</i> syringe, <i>n</i> injection/ shot, <i>n</i> infusion, <i>n</i> inhalation, <i>n</i>	scalpel, <i>n</i> stethoscope, <i>n</i> fluoroscope, <i>n</i> gastroscope, <i>n</i>
doctor's activity	test/ take blood pressure examine/ feel the pulse order some investigations sound the chest/ heart/ lungs pull/ take out a tooth stop/ fill a tooth give an injection issue/ write a prescription diagnose the case / disease as flue diagnose with flue make a correct / wrong diagnosis		do X-ray do blood test refer to specialist remove tonsils operate on, <i>v</i> treat, <i>v</i> cure, <i>v</i> heal, <i>v</i> put in the stitches course of treatment
patient's activity	strip to the waist spread fingers stretch arms	take the shirt off inhale, <i>v</i> exhale, <i>v</i>	follow the directions of the doctor avoid complications
prescriptions	appointment, <i>n</i> consult a doctor reassure the patient prescribe oxygen take medicine rub the cream apply ointment/ drops apply mustard plasters apply/ put on a bandage/ plaster, <i>v</i> bandage up/ dress, <i>v</i> wear glasses/ contact lenses		issue a sick note be on sick list write a medical report give advice stay in bed for some time lie flat take a hot water bottle/ bag do blood transfusion take more exercise keep warm
medical specialists	orderly, <i>n</i> hospital porter, <i>n</i> nurse, <i>n</i> theatre nurse midwife, <i>n</i> sister, <i>n</i> matron, <i>n</i> doctor, <i>n</i> district doctor head doctor paramedic, <i>n</i> consultant, <i>n</i>		plastic surgeon, <i>n</i> maxilo-facial surgeon orthopaedic surgeon, <i>n</i> vascular surgeon neurosurgeon, <i>n</i> dentist, <i>n</i> urologist, <i>n</i> obstetrician and gynaecologist, <i>n</i> anaesthetist/ anaesthesiologist, <i>n</i> rheumatologist, <i>n</i> psychiatrist, <i>n</i> pathologist, <i>n</i>

	general medicine, <i>n</i> general practitioner (GP) internist, <i>n</i> physician, <i>n</i> paediatrician, <i>n</i> general surgeon, <i>n</i>		neurologist, <i>n</i> dermatologist, <i>n</i> endocrinologist, <i>n</i> ophthalmologist, <i>n</i> optician/ optometrist, <i>n</i> physiotherapist/ physical therapist, <i>n</i> pharmacist/ chemist <i>n</i>
	ENT surgeon, <i>n</i>		
other medical terminology	in-patient, <i>n</i> out-patient, <i>n</i> patient's file convalescent, <i>n</i> case history referral, <i>n</i> check-up, <i>n</i> to enjoy perfect health to bring down the fever	sick-note, <i>n</i> sick-leave, <i>n</i> maternity leave expectant mother confinement, <i>n</i> aid, <i>n</i> follow-up treatment	addict, <i>n</i> disability, <i>n</i> hygiene, <i>n</i> stretchers, <i>n</i> wheelchair, <i>n</i> affect, <i>v</i> recover, <i>v</i> to die of, <i>v</i> to give instant relief to blow one's nose

1. Answer the questions in the list below using the words in the box.

doctor	nurse	out-patient	sister	surgeon	patient
--------	-------	-------------	--------	---------	---------

1. Which person does an operation?
2. Which people work on a ward?
3. Which person works in an operating theatre?
4. Which person is ill and in hospital?
5. Which person is in a waiting room, waiting to see a doctor?
6. Which person is a senior nurse?

2. Match the people in A to the place you find them in B and the job they do in C.

Example: hospital porter / on the wards or in hospital corridors / they push patients on stretchers from the ward to the operating theatre

A	B	C
1) hospital porter	1) on the wards	1) They perform operations
2) nurse	2) at the scene of an accident	2) They are senior nurses, in charge of a ward
3) out-patient	3) in the waiting room	3) They are ill in hospital
4) paramedic	4) in the pharmacy	4) They push patients on stretchers from the ward to the operating theatre
5) consultant	5) in hospital corridors	5) They provide emergency aid
6) midwife	6) in an ambulance	6) They keep the patient unconscious during an operation
7) surgeon	7) in an operating theatre	7) They help mothers have babies
8) sister	8) on the maternity ward	8) They are senior doctors who specialise in one particular area
9) chemist	9) in casualty	
10) anaesthetist		
11) patient		

3. Match the verbs in A with the words in B.

A		B	
1) be	11) injure	1) a diagnosis	13) feverish
2) call	12) make	2) a doctor	14) from the illness
3) check	13) perform	3) a headache	15) heart beat
4) cure	14) pick up	4) a prescription	16) hurt
5) cut	15) prescribe	5) a temperature	17) ill
6) do	16) recover	6) an illness	18) of poor health
7) fall	17) send for	7) an injection	19) one's hand
8) feel	18) take	8) an operation	20) over
9) give	19) treat	9) blood pressure	21) pain
10) have	20) write	10) disease	22) sick
		11) dizzy	23) some infection
		12) drugs	24) the ambulance

Which of the phrases above are being described below?

1. You need a syringe to do this.
2. You need a scalpel to do this, and the patient usually has stitches and a scar afterwards.
3. You need to take this to the chemist's.
4. You need a thermometer to do this.
5. You need a stethoscope to do this.

4. Use the words below to fill the gaps.

hurt	pain	sick	ache	ill	injured
------	------	------	------	-----	---------

1. I've eaten too much chocolate. I feel
2. Ten people were ... in the accident.
3. Sometimes I have a terrible ... in my back. It can really I must see a doctor.
4. I've got tooth ..., and a head Do you have an aspirin ?
5. My aunt is ... with cancer. We visited her in hospital yesterday.

5. Read the text. Complete the gaps with the words below.

prescription	temperature	symptoms	headache
appointment	waiting room	ill	examined

Last week, I felt ... so I made an ... to see Dr Smith. I arrived early, and sat in the ... and read a magazine. I went in to see the doctor, and I told her what my ... were. I had a bad ... and a high She ... me, and gave me a ... to take to the chemist.

6. Look at these phrases that a doctor might say to a patient during an appointment. What is the doctor describing? Match the phrase on the left to the words on the right.

- | | |
|---|-------------|
| a) Take this to the chemist's. | 1) ointment |
| b) Pop this in your mouth for a moment. | 2) pills |

- | | |
|--|--------------------|
| c) Take two twice a day. | 3) medicine |
| d) You should rub it on your chest. | 4) a hypochondriac |
| e) You won't feel a thing. | 5) a stethoscope |
| f) Take a teaspoonful just before you go to bed. | 6) a thermometer |
| g) Stop eating cheese. It brings you out in spots. | 7) a prescription |
| j) I just need to check your lungs. Breathe in. | 8) an injection |
| k) Don't come to see me, unless it's serious ? | 9) an allergy |

7. Put the dialogue between a doctor and a patient in the right order.

Just here.
 What's the matter ?
 OK. Breathe in. Breathe out. Good.
 I have a terrible pain in my chest.
 Take two of these pills twice a day.
 Where does it hurt ?
 What should I do, doctor ?
 Now practise the dialogue with your partner.

8. Interview your partner.

1. How do you feel today ?
2. How often do you see the doctor ?
3. Have you ever been to hospital ? When ? Why ?

Tell the group about your partner.

9. The words below describe doctors who specialise in particular areas. What are they?

1. Paediatrician.
2. Gynaecologist.
3. Psychiatrist.
4. Neurologist.
5. Optician.

10. Match the name of the doctor with the area he specializes in.

- | | |
|------------------------------|---|
| a) paediatrician | 1) a doctor who treats problems related to the nerves |
| b) gynaecologist | 2) a doctor who treats people's teeth |
| c) neurologist | 3) a doctor who deals with children and their illnesses |
| d) urologist | 4) a doctor who treats diseases that affect eyes |
| e) dentist | 5) a doctor who is trained to give medical care and treatment to sick animals |
| f) veterinarian | 6) a doctor who treats conditions relating to the urinary-tract system and men's sexual organs |
| g) anaesthetist | 7) a doctor who is trained in general medicine (he does not specialize in only one area) and who treats the entire family |
| h) general practitioner (GP) | |
| j) internist | |

- k) orthopaedic surgeon
- l) consultant
- m) ophthalmologist
- 8) a doctor who has a general knowledge about all illnesses and medical conditions of organs inside your body, and who treats illnesses that do not need operations
- 9) a hospital doctor of a very high rank who has a lot of knowledge about a particular area of medicine
- 10) a doctor who treats medical conditions and illnesses that affect only women, and usually relating to a woman's ability to have babies
- 11) a doctor who puts patient to sleep prior to surgery
- 12) a doctor who treats bone problems

11. What do the following words describe?

1. Keyhole surgery.
2. A test tube baby.
3. A scan.
4. A heart transplant.
5. An amputation.
6. A vaccination.

12. Read the following texts. Which one describes the working day of a surgeon? Which one describes the working day of a nurse? Fill the gaps with the words above each text.

A.

check	fill	do	give	make	take
-------	------	----	------	------	------

At the moment, I'm working the day shift, so I have to be on the ward, and in my uniform, at seven o'clock in the morning. We ... our first round at seven thirty, ... everything is OK, ... patients their medicine, ... their temperature, check their blood pressure, and ... the beds. We have to ... in the patient's chart at the foot of the bed.

B.

gloves	hygiene	instruments	operations	mask
--------	---------	-------------	------------	------

I usually start at ten. ... is very important, so I always scrub my hands and arms thoroughly, and I wear rubber ... and a We use surgical ..., but, nowadays, we also use a lot of computer technology to help us perform It is a very demanding job, but very rewarding

13. Answer the questions, and then discuss them with two or three groupmates.

1. Have you ever been to hospital ?
2. What was it like ? How did you feel ?
3. What were the doctors and nurses like ?
4. Describe what happened to you.

14. If you have access to the Macmillan English Advanced Learner's Dictionary or Longman Dictionary of Contemporary English, do the following quiz. You can find all the answers by finding the key words *hospital* and *doctor*, and following the various links.

Hospital and Doctor Dictionary Quiz:

1. What's a *hospice* ?
2. Do we say *in hospital* or *at hospital* ?
3. Are you *admitted to* or *from* hospital ?
4. If you are *rushed to hospital*, is it serious ?
5. Which of these words go with hospital: *beds* / *doctors* / *managers* / *staff* ?
6. What's the abbreviation of doctor ?
7. What's a *GP* ?
8. Which of these verbs go with a doctor: *see* / *ask* / *consult* / *watch* / *go to* ?
9. Would you refer to a dentist by the title, *Dr* ?
10. What does the phrase, *just what the doctor ordered*, mean ?

SELF-CHECK

1. Choose the right variant.

1. Which word or idiom does NOT mean "ill"?
 - a) feeling off colour
 - b) sick
 - c) under the weather
 - d) in the pink
2. When you go to the doctor's, he or she examines you to look for any ... of your illness.
 - a) signals
 - b) symptoms
 - c) symbols
 - d) indications
3. Which sentence is correct?
 - a) If I hadn't stopped smoking, I probably wouldn't have been here now.
 - b) If I didn't stop smoking, I probably wouldn't be here now.
 - c) If I hadn't stopped smoking, I probably wouldn't be here now.
 - d) If I didn't stop smoking, I probably won't be here now.
4. I went to work ... ill.
 - a) despite feeling
 - b) despite I was feeling
 - c) despite to feel
 - d) despite I felt
5. When you have an operation in hospital, you are taken to the operating
 - a) cinema
 - b) theatre
 - c) opera
 - d) hall
6. Which of the following is NOT a symptom of a common cold?
 - a) a cough

- b) a running nose
 - c) a rash
 - d) a sore throat
7. Which one of these things has nothing to do with illness or disease?
- a) heart trouble
 - b) high blood pressure
 - c) a heart attack
 - d) a broken heart
8. How many of these things can you catch?
- a) a ball
 - b) a bus
 - c) a toothache
 - d) a cold
 - e) a headache
 - f) your death of cold
9. When people are homesick, they
- a) have to stay at home because of illness
 - b) don't want to stay at home any more
 - c) wish they were back home
10. Only two of these things bleed. Which?
- a) a blister
 - b) a cut
 - c) a wound
 - d) a pain
11. If a woman says she gets hay fever every summer, she meant that she
- a) gets a strange infection
 - b) doesn't like the heat
 - c) is allergic to something in the air
12. Which of these things can be sharp?
- a) a knife
 - b) a cold
 - c) a pain
 - d) an illness
13. Which of these things can be heavy?
- a) a bag
 - b) a cold
 - c) a smoker
 - d) an illness
14. Which of these two things do most people usually think of as more serious ?
- a) an illness
 - b) a disease

2. Fill in necessary prepositions.

1. To take smth ... granted.
2. To be susceptible ... some ailments.
3. To come ... oneself.
4. To be dangerous ... its complications.
5. To write ... a prescription for some medicine.
6. To die ... cancer.
7. To be anxious ... smb.
8. To be ... poor health.
9. To put a compress ... the leg.
10. To go down ... chickenpox.
11. To take a tablespoon ... some medicine three times ... a day after meals.
12. To cure smb ... smth.
13. A medicine ... internal use.
14. To treat smb ... smth.

3. Choose the one you think is the correct meaning.

1. My boyfriend doesn't really want to come to the party but I think I can twist his arm.
 - a) I can punish him for not coming .
 - b) I can force him to come.
 - c) I can persuade him to come.
2. You can't be serious ! You must be pulling my leg !
 - a) You are teasing me .
 - b) You are telling me a lie.
 - c) You are trying to make fall off my chair.
3. I keep telling him to be more careful about what he says. Every time he opens his mouth he puts foot in it.
 - a) He's always rude to people.
 - b) He embarrasses people by mistake.
 - c) He makes grammatical mistakes.
4. I don't mind that she doesn't agree with me, but there was no need to bite my head off.
 - a) There was no need to blame me for something that wasn't my fault.
 - b) There was no need to speak so sharply to me.
 - c) There was no need to refuse to speak to me any more.
5. I've got a frog in my throat.
 - a) I keep having to clear my throat .
 - b) I've got a sore throat.
 - c) Something I've eaten is stuck in my throat.
6. Mary's got butterflies in her stomach.
 - a) She's feeling nervous.
 - b) She's got indigestion.
 - c) She feels sick.

ADVICE: AN APPLE A DAY KEEPS THE DOCTOR AWAY

– Boy, do I ever feel lousy! I don't have any energy lately.

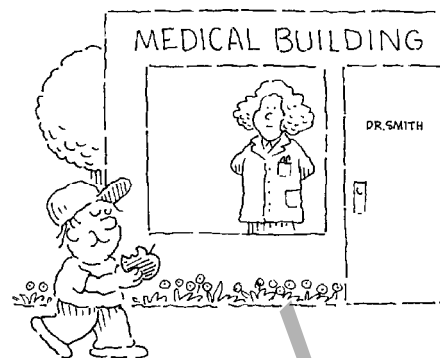
– Have you been eating a lot of junk food?

– Now that you mention it, I have, but I don't think that alone could account for my fatigue. It's got to be something else. I'm going to see my doctor tomorrow and have her check me out.

– Fine – but in the future, that might not be necessary if you watch what you eat. Don't you know that *an apple a day keeps the doctor away*?

– Sure. I've heard that proverb before, but I've never taken it seriously. I can't believe that just *by eating one apple a day I'll stay healthy and strong and won't ever need to see a doctor.*

– Try it! You might like it. What do you have to lose?



A DOCTOR'S VISIT

1. Role-play a dialogue between a doctor and a patient.

Sample Conversation: A = Doctor, B = Patient.

A: Hi. Come on in and have a seat. Now what seems to be the problem?

B: I have a *rash on my arm*.

A: How long have you had *the rash*?

B: It's been about *a week*.

A: Are you taking anything for it?

B: I *put some cream on it* but it doesn't seem to be helping.

A: I see. Are you allergic to any medications?

B: Not that I know of.

A: I'm going to give you a prescription for *some ointment*. I want you to *apply it three times* a day. You should also *avoid scratching your skin*. And it's important to *use as little soap as possible*. Make an appointment to see me next week if it doesn't get better over the next few days.

2. You are a doctor and patients are going to come into your office. Ask them about their condition, prescribe some medicine, and give them some advice.

DOCTOR'S ACTIVITY SHEET

Name	Medical Condition	Duration	Prior Medication	Allergic to Medication ? Y/N
Mary	rash	1 week	cream	No
John	high blood pressure	2 months	No	No

Doctor Treatment List

Use one of these sheets when role-playing a doctor.

Ailment: diarrhoea.
Prescribe: some medicine. Take twice daily.
Extra Advice:
 (a) Drink plenty of fluids.
 (b) Avoid foods containing milk.

Ailment: flu.
Prescribe: antiviral medication. Take three times daily after meals.
Extra Advice:
 (a) Get lots of rest.
 (b) Drink plenty of fluids

Ailment: constipation.
Prescribe: laxative. Take every morning when you wake up.
Extra Advice:
 (a) Get some exercise.
 (b) Eat plenty of fruits and vegetables.

Ailment: sore throat.
Prescribe: some medication. Take every four hours.
Extra Advice:
 (a) Drink plenty of liquids.
 (b) Drink warm tea with honey.

Ailment: rash.
Prescribe: an ointment. Apply four times a day.
Extra Advice:
 (a) Avoid scratching your skin.
 (b) Use as little soap as possible.

Ailment: indigestion.
Prescribe: antacid. Take after meals.
Extra Advice:
 (a) Avoid spicy food.
 (b) Cut down on eating and drinking.

Ailment: cuts.
Prescribe: an antibacterial ointment. Apply three times daily.
Extra Advice:
 (a) Wash carefully with mild soap.
 (b) Keep dirt out of it.

Ailment: sprained ankle.
Prescribe: some pain killers. Take whenever you have pain. (maximum five times daily)
Extra Advice:
 (a) Keep your foot elevated.
 (b) Keep ice on it for 24 hours.

Ailment: high blood pressure.
Prescribe: some pills. Take after meals three times daily.
Extra Advice:
 (a) Exercise daily.
 (b) Loose some weight.
 (c) Cut down on salt and alcohol.

! *The advice listed on this sheet should NOT be taken as medical advice. The sole purpose of this sheet is to help students who are studying English to become familiar with expressions they might hear or need when visiting a doctor.*

3. You are a patient. Visit your doctors and tell them about your condition. Write down your doctor's recommendations in the table below. You should "get a second opinion". Visit two doctors for each ailment.

PATIENT'S ACTIVITY SHEET

Doctor's Name	Medical Condition	Prescription	Prescription Directions	Other Advice
Dr. Jung	rash	ointment	apply 3 times a day	Avoid scratching skin. Don't use soap
Dr. Brown.	rash	ointment	apply 3 times daily	Don't use cosmetics

Ailment Role Cards

Use one of these sheets when role-playing a patient.

Ailment: You have high blood pressure.
Duration: You have had it for 2 months.
Previous Medication: You haven't taking any medication for it.

Ailment: You have a rash on your arms and legs.
Duration: You have had it for about four days.
Previous Medication: You have put a cream on it.

Ailment: You have diarrhoea.
Duration: You have had it for three days.
Previous Medication: You have taken some pills that you bought at the drugstore, but they didn't help.

Ailment: You have the flu.
Duration: Two days.
Previous Medication: You took some aspirin.

Ailment: You sprained your ankle.
Duration: You sprained this morning.
Previous Medication: You took a painkiller.

Ailment: You have a sore throat.
Duration: You have had it for two days.
Previous Medication: You have been taking some throat lozenges (throat candies).

Ailment: You have indigestion.
Duration: You have had it for three weeks.
Previous Medication: You have been taking some ant-acid but it hasn't helped.

Ailment: You have constipation.
Duration: You have had it for two weeks.
Previous Medication: None.

Ailment: You have a bad cut.
Duration: You cut yourself this morning.
Previous Medication: None.

WHO SHOULD GET WHAT?

Health Issues in the 21st Century

Heart Disease is often hereditary but can also be caused through bad diet and a lack of exercise. It can be prevented, and public awareness levels are high in some countries. However, some sections of the community seem to ignore advice. Treatment is possible, but prevention is obviously preferable in the long term.

Cancer takes many forms and is caused by a number of factors. There is strong evidence that smoking and other lifestyle factors contribute significantly, especially to lung and throat cancers. Treatment can be through chemotherapy (being injected with chemicals) or radiotherapy, and success rates are increasing. Some people believe that this, like heart disease, is self-inflicted, and that patients should be asked to pay extra for their treatment.

HIV/AIDS. Awareness levels around the world vary a great deal as to the causes and risks associated with this disease. It is preventable but, as yet, although there is treatment available, there is no known cure. Research continues in the hope of finding one.

Malaria is a disease which is spread via mosquito bites. It is easily prevented with the use of mosquito repellents (electronic devices, creams and sprays). It can also be avoided by taking pills regularly, which protect the body from the disease. There is no vaccination available yet. Malaria cannot be cured as such, though its symptoms (headache, fever, and shaking) are treatable.

Road Traffic Accidents. Road safety standards vary a lot from country to country. Drink driving and the use of unsafe vehicles contribute to the deaths of hundreds of thousands of people around the world. Publicity campaigns and stricter laws have made a dramatic difference in some countries.

Diarrhoea is one of the most common causes of death, especially among children, in Africa. It is caused by polluted water and a lack of food hygiene. It can be prevented by making water supplies safe. It is also important that public awareness is raised as to the causes of water contamination. Diarrhoea itself is easily treated with rehydration medicine.

Definitions

a _____	(adjective) passed on from parent to child
b _____	(noun) the use of medicine or therapy to make a sick person well again
c _____	(noun) smooth, thick liquid which you put on or rub into your skin
d _____	(noun) small, solid pieces of medicine to swallow, e.g. aspirin
e _____	(noun) an injection which prevents a person from getting a disease
f _____	(noun) a change in your body which is the sign of an illness
g _____	(noun) the removal of a disease or illness so that a person is well again

Health spending budget

Disease	Percentage of budget	Reasons
1		
2		
3		

HEADS AND HEARTS

Work out the meanings of these idioms individually. Be imaginative and avoid using a dictionary. In pairs compare your answers and choose the one that you both think is right for each idiom.

Two of the ten idioms are not real idioms, they are made-up phrases with no idiomatic meaning! In bigger groups – groups of four if possible – work out which are the false idioms, and agree on the meanings of the true idioms. At the end use the dictionaries to find out the answers.

1. A bleeding heart.
2. Eat your heart out.
3. A heart of gold.
4. A flowering heart.
5. Cross my heart.
6. Bury your head in the sand.
7. Come to a head.
8. Cut your head.
9. Have your head in the clouds.
10. Off the top of your head.

LISTENING COMPREHENSION SECTION

Text 1

UK DOCTORS' DRINK/DRUG PROBLEM

WARMING-UPS

1. **Drunk on duty.** Have you ever gone to university or work while you were drunk? Have you ever drunk alcohol at university or work? Have you ever come across someone drunk in his/her job? Talk with your partner about alcohol and drugs in the workplace/university. What would you do if you found these people drunk?

1. Your dentist.
2. The pilot of your airplane.
3. The cashier at the bank.
4. A police officer.
5. Your English teacher.
6. The doctor about to operate on you.
7. The repair person fixing your gas cooker.
8. The photographer at your wedding.

2. **Chat.** In pairs/groups, decide which of these topics or words sound most interesting and which sound most boring.

British doctors / BBC TV / alcohol / drug addiction / nurses / being drunk at work / rules / seeking help / stress at work / stressful jobs

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

3. **Doctor.** Spend one minute writing down all of the different words you associate with doctors. Share your words with your partner and talk about them. Together, put the words into different categories.

4. **Drunk doctors opinions.** Talk with your partner about these opinions. Do you agree or disagree with them?

1. Doctors are human. It's OK for them to drink too much occasionally.
2. Doctors should never drink alcohol.
3. Being a doctor is stressful. They need to drink.
4. A doctor who is drunk at work should be banned from medicine for life.
5. Doctors are crazy to become alcoholics. They know the damage alcohol causes.
6. Alcoholic doctors are probably only in Britain.
7. All medical staff should be breath tested before they start working.
8. There are many jobs more stressful than a doctor's.

5. **Stress.** Which of these jobs do you think are stressful? What are the stresses in each job?

1. English teacher.
2. Hairdresser.
3. Supermarket cashier.
4. Doctor.
5. F1 racing driver.
6. U. S. President.
7. Lawyer.
8. Actor.
9. Artist.

PRE-LISTENING ACTIVITIES

1. **True/False.** Look at the article's headline and guess whether these sentences are true (T) or false (F).

1. British doctors are unhappy because they cannot drink alcohol.
2. One in 15 British doctors and nurses has a drink or drugs problem.
3. In ten years, 7,500 UK medical staff have been disciplined.
4. Medical bosses said doctors with a problem should seek help.
5. There are very strict rules for doctors in British hospitals.
6. Doctors understand alcohol. No guidelines are necessary.
7. A medical official said patient care could never be affected.
8. The same official said doctors work in a supportive environment.

2. **Synonym match.** Match the following synonyms from the article.

- | | |
|-----------------|-------------------|
| a) alcohol | 1) found |
| b) carried out | 2) surroundings |
| c) disciplined | 3) chiefs |
| d) bosses | 4) conducted |
| e) help | 5) understandable |
| f) discovered | 6) drink |
| g) clear | 7) rules |
| h) guidelines | 8) dangerously |
| j) seriously | 9) counseling |
| k) environments | 10) punished |

3. **Phrase match.** Match the following phrases from the article (sometimes more than one combination is possible).

- | | |
|------------------------------|-----------------|
| a) an alcohol and | 1) help |
| b) according to | 2) environments |
| c) in the past | 3) decade |
| d) drunk while | 4) research |
| e) must start seeking | 5) rules |
| f) British medical | 6) drug problem |
| g) clear | 7) to drink |
| h) how much they are allowed | 8) care |
| j) levels of patient | 9) profession |
| k) stressful | 10) on duty |

LISTENING

1. **Gap fill.** Put the words from the column on the right into the correct spaces.

UK DOCTORS' DRINK/DRUG PROBLEM

British doctors and nurses have an alcohol and drug This is according to research ... out by ... for a BBC television The programme said that one in 15 doctors and nurses, about 13,000 in ..., has an addiction. The BBC found that in the past ..., 750 medical staff have been disciplined for being drunk while on Medical bosses in the UK said doctors and nurses must start seeking ... if they have a problem with alcohol.

Reporters also ... that the British medical profession has no ... rules about doctors drinking alcohol. ... are necessary so doctors know how much they are allowed to drink before going to The British Medical Association's Dr. Vivienne Nathanson ... that doctors who drink or take drugs ... affect levels of patient She added: "Doctors work in very stressful environments in a ... where it is difficult to seek help."

documentary
help, carried
total
problem
duty
decade,
reporters
culture
clear, seriously
guidelines
warned
discovered
work, care

2. **Listen and fill in the spaces.**

UK DOCTORS' DRINK/DRUG PROBLEM

British doctors and nurses have an problem. This is according to research
... reporters for a BBC television documentary. The programme said that one in 15 doctors
and nurses, about, has an addiction. The BBC found that in, 750 medical
staff have been disciplined for being drunk while on duty. Medical bosses in the UK said
doctors and nurses must if they have a problem with alcohol.

Reporters also the British medical profession has about doctors drinking
alcohol. Guidelines are necessary so doctors know how much they are before going
to work. The British Medical Association's Dr. Vivienne Nathanson doctors who drink or
take drugs seriously affect levels of patient care. She added: "Doctors work in very stressful
environments in a culture where it is

POST-LISTENING ACTIVITIES

1. **Word search.** Check your dictionaries for collocations, other meanings, information, synonyms ... for the words "medical" and "profession".

1. Share your findings with your partner.
2. Make questions using the words you found.
3. Ask your partner / group your questions.

2. **Article questions.** Look back at the article and write down some questions you would like to ask the group about the text.

1. Share your questions with other groupmates.
2. Ask your partner / group your questions.

3. **Gap fill.** In pairs / groups, compare your answers to exercise 2. Check your answers. Talk about the words from the gap fill. Were they new, interesting, worth learning...?

4. **Vocabulary.** Circle any words you do not understand. In groups, pick out unknown words and use dictionaries to find their meanings.

5. **Student doctor's survey.** In pairs / groups write down questions about doctors and nurses.

1. Ask other groupmates your questions and note down their answers.
2. Go back to your original partner / group and compare your findings.
3. Make mini-presentations to other groups on your findings.

6. **Test each other.** Look at the words below. With your partner, try to recall exactly how these were used in the text.

1. British.
2. Documentary.
3. One.
4. Decade.
5. Duty.
6. Seeking.
7. Medical profession.
8. Guidelines.
9. Allowed.
10. Warned.
11. Patient care.
12. Stressful environments.

DISCUSSION

Student A's questions (do not show these to student B).

1. Were you surprised when you saw this headline ?
2. What do you think about this news ?
3. What do you think about British doctors ?
4. What is your opinion of the medical profession ?
5. Are you happy with the doctors in your country ?
6. What country do you think has the best medical profession ?
7. Have you ever met a doctor who didn't seem professional ?
8. Should a doctor who is drunk at work be banned for life ?
9. Who's to blame for doctors being drunk on duty: the doctors themselves, the hospitals or ...?
10. Should the rules be the same for all doctors ?

Student B's questions (do not show these to student A).

1. Did you like reading this article ?
2. Do you think it's OK for doctors to go to work with a hangover ?
3. What kind of rules about alcohol do you think doctors should stick to ?
4. Would you like to be a doctor ?
5. What do you think are the stresses in a doctor's job ?
6. What would you do if your doctor smelled of alcohol ?
7. Do you think alcoholism among doctors is something new ?
8. Is it worse for a doctor or a nurse to be drunk while on duty ?

9. Why do you think it is so difficult for doctors to seek help ?
10. Did you like this discussion ?

After discussion. Join another partner / group and tell them what you talked about.

1. What question would you like to ask about this topic ?
2. What was the most interesting thing you heard ?
3. Was there a question you didn't like ?
4. Was there something you totally disagreed with ?
5. What did you like talking about ?
6. Do you want to know how anyone else answered the questions ?
7. Which was the most difficult question ?

SPEAKING ACTIVITIES

Stress counsellor. You are a stress counsellor for people in stressful jobs. It is your job to (1) write down the stresses involved in two jobs, (2) give a score from 1 to 10 for each type of stress (10 = most stressful) and (3) recommend ways of reducing stress. Discuss your ideas with the other counsellors in your group and write them in the table. Students A talk together about doctors and English teachers, Students B talk about the US President and artists.

Students A

Job	Stresses	1–10	Ways of Reducing Stress
Doctor			
English teacher			

Students B

Job	Stresses	1–10	Ways of Reducing Stress
US President			
Artist			

Change partners so that Students A talk to Students B. Explain what you discussed with your previous partner. Give each other feedback on your counseling ideas. Are they good or bad? Will the ways of reducing stress work well? Return to your original partners and talk about any changes you made.

HOMEWORK

1. **Vocabulary extension.** Choose several of the words from the text. Use a dictionary to build up more associations / collocations of each word.
2. **Internet.** Search the Internet and find more information on the BBC documentary and its report on British doctors. Share your findings with your group during the next lesson.
3. **Stress.** Write about the stresses involved in your job. What do you do to cope with or alleviate the stress? Explain to your groupmates what you wrote. Do you have similar stresses and ways of coping?

4. **A letter:** Write a letter to the British Medical Association. Tell it what you think of the situation in which one in 15 of its medical staff has drink and drug problems. Read your letter to your group-mates during the next lesson. Did you all write about similar things?

Text 2 CANNABIS MAY REDUCE DEPRESSION

WARMING-UPS

1. **A rat's life.** Imagine you are a rat in the laboratory of a university. Walk around the group and talk to the other "rats" about your life. Is it better in the lab than outside in the wild? Are you treated well? What kinds of experiments are you involved in? What things make you depressed or anxious?

2. **Depression.** Do you ever get depressed? In pairs/groups, talk about how the following things change your feeling or make you depressed. Give examples of how these things make you depressed.

1. The weather.
2. TV news.
3. Your family.
4. The earth's environment.
5. Thinking about your future.
6. Money.
7. Your figure/the size of your stomach.
8. Studying English.

3. **Chat.** In pairs/groups, decide which of these topics or words sound most interesting and which sound most boring.

Debate / health benefits / health dangers / cannabis / rats / being depressed / new environments / the brain / mental health / alcohol / cigarettes / pain.

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

4. **Cannabis.** Spend one minute writing down all of the different words you associate with cannabis or marijuana. Share your words with your partner and talk about them. Together, put the words into different categories.

5. **Opinions.** In pairs/groups, talk about these opinions on cannabis.

1. It's a dangerous drug. It should carry stiff penalties for anyone using it.
2. It's OK for medicinal purposes if prescribed by doctors.
3. It's less dangerous to our bodies than alcohol and less addictive than nicotine.
4. Many of the politicians who say cannabis is bad use it themselves.
5. If Barack Obama "experimented" with it, it must be OK.
6. Using cannabis leads to the use of hard drugs like cocaine and heroin.
7. Cannabis is addictive and leads to mental health problems.
8. It's the third most popular recreational drug (behind alcohol and nicotine). People should be allowed to decide if they want to use it.
9. Alcohol makes people violent, cannabis doesn't.
10. Your opinion

PRE-TESTING ACTIVITIES

1. **True/False.** Look at the article's headline and guess whether these sentences are true (T) or false (F).

1. A study has shown that cannabis reduces depression in humans.
2. A chemical found in cannabis serves as an antidepressant in rats.
3. Tests on rats increased the rodents' fear of new environments.
4. The hippocampus area of the brain is linked to a desire for money.
5. Mental health experts have warmly welcomed the new findings.
6. Mountain cannabis has long-term benefits on recreational activities.
7. Cannabis can be less dangerous than alcohol and nicotine.
8. Cannabis is effective in relieving symptoms of multiple sclerosis.

2. **Synonym match.** Match the following synonyms from the article.

- | | |
|-------------------|--------------------|
| a) debate | 1) worry |
| b) synthetic | 2) copied |
| c) anxiety | 3) cause |
| d) trigger | 4) doubt |
| e) regenerate | 5) multitude |
| f) skepticism | 6) produce |
| g) replicated | 7) characteristics |
| h) susceptibility | 8) discussion |
| j) array | 9) vulnerability |
| k) properties | 10) man-made |

3. **Phrase match.** Match the following phrases from the article (sometimes more than one combination is possible).

- | | |
|---------------------------------------|--------------------------------------|
| a) a synthetic cannabis | 1) effect on rats |
| b) cannabis had an antidepressant | 2) damaging and lethal conditions |
| c) injected with high | 3) cells to regenerate |
| d) a usual trigger of | 4) of skepticism |
| e) the chemical caused nerve | 5) levels of an artificial substance |
| f) treated with a degree | 6) drugs |
| g) results on rats are unlikely to be | 7) substance |
| h) a mountain | 8) replicated in humans |
| j) recreational | 9) fear for rodents |
| k) array of other | 10) of previous research |

LISTENING

1. **Gap fill.** Put the words from the column on the right into the gaps in the text.

CANNABIS MAY REDUCE DEPRESSION

The ... over the health benefits and dangers of cannabis, or marijuana, continues with the publication of a study in the *Journal of Clinical Investigation* that showed rats given a ... cannabis substance were less depressed and anxious. A research team from Canada's University of Saskatchewan observed that a chemical found in cannabis had an antidepressant ... on rats. In the study, the animals were injected with high levels of an

trigger,
synthetic,
anxiety,
anxiety,
debate,
regenerate,

artificial substance similar to that found in cannabis, for a month and displayed less ... when placed in new environments, a usual ... of fear for The team also found that the chemical caused nerve cells to ... in the hippocampus area of the rats' brains, which is linked to ... and depression.

The research data and findings are being treated with a ... of skepticism from mental health experts, who warn that the laboratory results on rats are ... to be replicated in humans. A ... of previous research has linked cannabis to long-term damage to mental health and an increased ... to anxiety and depression. However, scientists point out that other ... drugs, such as alcohol and nicotine, perhaps carry more dangers than cannabis. Research indicates that ... smoking and drinking increases anxiety and depression as well as significantly contributing to an ... of other damaging and lethal conditions. Cannabis has been shown to have medicinal properties in relieving ... of multiple sclerosis and other pain causing illnesses.

rodents,
effect

array,
mountain,
recreational,
degree,
symptoms,
susceptibility,
habitual,
unlikely

2. Listen and fill in the spaces.

CANNABIS MAY REDUCE DEPRESSION

The debate over the health benefits and dangers of cannabis, or ..., continues with the publication of a study in the *Journal of Clinical Investigation* that showed rats given a ... cannabis substance were less depressed and A research team from Canada's University of Saskatchewan observed that a chemical found in cannabis had an antidepressant effect on rats. In the study, the animals were injected with high levels of an ... substance similar to that found in cannabis, for a month and ... less anxiety when placed in new environments, a usual ... for rodents. The team also found that the chemical caused nerve cells to ... in the hippocampus area of the rats' brains, which is linked to anxiety and depression.

The research data and findings are being treated with a degree of ... from mental health experts, who warn that the laboratory results on rats are unlikely to be ... in humans. A ... of previous research has linked cannabis to long-term damage to mental health and an increased ... to anxiety and depression. However, scientists point out that other ... drugs, such as alcohol and nicotine, perhaps carry more dangers than cannabis. Research indicates that habitual smoking and drinking increases anxiety and depression as well as ... contributing to an array of other damaging and lethal conditions. Cannabis has been shown to have ... properties in relieving symptoms of multiple sclerosis and other pain causing illnesses.

POST-LISTENING ACTIVITIES

1. **Word search.** Check your dictionaries for collocations, other meanings, information, synonyms ... for the words "health" and "benefit".

1. Share your findings with your partner.
2. Make questions using the words you found.
3. Ask your partner / group your questions.

2. **Article questions.** Look back at the article and write down some questions you would like to ask the group about the text.

1. Share your questions with other groupmates.
2. Ask your partner / group your questions.

3. **Gap fill.** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the gap fill. Were they new, interesting, worth learning...?

4. **Vocabulary.** Circle any words you do not understand. In groups, pick out unknown words and use dictionaries to find their meanings.

5. **Student "Cannabis" survey.** In pairs / groups, write down questions about cannabis/marijuana.

1. Ask other groupmates your questions and note down their answers.
2. Go back to your original partner / group and compare your findings.
3. Make mini-presentations to other groups on your findings.

6. **Test each other.** Look at the words below. With your partner, try to recall exactly how these were used in the text.

1. Debate.
2. Synthetic.
3. Antidepressant.
4. Injected.
5. Trigger.
6. Hippocampus.
7. Degree.
8. Replicated.
9. Susceptibility.
10. Recreational.
11. Array.
12. Symptoms.

DISCUSSION

Student A's questions (do not show these to student B).

1. Did the headline make you want to read the article ?
2. Do you agree with the headline ?
3. What are you thinking about when you hear the words "cannabis" or "marijuana" ?
4. How dangerous do you think cannabis is ?
5. Should cannabis be given to patients if it genuinely relieves their pain ?
6. Why do you think cannabis is illegal but alcohol is legal in many countries ?
7. Would you use cannabis to reduce anxiety if it was legal to do so ?
8. Some scientists say cannabis is safer than many foods we commonly consume. Do you agree ?
9. Have you ever tried or would you like to try cannabis ?
10. Have any high profile figures in your country used cannabis ?

Student B's questions (do not show these to student A).

1. Did you like reading this article ?
2. What is your opinion of what you've read ?
3. What do you know about cannabis ?
4. What is the punishment for possessing cannabis in your country ?

5. What is the attitude of people in your country towards cannabis ?
6. What do you think of Holland's laws that allow cannabis to be sold and used in "coffee shops" ?
7. What would you do if you discovered your son or daughter smoking cannabis ?
8. Do you think legalizing cannabis as a recreational drug would lead to an increase in crime ?
9. Do you think cannabis should be legalized as a recreational drug ?
10. Did you like this discussion ?

After discussion: Join another partner / group and tell them what you talked about.

1. What question would you like to ask about this topic ?
2. What was the most interesting thing you heard ?
3. Was there a question you didn't like ?
4. Was there something you totally disagreed with ?
5. What did you like talking about ?
6. Do you want to know how anyone else answered the questions ?
7. Which was the most difficult question ?

SPEAKING ACTIVITIES

1. Cannabis role play. Should cannabis be legalized?

Team up with groupmates who have been assigned the same role to develop your roles and discuss ideas and "strategies" before the role play begins. Introduce yourself to the other role players.

Role A – GOVERNMENT LEADER

You think all drugs are bad. Taking drugs is the cause of many social problems. Drugs destroy lives. Drugs finance many illegal activities and terrorism. If people want to relax, they can drink alcohol. Cannabis should not be allowed even for medicinal purposes. Society should encourage healthy lifestyles and healthy drugs.

THINK OF MORE REASONS WHY CANNABIS IS BAD.

Role B – CANNABIS USER

You are a normal person. You go to work every day and are never sick. You don't drink or smoke. You think alcohol is more dangerous than cannabis. Alcohol makes people violent and leads to alcoholism. Cannabis makes you relax and have fun. You think it is ridiculous doctors say it causes mental health problems. You think cannabis is a great medicine.

THINK OF MORE REASONS WHY CANNABIS SHOULD BE LEGALIZED.

Role C – MULTIPLE SCLEROSIS SUFFERER

You use cannabis to relieve the pain caused by your multiple sclerosis. Other medicines had little effect on the pain. Cannabis has an immediate effect and makes your life bearable. You think it is outrageous other people want to take your medicine away. You know many people who have become seriously ill or have died through smoking cigarettes.

THINK OF REASONS WHY CANNABIS IS A LEGITIMATE DRUG.

Role D – DOCTOR

You think cannabis is a dangerous and addictive drug. A lot of research shows it leads to mental health problems. Cannabis impairs learning and results in many car crashes and workplace accidents. No health associations accept cannabis as a medicine. You believe real medicine is best.

THINK OF MORE REASONS WHY CANNABIS IS HARMFUL.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

Should cannabis be legalized for medicinal or recreational purposes?

2. *Drugs.* You have been given the job of deciding a new drugs policy in your country. Write down the dangers of the drugs below. Decide whether the dangers are big enough to make the drug illegal. Decide on a punishment for people caught using the drug.

Drug	Dangers	Illegal ?	Punishment
Cocaine			
Caffeine			
Nicotine			
Alcohol			
Other			

Change partners and tell each other your decisions. Together, combine your policies to make a new one. Discuss whether or not your measures would be accepted in your country.

HOMEWORK

1. *Vocabulary extension.* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Internet.* Search the Internet and find more information on cannabis. Share your findings with your group during the next lesson.

3. *Drugs.* Make a poster describing a drug that is illegal in your country. Explain where the drug comes from, its effects on humans and its dangers. Show your posters to your groupmates. Did you all find out similar things?

4. *Letter.* Write a letter to the person in charge of Health issues in this country. Explain your thoughts on the use of cannabis for medicinal and recreational purposes. Show your letters to your groupmates the next lesson. Did you all write about similar things?

Text 3

TOBACCO COMPANY TESTS 'SAFE CIGARETTE'

WARMING-UPS

1. *Cigarette history.* In pairs / groups, talk about your history with cigarettes. Do you have any early memories of cigarettes? Do you have any bad stories about cigarettes? Have you had any arguments about cigarettes? Do you smoke?

2. *Safe cigarettes.* What do you think of the new, perhaps-soon-to-be-released "safe" cigarette? Do you think a cigarette can ever be safe? Talk about safe cigarettes and other "safe" products that might one day hit the market.

1. Cigarettes.
2. Guns.

3. Cars & motorbikes.
4. Marijuana.
5. Condoms.
6. Nuclear power plants.
7. Nuclear bombs.
8. Airplanes.

3. Chat. In pairs / groups, decide which of these topics or words sound most interesting and which sound most boring.

Tobacco / cigarettes / the near future / research / toxins / urgent priorities / the lungs / cancer / arms / health / duping consumers / scientists / smoke.

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

4. Tobacco. Spend one minute writing down all of the different words you associate with tobacco. Share your words with your partner and talk about them. Together, put the words into different categories.

5. Oxymorons. An oxymoron is a phrase which contains contradictory terms. Talk with your partner about the meanings of the following oxymorons. Do they make sense to you?

1. Safe cigarette.
2. Virtual reality.
3. Peace force.
4. Hospital food.
5. Ill health.
6. Pretty ugly.
7. Microsoft Works.
8. Working vacation/holiday.
9. American history.
10. Just war.

6. 2-minute debates. Face your partner and engage in these (for-fun) 2-minute debates. Students A take the first argument, students B the second. Change partners often.

1. Passive smoking doesn't kill people. vs. Oh yes, it does.
2. There is no such thing as a safe cigarette. vs. There will be soon.
3. Smoking will completely disappear one day. vs. Oh no, it won't.
4. Tobacco companies murder people. vs. How ridiculous !
5. Tobacco companies are the worst. vs. Pornography companies are the worst.
6. Tobacco advertising should be banned worldwide. vs. That's unfair.
7. Smoking should be banned in public places. vs. Many things should be banned.
8. Smokers are unfairly treated by society. vs. Smokers should stop smoking.

PRE-LISTENING ACTIVITIES

1. True/False. Look at the article's headline and guess whether these sentences are true (T) or false (F).

1. A tobacco company has made a risk-free cigarette.
2. A tobacco company spokeswoman said tests were conclusive.

3. There are around 4,000 toxic compounds in cigarettes.
4. The new cigarette stops smoke from entering the windpipe.
5. Anti-smoking campaigners waved their arms a lot to clear the smoke.
6. Low-tar cigarettes increased the number of tobacco-related deaths.
7. Campaigners fear safe cigarettes will dupe consumers into smoking.
8. A scientist said jumping from a window is a faster way to die.

2. Synonym match. Match the following synonyms from the article.

- | | |
|--------------------|---------------|
| a) reportedly | 1) quote |
| b) denies | 2) under way |
| c) premature | 3) damaging |
| d) inducing | 4) refutes |
| e) in the pipeline | 5) misleading |
| f) up in arms | 6) causing |
| g) detrimental | 7) allegedly |
| h) cite | 8) scornful |
| j) cynical | 9) furious |
| k) duping | 10) early |

3. Phrase match. Match the following phrases from the article (sometimes more than one combination is possible).

- | | |
|-------------------------------------|---|
| a) due to hit the | 1) duping consumers |
| b) research into the effectiveness" | 2) at a development stage |
| c) a less-toxic, reduced-risk | 3) toxic compounds |
| d) an ongoing project | 4) efforts to reduce deaths |
| e) 4,000 cancer-inducing | 5) market in the near future |
| f) up in arms over the new product | 6) smoke is unsafe |
| g) hindering their | 7) and its surrounding hype |
| h) low-tar cigarettes prompted an | 8) cigarette was an "urgent priority |
| j) a cynical way of | 9) increase in tobacco-related deaths |
| k) Anything involving inhaling | 10) of the cigarettes was "inconclusive |

LISTENING

1. Whoops: Four of the eight words in bold in each paragraph are incorrect. In pairs / groups, find and delete them and think of a better word.

TOBACCO COMPANY TESTS "SAFE CIGARETTE"

British American Tobacco (BAT) has (1) **repeatedly** created a "safer" cigarette that is due to (2) **smash** the market in the near future. However, a company spokeswoman denies this and said research into the effectiveness of the cigarettes was "inconclusive". She did say the production of a (3) **more** toxic, reduced-risk cigarette was an "urgent (4) **priority**". She added: "This is an ongoing project at a development stage, it is possible that there could be a (5) **launch** [soon], but it really is far too (6) **premature** to talk about." BAT says it has developed a revolutionary "trionic" filter that supposedly prevents many of the 4,000 cancer-inducing (7) **toxic** compounds from reaching the lungs. The company has denied rumors that a product capable of reducing the risk of cancer by 90 percent was in the (8) **bloodline**.

Anti-smoking campaigners are up in (1) **legs** over the new product and its surrounding hype. They say it will be (2) **detrimental** to people's health and may encourage people to smoke more, thus hindering their efforts to reduce deaths from smoking-related illnesses. They (3) **site** the example of how low-tar cigarettes prompted an increase in tobacco-related deaths, despite manufacturers' (4) **claims** that the number of tobacco deaths would fall. Campaigners fear the new product is a cynical way of (5) **duping** consumers into believing cigarettes are safe. Britain's *Sunday Times* newspaper quoted a scientist who said: "Anything involving inhaling (6) **tobacco** is unsafe. These new cigarettes [are] like jumping from the 15th floor instead of the 20th: (7) **theoretically** the risk is less but you still (8) **smoke**."

2. Listen and fill in the spaces.

TOBACCO COMPANY TESTS "SAFE CIGARETTE"

British American Tobacco (BAT) has ... created a "safer" cigarette that is the market in the near future. However, a company spokeswoman denies this and said research into the effectiveness of the cigarettes was "inconclusive". She did say the production of a ... – ..., reduced-risk cigarette was an "urgent priority". She added: "This is an ongoing project at a development stage, it is possible that there could be a ... [soon], but it really is far too premature to talk about." BAT says it has developed a revolutionary "trionic" ... that supposedly prevents many of the 4,000 cancer-... toxic compounds from reaching the lungs. The company has denied rumors that a product capable of reducing the risk of cancer by 90 percent was

Anti-smoking campaigners are over the new product and its surrounding hype. They say it will be detrimental to people's health and may encourage people to smoke more, thus ... their efforts to reduce deaths from smoking-related illnesses. They cite the example of how low-tar cigarettes ... an increase in tobacco-related deaths, despite manufacturers' claims that the number of tobacco deaths would fall. Campaigners fear the new product is a ... way of ... consumers into believing cigarettes are safe. Britain's *Sunday Times* newspaper quoted a scientist who said: "Anything involving ... smoke is unsafe. These new cigarettes [are] like jumping from the 15th floor instead of the 20th: ... the risk is less but you still die."

POST-LISTENING ACTIVITIES

1. **Word search.** Check your dictionaries / computer for collocations, other meanings, information, synonyms ... for the words "low" and "tar".

1. Share your findings with your partner.
2. Make questions using the words you found.
3. Ask your partner / group your questions.

2. **Article questions.** Look back at the article and write down some questions you would like to ask the group about the text.

1. Share your questions with other groupmates.
2. Ask your partner / group your questions.

3. **Whoops.** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. **Vocabulary.** Circle any words you do not understand. In groups, pick out unknown words and use dictionaries to find their meanings.

5. **Student “Safe Cigarette” survey.** In pairs / groups, write down questions about smoking, tobacco companies and whether there can be such a thing as a “safe cigarette”.

1. Ask other groupmates your questions and note down their answers.
2. Go back to your original partner / group and compare your findings.
3. Make mini-presentations to other groups on your findings.

6. **Test each other.** Look at the words below. With your partner, try to recall exactly how these were used in the text.

1. Reportedly.
2. Inconclusive.
3. Urgent.
4. Premature.
5. Inducing.
6. Pipeline.
7. Arms.
8. Hindering.
9. Prompted.
10. Cynical.
11. Quoted.
12. Theoretically.

DISCUSSION

Student A's questions (do not show these to student B).

1. Did the headline make you want to read the article ?
2. What do you think of tobacco companies ?
3. Do you think cigarettes have any use ?
4. What do you think of the idea of a “safe” cigarette ?
5. What is your opinion on banning people from smoking in all public places ?
6. What do you think of tobacco ads full of fit and healthy young people surrounded by beautiful nature ?
7. Do you think tobacco companies should compensate smokers for illnesses related to smoking ?
8. Do you think a non-smoker should be able to sue a smoker for endangering his/her health ?
9. Do you think the “safe” cigarette is a cynical advertising game aimed at duping consumers ?
10. Do you think smokers should have to pay higher health insurance premiums ?

Student B's questions (do not show these to student A).

1. Did you like reading this article ?
2. What is your opinion of what you've read ?
3. Do you think the tobacco industry can survive the world's increased efforts to reduce smoking ?
4. What do you think of the fact that there are 4,000 dangerous chemicals in cigarette smoke ?
5. Have attitudes to smoking changed in your country ?
6. Governments are reluctant to regulate tobacco companies because tax revenues would fall. What do you think of this ?
7. Why do you think smokers take such big risks with their lives ?

8. Why do you think tobacco company executives are proud of their companies, which kill millions each year ?
9. What questions would you like to ask the CEO of a tobacco company ?
10. What do you think his/her replies would be ?

After discussion: Join another partner / group and tell them what you talked about.

1. Did you like this discussion ?
2. What question would you like to ask about this topic ?
3. What was the most interesting thing you heard ?
4. Was there a question you didn't like ?
5. What did you like talking about ?
6. Which was the most difficult question ?

SPEAKING ACTIVITIES

1. "Safe" cigarette role play: Should tobacco companies be allowed to promote and advertise a "safe" cigarette?

Team up with groupmates who have been assigned the same role to develop your roles and discuss ideas and "strategies" before the role play begins. Introduce yourself to the other role players.

Role A – TOBACCO COMPANY CEO

You want to be more responsible in your business. You are worried that so many people die from smoking. You want to create a risk-free cigarette. The new "safe" cigarette is the first step. Soon, everyone in the world will be able to smoke without worrying about his/her health. Smoking will be cool and trendy again.

THINK OF MORE REASONS WHY SAFE CIGARETTES ARE A GREAT IDEA.

Role B – ANTI-SMOKING CAMPAIGNER

Tobacco company CEOs have lied for decades. They knew smoking killed people but covered the facts up. They are murderers. They make billions of dollars from killing people. The safe cigarette is the latest in their long line of dirty tricks to get people hooked on their products.

THINK OF REASONS WHY CIGARETTES SHOULD BE BANNED.

Role C – JO PUBLIC (SMOKER)

You have been smoking for many years. You feel great. You know all of the facts about the dangers of smoking. You are fed up with people attacking your lifestyle. You think the new safe cigarettes will save millions of lives and make smoking acceptable again.

THINK OF REASONS WHY SAFE CIGARETTES ARE A GOOD IDEA.

Role D – JO PUBLIC (NON-SMOKER)

You think a cigarette is a cigarette. Whatever the tobacco companies call them, cigarettes kill millions. Passive smoking destroys the health of non-smokers. There is absolutely no value in cigarettes or smoking. The "safe" cigarette is a huge trick to boost flagging sales. You want all cigarettes banned.

THINK OF REASONS WHY CIGARETTES SHOULD BE BANNED.

Change roles and repeat the role play. Comment in groups about the differences between the two role plays.

Discuss whether the new "safe" cigarettes should be allowed to be advertised as being "safer".

HOMework

1. **Vocabulary extension.** Choose several of the words from the text. Use a dictionary to build up more associations / collocations of each word.
2. **Internet.** Search the Internet and find more information on the damage smoking does to health. Share your findings with your group the next lesson. Did you all find out similar things?
3. **Campaign.** Design a poster either (a) from an advertising executive of BAT that shows the benefits of the new safe cigarette or (b) from an anti-smoking organization denouncing the new safe cigarette. Show your poster to your groupmates during your next lesson. Did you all have similar ideas?
4. **Letter.** Write a letter to the CEO of British/ American Tobacco Company. Tell him/her what you think of the new "safe" cigarette. Show what you wrote to your groupmates the next lesson. Did you all write about similar things?

Text 4

SOUTH AFRICA'S MBEKI SLAMMED OVER AIDS

WARMING-UPS

1. **HIV/AIDS awareness.** Chart the history of your awareness of HIV/AIDS over the years on a piece of paper. Can you remember the first time you heard about it? What TV commercials stick in your mind? What events have increased your awareness? In pairs / groups, talk about your charted histories.
2. **Education.** Who told you about HIV/AIDS? Who should tell you about it? Talk with your partner about what you have learned (or otherwise) from the following sources. How would you feel about receiving information from each source?
 1. Parents.
 2. Teachers at school.
 3. Elder brother/sister.
 4. University Instructors.
 5. Friends.
 6. Government.
 7. TV and newspapers.
 8. Partners (boyfriends, girlfriends etc.).
3. **Chat.** In pairs/groups, decide which of these topics or words sound most interesting and which sound most boring.

South Africa / blisters / Thabo Mbeki / HIV/AIDS / leadership / betrayal / tides / public health policies / spinach / sexual activity / anti-retroviral drugs.

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.
4. **AIDS.** Spend one minute writing down all of the different words you associate with AIDS. Share your words with your partner and talk about them. Together, put the words into different categories.

5. **Contracting HIV & AIDS.** In pairs/groups, discuss what you think the chances are of contracting HIV/AIDS in the following cases. Check the Internet to find the answers.

1. Kissing.
2. Unprotected sex.
3. Blood transfusions.
4. Shaking hands.
5. Swimming pools.
6. Having a tattoo.
7. Being bitten by a mosquito.
8. Oral sex.

6. **HIV/AIDS opinions.** How far do you agree with these opinions on HIV/AIDS? Talk about them with your partner.

1. HIV/AIDS is something that other people get. It's not my problem.
2. HIV/AIDS is a Third World problem.
3. Governments are doing their best to find a cure for HIV/AIDS.
4. There is more than enough information to educate people about HIV/AIDS.
5. Rich countries don't care that some countries have 25 percent infection rates.
6. Contracting HIV should be made a criminal offense.
7. HIV/AIDS is the most serious problem in the world today.
8. HIV/AIDS is a taboo subject.

PRE-LISTENING ACTIVITIES

1. **True/False.** Look at the article's headline and guess whether these sentences are true (T) or false (F).

1. South Africa's leader has been criticized for his policy on AIDS.
2. HIV/AIDS is not such a big problem in South Africa.
3. Mr. Mbeki has been successful in combating the AIDS problem.
4. South Africa's health minister advised HIV sufferers to eat spinach.
5. Five percent of South Africans have HIV.
6. Mr. Mbeki has discounted any link between HIV and sexual activity.
7. South Africa has for many years distributed anti-retroviral drugs.
8. Most South Africans do not have access to cheap anti-retroviral drugs.

2. **Synonym match.** Match the following synonyms from the article.

- | | |
|------------------|------------------|
| a) blistering | 1) flood |
| b) stemming | 2) dismay |
| c) tide | 3) attracted |
| d) condemned | 4) unaccountably |
| e) presides | 5) stinging |
| f) courted | 6) mystified |
| g) inexplicably | 7) governs |
| h) perplexed | 8) increasing |
| j) mounting | 9) preventing |
| k) consternation | 10) castigated |

3. **Phrase match.** Match the following phrases from the article (sometimes more than one combination is possible).

- | | |
|----------------------------------|------------------------------------|
| a) launched a blistering | 1) over the spread of an epidemic |
| b) the country's out-of-control | 2) people and our struggle |
| c) a betrayal of our | 3) pressure by activists |
| d) stemming the HIV/AIDS | 4) controversy for many years |
| e) health ministry that presides | 5) negligence |
| f) Mr. Mbeki has courted | 6) tide |
| g) discounting a link between | 7) attack on President Thabo Mbeki |
| h) accused Mr. Mbeki of gross | 8) consternation over this failing |
| j) following years of mounting | 9) sexual activity and HIV/AIDS |
| k) expressed his deep | 10) HIV/AIDS pandemic |

LISTENING

1. **Gap fill:** Put the words from the column on the right into the gaps in the text.

S. AFRICA'S MBEKI SLAMMED OVER AIDS

The leader of South Africa's trade union movement has launched a ... attack on President Thabo Mbeki and his government over the country's out-of-control HIV/AIDS The union's secretary general Zwelinzima Vavi slammed Mr. Mbeki for a "failure of leadership" and "a ... of our people and our ..." in stemming the HIV/AIDS tide. Mr. Vavi said that the causes of South Africa's epidemic could be ... to failures in public health policy. He also condemned the health minister for recommending AIDS sufferers eat spinach to ... the effects of the virus. Vavi ... : "Any health ministry that presides over the spread of an epidemic like this one has ... to answer for."

traced,
betrayal,
much,
blistering,
struggle,
fumed,
combat,
pandemic

Six million of South Africa's 45 million people are ... with HIV, according to the health department. Mr. Mbeki has courted controversy for many years by inexplicably ... a link between sexual activity and HIV/AIDS. This perplexed workers in the ... of HIV/AIDS research and angered many South Africans, who accused Mr. Mbeki of ... negligence and of ... in the avoidable deaths of millions. South Africa began to ... anti-retroviral drugs – which reduce the effects of HIV – only last year, following years of mounting ... by activists. Mr. Viva expressed his deep consternation over this failing, saying: "There is something very wrong when there is ... about the need to ensure that people have access to cheap anti-retrovirals."

complicity,
silence,
discounting,
gross,
infected,
distribute,
pressure,
field

2. **Listen and fill in the spaces.**

S. AFRICA'S MBEKI SLAMMED OVER AIDS

The leader of South Africa's movement has launched a ... attack on President Thabo Mbeki and his government over the country's out-of-control HIV/AIDS pandemic. The union's secretary general Zwelinzima Vavi slammed Mr. Mbeki for a "failure of leadership" and "a ... of our people and our struggle" in ... the HIV/AIDS tide. Mr. Vavi said that the causes of South Africa's epidemic could be failures in public health policy. He also

condemned the health minister for recommending AIDS sufferers eat spinach to combat ... the virus. Vavi fumed: "Any health ministry that presides over the spread of an epidemic like this one ... answer for."

Six million of South Africa's 45 million people are ... with HIV, according to the health department. Mr. Mbeki has ... controversy for many years by inexplicably discounting a link between sexual activity and HIV/AIDS. This ... workers in the field of HIV/AIDS research and angered many South Africans, who accused Mr. Mbeki of ... negligence and of complicity in the avoidable deaths of millions. South Africa began to ... anti-retroviral drugs – which reduce the effects of HIV – only last year, following years of ... pressure by activists. Mr. Viva expressed his deep consternation over this failing, saying: "There is something very wrong when there is silence about the need ... that people have access to cheap anti-retrovirals."

POST-STENING ACTIVITIES

1. Word search. Check your dictionaries for collocations, other meanings, information, synonyms ... for the words "trade" and "union".

1. Share your findings with your partner.
2. Make questions using the words you found.
3. Ask your partner/group your questions.

2. Article questions. Look back at the article and write down some questions you would like to ask the group about the text.

1. Share your questions with other groupmates.
2. Ask your partner/group your questions.

3. Gap fill. In pairs/groups, compare your answers to this exercise. Check your answers. Talk about the words from the gap fill. Were they new, interesting, worth learning...?

4. Vocabulary. Circle any words you do not understand. In groups, pick out unknown words and use dictionaries to find their meanings.

5. Student "HIV/AIDS" survey. In pairs/groups, write down questions about HIV/AIDS.

1. Ask other groupmates your questions and note down their answers.
2. Go back to your original partner / group and compare your findings.
3. Make mini-presentations to other groups on your findings.

6. Test each other. Look at the words below. With your partner, try to recall exactly how these were used in the text.

1. Launched.
2. Failure.
3. Tide.
4. Traced.

5. Combat.
6. Much.
7. According.
8. Discounting.
9. Field.
10. Gross.
11. Mounting.
12. Wrong.

DISCUSSION

Student A's questions (do not show these to student B).

1. What were your initial thoughts on this headline ?
2. Did the headline make you want to read the article ?
3. What is the difference between HIV and AIDS ?
4. Do you often read news articles on HIV/AIDS ?
5. What do the abbreviations "HIV" and "AIDS" stand for ?
6. What do you know about the plight of HIV/AIDS sufferers in South Africa and the rest of Africa ?
7. What do you think of Thabo Mbeki's opinion that sexual activity and HIV are not related ?
8. Where else in the world is AIDS a serious problem ?
9. How serious a problem of AIDS is in your country ?
10. Should President Mbeki resign ?

Student B's questions (do not show these to student A).

1. Did you like reading this article ?
2. What is your opinion of what you've read ?
3. Are you surprised at anything you read in the article ?
4. What would governments in developed countries do if twenty percent of their populations were HIV positive ?
5. Has the world failed countries that have HIV/AIDS epidemics ?
6. Do you think AIDS will ever disappear ?
7. How would you feel about Thabo Mbeki if you were South African ?
8. How did you find out about the threat of HIV/AIDS ?
9. Have you ever had... / Would you ever have ... a test for HIV/AIDS ?
10. Did you like this discussion ?

After discussion. Join another partner/group and tell them what you talked about.

1. What question would you like to ask about this topic ?
2. What was the most interesting thing you heard ?
3. Was there a question you didn't like ?
4. Was there something you totally disagreed with ?
5. What did you like talking about ?
6. Do you want to know how anyone else answered the questions ?
7. Which was the most difficult question ?

SPEAKING ACTIVITIES

1. **HIV & AIDS prevention:** In pairs/groups, talk about the following proposed solutions to prevent the spread of HIV/AIDS. Would they be effective? Would they be acceptable and accepted in your country? Write your own idea at the bottom.

Proposals	Effective ?	Acceptable ?
Regular compulsory testing and the carrying of "I'm HIV/AIDS-free" ID cards for all 16-40-year-olds		
The government makes condoms freely and widely available		
HIV/AIDS education classes held in schools, universities and workplaces		
A government campaign to encourage people not to have sexual relations until after they are married		
A regular blitz of TV commercials aimed to shock people into HIV/AIDS awareness		
Making the contraction of HIV/AIDS a criminal offense that carries a 15-year prison term		
Your idea		

Change partners and tell each other the ideas you talked about. Discuss which three ideas should be adopted and how they might be made more acceptable.

HOMEWORK

1. **Vocabulary Extension.** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations/collocations of each word.

2. **Internet:** Search the Internet and find more information on South African President Thabo Mbeki. Share your findings with your group the next lesson.

3. **HIV/AIDS awareness.** Make a poster that increases people's awareness of HIV/AIDS. Include steps people can take to prevent contracting the virus. Show your posters to your groupmates in your next lesson. Did you all write about similar things?

4. **Letter.** Write a letter to South African President Thabo Mbeki about his policy towards HIV/AIDS and anti-retroviral drugs. Make suggestions for how he might remedy the situation. Read your letter to your groupmates the next lesson. Did you all write about similar things?

Text 5

BREAKFAST HELPS GIRLS STAY SLIM

WARMING-UPS

1. **Breakfast.** In pairs / groups, talk about breakfast. Is it the best meal of the day? Do you ever skip breakfast? Which of these things would you like to eat in the morning?

1. Cereal.
2. Eggs.
3. Rice.
4. Pancakes.

5. Seaweed.
6. Curry.
7. Fish.

2. **Healthy weight.** What should teenagers do to stay at a healthy weight? Talk about the following.

1. Breakfast.
2. Lunch time.
3. Exercise.
4. Weekends.
5. Television and computer games.
6. Fast food.
7. Dieting.
8. Pills.

3. **Chat.** In pairs / groups, decide which of these topics or words sound most interesting and which sound most boring.

Girls / diets / weight loss / chocolate bars / breakfast / eating habits / weight gain / cereal / nutrients / cholesterol / milk / juice / staying slim.

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

4. **Teenage girls.** Spend one minute writing down all of the different words you associate with teenage girls. Share your words with your partner and talk about them. Together, put the words into different categories.

5. **Opinions.** How far do you agree with these opinions on teenagers and weight? Talk about them with your partner.

1. People worry too much about kids' weight.
2. Parents are to blame for overweight kids.
3. Food companies should be more responsible and stop promoting unhealthy food.
4. Kids shouldn't have to worry about their weight.
5. Cereals are boring.
6. It's difficult to make sure kids get a good breakfast in today's hectic world.
7. Kids are too busy to eat a healthy breakfast every day.
8. Kids want to eat the delicious things they see on television.

PRE-LISTENING ACTIVITIES

1. **True/False.** Look at the article's headline and guess whether these sentences are true (T) or false (F).

1. A new diet breakfast cereal has become popular with girls.
2. Researchers tracked the eating habits of 2,400 girls for ten years.
3. Adolescence is not a time when girls put on weight.
4. Girls who don't eat cereal increase their chances of being overweight.
5. Cereal consumption increases the intake of nutrients.
6. Cereal is very high in cholesterol.
7. Milk and juice must be drunk with cereal for people to lose weight.
8. Cereal consumption helps adolescent girls get adequate nutrients.

2. Synonym match. Match the following synonyms from the article.

- | | |
|------------------|---------------|
| a) dispense with | 1) nourishing |
| b) shed | 2) youth |
| c) tracked | 3) prospect |
| d) adolescence | 4) influence |
| e) risk | 5) lose |
| f) positive | 6) sufficient |
| g) impact | 7) ignore |
| h) nutritious | 8) keep up |
| j) maintain | 9) beneficial |
| k) adequate | 10) monitored |

3. Phrase match. Match the following phrases from the article (sometimes more than one combination is possible).

- | | |
|---------------------------------------|----------------------------------|
| a) dispense | 1) the eating habits |
| b) The way to shed | 2) of fat and cholesterol |
| c) Researchers tracked | 3) increased by 13 percent |
| d) ... nearly 2,400 girls throughout | 4) on the girls' nutrient intake |
| e) the risk of being overweight | 5) adequate nutrient intake |
| f) positive effects | 6) with the latest fad diet |
| g) lower levels | 7) less nutritious food choices |
| h) In addition to nutrients | 8) kilos and lose weight |
| j) the cereal may replace other | 9) contributed by cereal |
| k) helps adolescent girls to maintain | 10) their adolescence |

LISTENING

1. Gap Fill. Put the words from the column on the right into the gaps in the text.

BREAKFAST HELPS GIRLS STAY SLIM

Girls, ... with the latest fad diet, toss the new weight loss chocobars. The way to ... kilos and lose weight is to eat breakfast every day. So says a ... published study conducted by America's Maryland Medical Research Institute. Researchers tracked the eating ... and weight of nearly 2,400 girls throughout their adolescence. Research continued over a ten-year period, which, according to ... researcher Bruce Barton, is a time when "girls ... on a lot of weight". The conclusion of the team's findings was that teenage girls who ate cereal for breakfast three times a week or more were more likely to stay For girls who didn't eat breakfast cereal frequently, the ... of being overweight increased by 13 percent.

A ... release from the Journal of the American Dietetic Association reports that "cereal consumption had ... effects on the girls' nutrient ..., particularly in higher levels of calcium and ... and lower levels of fat and cholesterol. In addition to nutrients contributed by cereal, the researchers suggest that other ... related to cereal consumption may have an ... on girls' diets. For example, other healthful foods are usually eaten with cereal such as milk and juice and the cereal may replace other less nutritious food According to the researchers: "Cereal consumption may be one ... of a healthful lifestyle that helps adolescent girls to maintain adequate nutrient intake," and stay slim.

put,
habits,
shed,
risk,
lead,
dispense,
slim,
newly

positive,
impact,
factors,
intake,
component,
press,
fiber,
choices

2. Listen and fill in the spaces.

BREAKFAST HELPS GIRLS STAY SLIM

Girls, the latest fad diet, toss the new weight loss chocobars. The way to ... kilos and lose weight is to eat breakfast every day. So says a newly published study conducted by America's Maryland Medical Research Institute. Researchers ... the eating habits and weight of nearly 2,400 girls throughout their Research continued over a ten-year period, which, according to lead researcher Bruce Barton, is a time when "girls put on a lot of weight". The conclusion of the team's ... was that teenage girls who ate cereal for breakfast three times a week or more were more ... to stay slim. For girls who didn't eat breakfast cereal frequently, being overweight increased by 13 percent.

A press release from the *Journal of the American Dietetic Association* reports that "cereal ... had positive effects on the girls' ... intake, particularly in higher levels of calcium and ... and lower levels of fat and cholesterol. In addition to nutrients contributed by cereal, the researchers suggest that related to cereal consumption may have an ... on girls' diets. For example, other healthful foods are usually eaten with cereal such as milk and juice and the cereal may ... other less nutritious food choices. According to the researchers: "Cereal consumption may be one ... of a healthful lifestyle that helps adolescent girls to maintain adequate nutrient intake," and stay slim.

POST-LISTENING ACTIVITIES

1. **Word search.** Check your dictionaries / computer for collocations, other meanings, information, synonyms ... for the words "weight" and "loss".

1. Share your findings with your partner.
2. Make questions using the words you found.
3. Ask your partner / group your questions.

2. **Article questions.** Look back at the article and write down some questions you would like to ask the group about the text.

1. Share your questions with other groupmates.
2. Ask your partner / group your questions.

3. **Gap fill.** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the gap fill. Were they new, interesting, worth learning...?

4. **Vocabulary.** Circle any words you do not understand. In groups, pick out unknown words and use dictionaries to find their meanings.

5. **Student "Breakfast" survey.** In pairs / groups, write down questions about breakfast, teenage diets and weight loss.

1. Ask other groupmates your questions and note down their answers.
2. Go back to your original partner / group and compare your findings.
3. Make mini-presentations to other groups on your findings.

6. **Test each other.** Look at the words below. With your partner, try to recall exactly how these were used in the text.

1. Toss.
2. Shed.
3. Tracked.
4. Lead.
5. Findings.
6. 13 percent.
7. Press.
8. Positive.
9. Cholesterol.
10. Factors.
11. Choices.
12. Adequate.

DISCUSSION

Student A's questions (do not show these to student B).

1. What were your initial thoughts on this headline ?
2. Did the headline make you want to read the article ?
3. Do you like breakfast cereals ?
4. What do you usually have for breakfast ?
5. What would you like to eat for breakfast ?
6. How have your breakfast eating habits changed over the years ?
7. Do you think breakfast is the most important meal of the day ?
8. Do you think it is important to eat breakfast with your family ?
9. Why do you think many children do not eat healthier breakfasts ?

Student B's Questions (do not show these to student A).

1. Did you like reading this article ?
2. What is your opinion of what you've read ?
3. Are teenage girls overweight in your country ?
4. Do kids have a more hectic lifestyle now than 10 or 20 years ago ?
5. Do you think it's easy to get adolescents to change their eating habits ?
6. How nutritious is the breakfast you eat ?
7. Did you worry about your weight or your figure when you were fifteen years old ?
8. What do you think about the size and length of this study ?
9. Did you like this discussion ?

After discussion. Join another partner / group and tell them what you talked about.

1. What question would you like to ask about this topic ?
2. What was the most interesting thing you heard ?
3. Was there a question you didn't like ?
4. Was there something you totally disagreed with ?
5. What did you like talking about ?
6. Do you want to know how anyone else answered the questions ?
7. Which was the most difficult question ?

SPEAKING ACTIVITIES

MY DIET

How nutritious and healthy is your daily diet?

Write down what you usually eat every day in the “food eaten” column. In pairs / groups, discuss how healthy this food is. Partners must suggest a healthier alternative. Talk about whether you will change to this healthier alternative.

Food eaten	Health value	Healthier alternative	Change ?
Breakfast			
Mid-morning snack			
Lunch			
Afternoon snack			
Dinner			
Evening snack			

Change partners and report what you heard from your first partners. Are there any similarities between different students' answers?

HOMEWORK

1. *Vocabulary extension.* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Internet.* Search the Internet and find more information on the different things people eat for breakfast around the world. Share your findings with your group the next lesson.

3. *Nutrition poster.* Make a poster showing the healthiest breakfast adolescents can eat. Show your posters to your groupmates your next lesson. Did you all include similar things in your breakfast choice?

4. *Diet record.* Keep a record of what you eat over a three-day period. Write a short report on how healthy this food is. Show your findings to your groupmates your next class. Who had the healthiest diet?

Text 6

WOMAN HAS FIRST FACE TRANSPLANT

WARMING-UPS

1. *My face.* In pairs / groups, talk about your face. How happy are you with it? Which parts do you like? Which parts would you like to change? What kinds of changes would you like to make? Whose nose, lips, chin, etc. would you like to have?

2. *Transplants.* Doctors are able to transplant more and more parts of our body. With your partner, discuss whether you would have any of the transplants below. How would each transplant affect your life?

1. Nose.
2. Full face.
3. Hair.

4. Eyes.
5. Heart.
6. Brain.
7. Hand.
8. Lung.

3. **Chat.** In pairs / groups, decide which of these topics or words sound most interesting and which sound most boring.

Pioneers / faces / transplants / noses / lips / chins / organs / being tight-lipped / journalists / facial injuries / muscles / reconstructive surgery / organ donation.

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

4. **Comments on face transplants.** What do you think of these comments on face transplants? Talk about them with your partner.

1. Great. They will transform the lives of people with disfigured faces.
2. This kind of thing should never be done for cosmetic reasons.
3. It's OK as long as patients undergo extensive counseling.
4. Scary – Why would anyone want to look like someone else ?
5. There are too many unknown psychological consequences here.
6. Face transplants should only go ahead if they are life saving.
7. The donor's parents would be upset at seeing their child's face on someone else.
8. This could lead to all kinds of criminal activities and disguises.

5. **Transplant.** Spend one minute writing down all of the different words you associate with the word "transplant". Share your words with your partner and talk about them. Together, put the words into different categories.

6. **Quick debate.** Have a quick debate with your partner about facial transplants. Students A think they are ethically and morally unsound, Students B think they could help many people and are a fantastic idea .

PRE-LISTENING ACTIVITIES

1. **True/False.** Look at the article's headline and guess whether these sentences are true (T) or false (F).

1. Surgeons have transplanted the whole of a woman's face.
2. The woman broke her nose and skull on the ground.
3. The same surgeon performed a hand transplant a while back.
4. The organ donor's family tried to stop the operation.
5. Experts say eyes are the most difficult facial features to transplant.
6. Doctors have successfully transplanted ears and scalps in the past.
7. The new face will be almost identical to the donor's face.
8. The woman's immune system may reject the new organs.

2. **Synonym match.** Match the following synonyms from the article.

- | | |
|-------------------|-----------|
| a) groundbreaking | 1) mauled |
| b) savaged | 2) spurn |

- | | |
|-----------------|------------------|
| c) tight-lipped | 3) specialists |
| d) eager | 4) look |
| e) consent | 5) revolutionary |
| f) experts | 6) deformations |
| g) injuries | 7) silent |
| h) entails | 8) blessing |
| j) appearance | 9) necessitates |
| k) reject | 10) hankering |

3. **Phrase match.** Match the following phrases from the article (sometimes more than one combination is possible).

- | | |
|---|--|
| a) surgeons in France have carried out | 1) to remain anonymous |
| b) a 38-year-old woman who was | 2) about the details |
| c) Doctors say the woman is | 3) the world's first partial face transplant |
| d) He remained tight-lipped | 4) in reconstructive surgery |
| e) his patient wishes | 5) scalp and ear transplants |
| f) surgeons have successfully performed | 6) removing skin and facial muscles |
| g) a major breakthrough | 7) in "excellent" condition |
| h) The operation entails | 8) accept or reject the new organs |
| j) attaching them to | 9) savaged and disfigured by a dog |
| k) if her body's immune system will | 10) the recipient's face |

LISTENING

1. **Gap fill.** Put the words in the column on the right into the gaps in the text.

WOMAN HAS FIRST FACE TRANSPLANT

... surgeons in France have carried out the world's first ... face transplant. In the groundbreaking operation, doctors replaced the nose, lips and chin of a 38-year-old woman who was savaged and ... by a dog in May. Doctors say the woman is in "excellent" condition and that the transplanted ... look "normal". The procedure was headed by Doctor Jean-Michel Dubernard, the surgeon who carried out the world's first hand transplant in 1998. He remained ... about the details and success of the operation and refused to give details to journalists ... for news of the woman's condition and the chances of success. He did say that his patient wishes to remain The organs were taken from a brain-dead woman, with her family's

... in facial reconstruction said the mouth and nose are the most difficult parts of the face to transplant. In the past, surgeons have successfully performed ... and ear transplants, but facial injuries, such as those the woman suffered, have up until now been impossible to If this surgery proves successful, it will be a ... breakthrough in reconstructive surgery for the actual face. The operation entails removing skin and facial ... from the donor and attaching them to the recipient's face by re-connecting the tissue. The appearance of the ... reconstructed face will be ... between the original face and that of the organ donor's. The woman will have to wait to see if her body's ... system will accept or reject the new organs.

eager
disfigured
tight-lipped
pioneering
consent
partial
organs
anonymous

newly
major
repair
immune
experts
somewhere
scalp
muscles

2. Listen and fill in the spaces.

WOMAN HAS FIRST FACE TRANSPLANT

Pioneering surgeons in France have carried out the world's first ... face transplant. In the groundbreaking operation, doctors replaced the nose, lips and chin of a 38-year-old woman who was ... and disfigured by a dog in May. Doctors say the woman is in "excellent" condition and that the transplanted organs look "normal". The procedure was ... by Doctor Jean-Michel Dubernard, the surgeon who ... out the world's first hand transplant in 1998. He remained ... – ... about the details and success of the operation and refused to give details to journalists ... for news of the woman's condition and the chances of success. He did say that his patient wishes to remain anonymous. The organs were taken from a brain-dead woman, with her family's

Experts in facial reconstruction said the mouth and nose are the most difficult parts of the face to transplant. In the past, surgeons have successfully performed ... and ear transplants, but facial injuries, such as those the woman ..., have up until now been impossible to repair. If this surgery proves successful, it will be a major breakthrough in reconstructive surgery for the actual face. The operation ... removing skin and facial muscles from the donor and attaching them to the ... face by reconnecting the tissue. The appearance of the newly reconstructed face will be somewhere between the original face organ donor's. The woman will have to wait to see if her body's ... system will accept or reject the new organs.

POST-LISTENING ACTIVITIES

1. **Word search.** Check your dictionaries / computer for collocations, other meanings, information, synonyms ... for the words "mouth" and "nose".

1. Share your findings with your partner.
2. Make questions using the words you found.
3. Ask your partner / group your questions.

2. **Article questions.** Look back at the article and write down some questions you would like to ask the group about the text.

1. Share your questions with other groupmates.
2. Ask your partner / group your questions.

3. **Gap fill.** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. **Vocabulary.** Circle any words you do not understand. In groups, pick out unknown words and use dictionaries to find their meanings.

5. **Student "Face transplant" survey.** In pairs / groups, write down questions about face transplants and the ethics surrounding them.

1. Ask other groupmates your questions and note down their answers.
2. Go back to your original partner / group and compare your findings.
3. Make mini-presentations to other groups on your findings.

6. **Test each other.** Look at the words below. With your partner, try to recall exactly how these were used in the text.

1. Partial.
2. Savaged.
3. Normal.
4. Hand.
5. Eager.
6. Consent.
7. Experts.
8. Scalp.
9. If.
10. Tissue.
11. Somewhere.
12. Immune.

DISCUSSION

Student A's questions (Do not show these to student B).

1. Did the headline make you want to read the article ?
2. Are you happy for the woman in the article ?
3. Would you have tried a face transplant in the same circumstances ?
4. What are the dangers if the transplant doesn't work ?
5. Even if it is successful, the woman will be on drugs forever and will be at an increased risk of getting cancer. Is the operation worth it ?
6. What are ethical considerations of face transplants ?
7. Do you think someone who has a face transplant is a different person after ?
8. How do you think colleagues, family, friends, neighbors, etc. might react to seeing someone they know with a completely different face ?
9. What would you say to someone you love if they told you they were going to have a face transplant ?
10. In the future, there might be things like "order-made faces". What do you think of this ?

Student B's questions (Do not show these to student A).

1. Did you like reading this article ?
2. What is your opinion of what you've read ?
3. Do you think this operation is just cosmetic surgery taken a step further ?
4. How do you think the family of the donor will feel when they see their daughter's nose, lips and chin on someone else ?
5. What kind of counseling do you think people need to receive before they have a face transplant ?
6. How do you think it would feel to look in the mirror after a face transplant and see a different person ?
7. Do you think face transplants can make people look better or do you think there might be unknown problems ?
8. Do you think criminals will find a way of using transplants in the future ?
9. Would you have a face transplant if you could have the face of a beautiful or handsome actor/actress ?
10. Did you like this discussion ?

After discussion: Join another partner / group and tell them what you talked about.

1. What was the most interesting thing you heard ?
2. Was there a question you didn't like ?
3. Was there something you totally disagreed with ?
4. What did you like talking about ?
5. Which was the most difficult question ?

SPEAKING ACTIVITIES

1. Face transplant counselor: You are an expert face transplant counselor. You must make a guidebook for other counselors. With the other expert face counselors, think of the potential problems of face transplants for the people in the table below. Think of some suggested solutions to these problems.

People	Potential problems	Suggested solutions
The person having the transplant		
The donor's family		
The partner of the patient		
The children of the patient		
The parents of the patient		
The colleagues of the patient		

1. Change partners and compare and share your ideas.
2. Give each other feedback on how to improve on the ideas.
3. Give presentations on your ideas to other groups / the rest of the group.
4. In pairs / groups, discuss the contents and quality of the presentations and vote on the one you thought was best.
5. Talk about the ethics of facial transplants. What kind of things would you need to consider before having one ?
6. Take a group vote on whether face transplants are OK.

HOMEWORK

1. Vocabulary extension. Choose several of the words from the text. Use a dictionary to build up more associations / collocations of each word.

2. Internet. Search the Internet and find more information on this groundbreaking operation. Share your findings with your group the next lesson. Did you all find out similar things?

3. Pros and cons. Make a poster outlining the pros and cons of face transplants. Show your posters to your groupmates your next lesson. Did you all think of similar things?

4. The new me. You've just had a face transplant. Three days ago you took the bandages off your face and looked in the mirror for the first time. What did you see? Who did you see? Write a diary / journal entry explaining your feelings before and after the bandages came off. What are your feelings now? Show what you wrote to your groupmates the next lesson. Did you all write about similar things?

Text 7
ANTI-SMOKING VACCINE DEVELOPED

WARMING-UPS

1. **Chat.** In pairs / groups, decide which of these topics you are interested in, which do not look interesting and which look really boring.

Switzerland / smoking / corners / bad habits / vaccines / heavy smokers / cigarettes / antibodies / the brain / good news / web casts.

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

2. **Smoking.** Spend one minute writing down all of the different words you associate with smoking. Share your words with your partner / group and talk about them.

3. **2-minute debates.** With a partner, engage in these fun 2-minute debates. Students A firmly believe in the opinions on the left, Students B strongly support the opinions on the right. Change partners often.

1. Nothing will stop people smoking. vs. Something will be found.
2. Smokers have rights. vs. They don't.
3. Passive smoking doesn't kill people. vs. It does.
4. This anti-nicotine vaccine is a flash in the pan. vs. It'll work.
5. People who cannot quit smoking are weak. vs. Nicotine is a very powerful drug.
6. Tobacco companies will go bust one day. vs. They'll always make huge profits.
7. Smoking will be illegal one day. vs. No. Governments need the tax revenues.
8. Smoking looks cool. vs. You must be joking.

4. **"Filthy" habits.** Talk about other "filthy" / bad / unsociable / unhealthy habits. Are the bad habits worse than or not as bad as smoking?

1. Drinking (alcohol).
2. Spitting in the street.
3. Graffiti.
4. Showing gum as you chew it.
5. Peeing (urinating) in the street.
6. Littering.
7. Using a loud Walkman on the train.
8. Wearing strong perfume in a crowded area.
9. Talking loudly on a mobile phone.
10. Using bad language.

6. **Smokers I know.** Write down the names of three smokers you know. Tell each other about these smokers and their addiction.

PRE-LISTENING ACTIVITIES

1. **True/False,** Look at the article's headline and guess whether these sentences are true (T) or false (F).

1. Help may be at hand for smokers wishing to quit.
2. Many people smoke just around the corner.

3. Passive smokers participated in clinical trials.
4. All participants who took a vaccine developed anti-nicotine antibodies.
5. The vaccine works by making people feel ill when they smoke.
6. The drug may help people stick to their plans to quit.
7. "Just one" cigarette is enough to revive an addiction to nicotine.
8. There are 1.3 million smokers in the world.

2. Synonym match. Match the following synonyms from the article.

- | | |
|---------------------------|---------------|
| a) just around the corner | 1) notable |
| b) kick the habit | 2) bar |
| c) impressive | 3) yet |
| d) to date | 4) suppresses |
| e) reject | 5) activating |
| f) inducing | 6) at hand |
| g) block | 7) resurrect |
| h) curbs | 8) annually |
| j) revive | 9) quit |
| k) each year | 10) repel |

3. Phrase match. Match the following phrases from the article (sometimes more than one combination is possible).

- | | |
|---------------------------|---------------------------|
| a) help may be | 1) effects |
| b) kick | 2) antibodies |
| c) impressive success | 3) the habit |
| d) the best answer to | 4) on nicotine |
| e) developed | 5) date |
| f) block | 6) useful |
| g) reduces the dependence | 7) just around the corner |
| h) particularly | 8) relapses |
| j) pleasurable | 9) its entry to the brain |
| k) prevent | 10) rates |

LISTENING

1. Circle the correct word in each pair of words in bold.

Help may be just around the **corner / angle** for smokers wishing to **punch / kick** the habit. A Swiss company has tested an **experimental / experiential** anti-nicotine vaccine and has come up with impressive **success / interest** rates. Cytos Biotechnology believes it has the best **question / answer** to date to fight nicotine addiction. Clinical **trails/ trials** on 341 heavy smokers revealed that 40 percent of those who **received / revived** the vaccine stopped smoking. All smokers who took the vaccine developed antibodies that helped **de-ject / reject** the desire for a cigarette.

The vaccine works by **inducing / introducing** the production of nicotine antibodies to block its **departure / entry** to the brain. This reduces the dependence on nicotine and curbs any pleasurable **affects / effects** it has for smokers, **thus / this** helping people to break their **addiction / predilection**. The drug may be particularly useful to prevent relapses **be-fore / after** quitting. "Just one" cigarette is enough to **survive / revive** an addiction to nico-

tine for those who thought they had quit. This is good **news / tidings** for the world's 1,3 billion smokers, five million of whom die each year from smoking.

2. Listen and fill in the spaces.

ANTI-SMOKING VACCINE DEVELOPED

BNE: Help may be for smokers wishing to kick the habit. A Swiss company has tested an experimental and has come up with impressive success rates. Cytos Biotechnology believes it has the to fight nicotine addiction. Clinical trials on 341 heavy smokers revealed that 40 percent of those who received the vaccine stopped smoking. All smokers who took the vaccine developed antibodies desire for a cigarette.

The vaccine works of nicotine antibodies to to the brain. This reduces the dependence on nicotine and curbs any pleasurable effects it has for smokers, thus helping people to break their addiction. The drug may be particularly useful after quitting. "Just one" cigarette is enough to nicotine for those who thought they had quit. This is good news for the world's 1.3 billion smokers, five million of whom die each year from smoking.

POST-LISTENING ACTIVITIES

1. **Word search.** Check your dictionaries / computer for collocations, other meanings, information, synonyms ... for the words "kick" and "habit".

1. Share your findings with your partner.
2. Make questions using the words you found.
3. Ask your partner / group your questions.

2. **Article questions.** Look back at the article and write down some questions you would like to ask the group about the text.

1. Share your questions with other groupmates.
2. Ask your partner / group your questions.

3. **Which word?** In pairs / groups, compare and talk about your answers to this exercise. After you agree, check your answers comparing with the text.

4. **Vocabulary.** Circle any words you do not understand. In groups, pick out unknown words and use dictionaries to find their meanings.

5. **Student smoking survey.** In pairs / groups write down questions about smoking.

1. Ask other groupmates your questions and note down their answers.
2. Go back to your original partner and compare your findings.
3. Make a mini-presentation to the group on your findings.

6. **Test each other.** Look at the words below. With your partner, try to recall exactly how these were used in the text.

1. Corner.
2. Biotechnology.

3. Fight.
4. Heavy.
5. Vaccine.
6. Desire, inducing.
7. Brain.
8. Pleasurable.
9. Relapses.
10. Good.
11. Billion.

DISCUSSION

Student A's questions (do not show these to student B).

1. What did you think when you saw the headline of this article ?
2. Do you like reading about science and medicine ?
3. Do you think this vaccine will take off or be another flash in the pan ?
4. How many people do you know who might try it ?
5. Do you think it's easy to quit smoking ?
6. Governments don't want to encourage people to stop smoking because they lose tax revenue. What do you think about this ?
7. Do you think smoking looks cool ?
8. Why do people start smoking ?
9. How would you feel if your younger brother or sister / son or daughter started smoking ?
10. Are you addicted to anything ?

Student B's questions (do not show these to student A).

1. Did you like reading the article ?
2. What do you think of this nicotine vaccine ?
3. Do you know anyone who would give it a go ?
4. What do you think of tobacco companies ?
5. Do you think smoking will ever disappear ?
6. Do you have any bad habits you want to quit ?
7. What does your government do to discourage smoking ?
8. Should nicotine be classed as an illegal drug ?
9. Do you know anyone you really want to kick the habit ?
10. Did you like this discussion ?

After discussion: Join another partner / group and tell them what you talked about.

1. What question would you like to ask about this topic ?
2. What was the most interesting thing you heard ?
3. Was there a question you didn't like ?
4. Was there something you totally disagreed with ?
5. What did you like talking about ?
6. Do you want to know how anyone else answered the questions ?
7. Which was the most difficult question ?

SPEAKING ACTIVITIES

Addictions. Talk about the following addictions. How would your life change if you had one of these addictions?

1. Chocoholic.
2. Workaholic.
3. Alcoholic.
4. Drug addict.
5. TV addict.
6. Gaming addict.
7. Addicted to love.
8. Addicted to ice cream.
9. Addicted to studying English.
10. Addicted to nicotine.
11. Addicted to gambling.

In pairs, choose one of the addictions. Pretend you are an addict. Write down how this addiction affects you.

Life	
Work	
Family	
Friends	
Health	
Body	
Wallet	
Feelings	
Other	

Change partners. One partner plays a counselor, the other an addict. Role play a counseling session aimed at getting the addict to quit. (The addict always finds a “good excuse” or reason to reject the counselor’s advice.)

Return to your original partner and discuss the “counseling” you received and whether it was good or not.

HOMEWORK

1. **Vocabulary extension.** Choose several of the words from the text. Use a dictionary or Google’s search field (or another search engine) to build up more associations / collocations of each word.

2. **Internet.** Search the Internet and find information on nicotine. Share your findings with your group the next lesson.

3. **No smoking.** Make a poster about the dangers of smoking. Show it to your groupmates during your next lesson. Discuss with your groupmates which is the most effective poster.

4. **Letter.** Write a letter to your government or a tobacco company. Tell them what they should do to reduce the number of worldwide deaths attributed to smoking each year. Show your letter to the group next lesson. Did your groupmates write similar things?

READING COMPREHENSION SECTION

Text 1

DOCTOR WHO IDENTIFIED SARS BECOMES ITS VICTIM

1. Fill the gaps using these words.

virus	infectious	isolated	spread	rapidly	update	admit	flu
-------	------------	----------	--------	---------	--------	-------	-----

1. An ... is a report containing all the latest information or news.
2. ... is short for influenza.
3. An ... disease is one that can be passed from one person to another.
4. People with highly infectious diseases have to be
5. SARS is a
6. Infectious diseases often ... very quickly.
7. ... is another word for quickly.
8. If you ... something, you agree that it is true.

2. *True/False.* Look at the article's headline and guess whether these sentences are true (T) or false (F).

1. SARS is a bacterial infection.
2. SARS affects the vital organs of the body, such as the heart and brain.
3. SARS first appeared in China.
4. Hong Kong schools closed for 10 days.
5. SARS spreads very rapidly.

3. Look in the text and check your answers.

DOCTOR WHO IDENTIFIED SARS BECOMES ITS VICTIM

SARS is a deadly virus, similar to flu. It has now killed hundreds of people worldwide and infected thousands. Recently, Dr Carlo Urbani, the doctor who first identified the disease, died from it himself. Dr Urbani, who worked for the World Health Organisation in Vietnam, identified the first case of SARS (severe acute respiratory syndrome) in an American businessman who was admitted to hospital in Hanoi.

Unfortunately, the virus, which is fast-moving and creates severe breathing difficulties, also infected the doctor. His colleague Pascale Brudon said: "Carlo was the one who very quickly saw that this was something strange. When people became very worried in the hospital, he was there every day, collecting samples, talking to the staff and strengthening infection control procedures."

The World Health Organisation issued a statement praising Dr Urbani, an expert in infectious diseases. "Because of his work with SARS, we were able to identify and isolate many new cases before they infected hospital staff," the statement read. But although the virus has been identified, it is still spreading rapidly across East Asia. So far the disease has

infected thousands of people in 15 countries, and has killed hundreds. Most of the cases are in China, Hong Kong, Singapore, Toronto in Canada and Vietnam.

Hong Kong closed schools for a million students for 10 days, but some doctors say they should be closed for a month. Normal daily life has changed completely for the people of Hong Kong. They avoid going to restaurants or theatres and taking taxis, and they wear face masks and even chemical protection suits on the streets. In the first weeks of the spread of the infection more than 530 cases were treated in Hong Kong. At least 60 of these cases came from a single building in Kowloon Bay, raising questions about the way the virus spreads.

The Chinese government has now agreed to publish daily updates on the spread of the disease, but critics in Hong Kong say the Chinese decision came two months too late to save lives. They say the Chinese government did not publish important information about the disease and the speed with which it spread in hospitals with infected patients.

When the virus reached Hong Kong, it infected dozens of hospital workers. It was first brought to Hong Kong in February by a doctor from Guandong province in China. Chinese officials have now admitted that there are many more cases than they first said.

The Guardian Weekly

4. Choose the best answer to finish the sentence.

1. Dr Carlo Urbani died from
 - a) a hospital infection
 - b) breathing difficulties
 - c) SARS
2. Dr Urbani's work
 - a) helped the World Health Organisation
 - b) helped to save the lives of hospital staff
 - c) prevented SARS from spreading rapidly across East Asia
3. The large number of cases in a single building in Hong Kong
 - a) killed 59 people
 - b) raised questions about the way the virus spreads
 - c) closed schools in Hong Kong
4. Hong Kong doctors say
 - a) that schools should be closed for a longer period of time
 - b) that schools should be closed for a shorter period of time
 - c) that schools should not be closed at all
5. The SARS virus originated in
 - a) Hong Kong
 - b) Guandong province in China
 - c) Vietnam

5. Complete the table.

Adjective	Noun	Verb
Strong		
Long		
Deep		

The table termination

Adjective	Noun	Verb
Weak		
High		
–		Infect
–		Identify
–		Collect
–		Publish
–		Admit

6. Match the verbs in the left-hand column with the nouns in the right-hand column.

- | | |
|---------------|------------------------|
| a) to collect | 1) a statement |
| b) to issue | 2) information |
| c) to treat | 3) lives |
| d) to publish | 4) samples |
| e) to raise | 5) difficulties |
| f) to save | 6) protective clothing |
| g) to create | 7) questions |
| h) to wear | 8) a disease |

7. How can SARS be prevented? Which of the following suggestions would help stop the spread of SARS? What other methods can you think of?

1. Avoid public places.
2. Don't travel to infected areas.
3. Don't share glasses, cups or plates.
4. Don't wear protective clothing.
5. Take antibiotics.

Text 2
BIRD FLU

1. Answer these questions in pairs.

1. In the first part of the twentieth century (1900–1920) one event caused the deaths of 20–40 million people worldwide. Do you know what it was ?
2. What do you know about this event ? Were any of your family (grandparents, great-grandparents, etc.) affected by it ?
3. What do you know about the 'bird flu' ? Share your ideas with your partner.

2. Find Your Other Half.

Your teacher is going to give you some background information on part of today's topic. You will be given a piece of paper with half a sentence with some information about the topic. Your part of the sentence may have a word or words that you do not know the meaning of. Use your dictionary if you need to. Make sure you understand your part of the sentence as you may be asked to explain it later !

Someone else in the group has the other half of your sentence. Memorize your sentence half and then put the paper away. When your teacher gives a signal, stand up and

mingle with other students. Tell other students your sentence half and listen to theirs. Try to find the person who has the other half of your sentence.

When you find your partner, sit down with your partner and talk about what your sentence teaches you about the topic. When everyone in the group has found their partner, pairs of students should stand up and say their sentence. Take turns doing this until everyone in the group has said their sentence.

3. Read Part One of Article One and decide which of the following is the main idea?

- 1) H5N1 may start the next worldwide flu pandemic.
- 2) The human strain of H5N1 is showing resistance to Tamiflu.
- 3) Relenza may be a good alternative to Tamiflu.
- 4) Drug manufacturers need to make other varieties of Relenza.

BIRD FLU “RESISTANT TO MAIN DRUG”

(Article one. Part one)

Hong Kong, China Fri 30 Sep (Reuters) – A strain of the H5N1 bird flu virus that may unleash the next global flu **pandemic** is showing **resistance** to Tamiflu, the antiviral drug that countries around the world are now stockpiling to fend off the threat.

Experts in Hong Kong said on Friday that the human H5N1 strain which surfaced in northern Vietnam this year had proved to be resistant to Tamiflu, a powerful antiviral drug which goes by the generic name, oseltamivir.

They urged drug manufacturers to make more effective versions of Relenza, another antiviral that is also known to be effective in battling the much feared H5N1. Relenza is **inhaled**.

“There are now resistant H5N1 strains appearing and we can't totally rely on one drug (Tamiflu),” William Chui, honorary associate professor with the department of pharmacology at the Queen Mary Hospital in Hong Kong, told Reuters.

Chui was referring to the Tamiflu-resistant strain of H5N1 in Vietnam. Chui also said general viral resistance to Tamiflu was growing in Japan, where doctors habitually prescribe the drug to fight the common influenza.

“Manufacturers should think about producing an injectable form of Relenza because resistance to Tamiflu has been seen in Japan and Vietnam. Also with injections, high doses can be given where necessary and onset time is a lot faster,” Chui said.

(Continued/...)

Words to the text

pandemic – spreading rapidly through whole countries or the world

resistance – the power to continue without being hurt or damaged

inhaled – breathed in

4. Read Part Two of Article One and find words that mean the following.

1. Using a vein (paragraphs 1–2).
2. Swallowed, through the mouth (paragraphs 1–2).
3. Of the greatest importance (paragraphs 3–4).
4. The amount of a substance in a liquid (paragraphs 3–4).
5. Changes in form or structure (paragraphs 5–6).
6. Being greater in number than something.

BIRD FLU "RESISTANT TO MAIN DRUG"

(Article one. Part two)

(.../Continued)

1. Drugs that are administered intravenously can be better absorbed in patients who have stomach and acidity problems, another expert said.

2. "We don't have to worry about absorption, injections take drugs right in. But if the patient takes them orally, maybe some amounts won't be absorbed or some may be destroyed by stomach acids," said pharmacist Raymond Mak at Queen Mary Hospital.

3. Intravenous Relenza would also ensure faster onset, which would be critical in patients who are seriously ill.

4. "Orally taken drugs take three to four hours to reach maximum blood concentration and three to four hours is very critical in severe cases. But injectable Relenza takes only 30 minutes to reach maximum blood concentration, this is a huge difference," Chui said. With an intravenous antiviral, doctors can also vary the doses.

5. While the H5N1 virus is now mostly passed directly from bird to human, health experts have warned that it is just a matter of time before it mutates into a form that is easily transmissible between people. When that happens, it may result in as many as 150 million human deaths.

6. Two reports in The Lancet medical journal this month said that resistance to anti-flu drugs was growing worldwide.

7. In places such as China, drug resistance exceeded 70 percent, suggesting that drugs like amantadine and rimantadine will probably no longer be effective for treatment or as a preventive in a pandemic outbreak of flu, the reports said.

5. Read Parts One and Two of Article One again and match these names with the correct information.

- | | |
|-----------------|--|
| a) H5N1 | 1) recommends that intravenous drugs will be more effective for patients with stomach problems |
| b) Tamiflu | 2) the antiviral drug that countries are hoping will fight the bird flu |
| c) William Chui | 3) encourages drug companies to produce new versions of antiviral drugs |
| d) Relenza | 4) the bird flu virus, which humans usually catch from birds |
| e) Raymond Mak | 5) another antiviral drug which the patient takes by breathing it in |
| f) The Lancet | 6) a journal that has reported that there is increasing resistance to antiviral drugs |

6. Read part of another article (Article Two) about the bird flu. This was written in 2004. Use the words below to fill the gaps in the summary as you read Part One of Article Two.

pandemic	influenza	unlikely	governments	avian	Osterhaus
	dangers	The World Health Organization			

1. ..., concerned that the avian flu outbreak is a serious global threat, has told.
2. ... to give countries money and technical help.
3. ... says that no country in the world is prepared for a global.
4. The 1918.
5. ... pandemic killed tens of millions of people globally. Scientists have been warning of the.
6. ... of another worldwide pandemic for years. Osterhaus believes that the latest.
7. ... virus outbreak is a warning for a pandemic outbreak. It is very.
8. ... that it will happen, but the threat still needs to be taken seriously.

9. PROTECTIVE MEASURES

(Article two. Part one)

London Tue Jan 27 (Reuters) – The World Health Organization has described the avian virus rampaging through Asia as a serious global threat to human health and has urged governments to provide funds and technical assistance to countries.

Professor Albert Osterhaus, a leading virologist at Erasmus University in Rotterdam, Osterhaus says it is time to update global pandemic preparedness plans: “No country in the world is fully prepared for that.”

The influenza pandemic of 1918, the biggest the world has seen, killed 20–40 million people worldwide. Scientists have warned about the threat of the next global pandemic for years.

In 1997 six people died in Hong Kong during an outbreak of avian flu and 1.4 million birds were slaughtered.

“This is really a warning for a pandemic outbreak,” Osterhaus said, referring the latest avian flu outbreak.

“The chances of this happening are not very big. But even a small chance of something as horrendous as a pandemic flu outbreak is something we should take seriously.”

(Continued/...)

7. Read Part Two of Article Two and decide whether the statements below are true (T) or false (F).

1. Migratory birds may have originally passed on a flu virus to domestic poultry. The virus then mutated and spread.

2. Professor Anderson believes that it is necessary to set up some way of recording where livestock are transported worldwide.

3. SARS is an example of a virus which was passed from animals to humans, killing thousands of people.

4. Professor Anderson believes that scientists must work together to research antivirals and vaccines.

PROTECTIVE MEASURES

(Article two. Part two)

(.../Continued)

Scientists are still unclear about how bird flu emerged. Although more in-depth research needs to be done, Osterhaus believes it was transmitted by migratory birds to domestic poultry and then “heated up” or mutated and spread from flock to flock. Why most of its victims are children is also puzzling but the virus is known to be excreted in the feces of birds which could provide some clues.

With animal illnesses posing such serious threats to humans, Imperial's Anderson stressed the need for better **monitoring** of infectious disease outbreaks in animals and a method of tracking the movement of livestock around the world.

The SARS (Severe Acute Respiratory Syndrome) virus, which jumped from animals to humans, killed hundreds and infected thousands.

“We’ve got to invest more in international surveillance and **cooperation** and to develop research capabilities...to develop a diagnostic method quickly and to look for antivirals and vaccines quickly,” he added.

Osterhaus echoed the **urgency** of improving the speed with which vaccines can be developed and produced.

Words to the text

monitoring – watching over or supervising

cooperation – working together and helping each other

urgency – need for speed or immediate action

8. In the sentences below, the words have been jumbled up. Put them into the correct order to make sentences about the bird flu.

1. Develop a vaccine/ studying the / they have not yet / to fight it. / although scientists are / bird flu / intensively, / been able to.

2. Although scientists have / has been done / of the threat / international scientific co-operation. / of a global / been warning people / pandemic, / not enough / to develop systems of.

3. Worldwide could help / control the spread of / because of the / this move is unlikely to / cost involved. / be supported by / most countries / although tracking the movements of animals / different diseases.

4. Will happen. / there is a chance / avian flu has not / although the / combined with human flu yet, / that this.

9. Complete these sentences about influenza with your own ideas.

1. Although the doctor told me to get plenty of rest when I had flu last year, I... (you complete the sentence.)

2. Although flu vaccines are offered to the elderly in my country...

3. Although flu is highly contagious...

4. Although people are worried about the bird flu in my country...

Text 3

DIY DEATH PILL

1. Talk in pairs or groups about one / several of the following: drugs (medicinal) / pharmacies / euthanasia / suicide / doctors

“

2. Write on the board the following “Doctor Death”, “Doctor Diet”, “Chocolate Doctor”, “Smart Doctor”, “Doctor Alcohol”, “Brain Doctor”, ... Students decide in pairs what kind of doctors these are and would they visit them.

3. Write the following words on the board “a sin”, “a personal choice”, “wrong”, “bad”, “OK”, “not the answer”, “a last resort”, “freedom” ... Students sit/stand in lines facing each other and are given one minute to comment on each of the words associated with the sentence starter “Suicide is...”. Make students face new partners.

4. *Good doctor/ bad doctor.* Instructor brainstorms student ideas based on the theme good doctor, bad doctor to get students thinking about medical responsibility.

5. From the headline and following words predict the contents of the article with your partner. (You may need a dictionary).

Euthanasia cocktail pill insurgency Internet
no third party pro-life 10 grams terminally ill

6. Match the definitions with their correct meaning.

- | | |
|----------------|---|
| a) suicide | 1) prepare by mixing ingredients |
| b) concoct | 2) make or produce something |
| c) readily | 3) help or assist |
| d) aid | 4) kill oneself |
| e) manufacture | 5) easily |
| f) pill | 6) worries or fears |
| g) third-party | 7) start or suddenly make happen |
| h) concerns | 8) another person / other people not involved |
| j) trigger | 9) small tablet of medicine that is swallowed |

7. Students look up collocations of “commit ~” and “~suicide”. You may also want to have students guess the meaning of the following “~icide” words by looking at the pre-“icide” part of the word (hom = homo = person / gen = generation...)* homicide, genocide, matricide, patricide, fratricide, infanticide, pesticide, herbicide...

8. Take part in discussions based on the article.

- 1) Is suicide wrong ?
- 2) Is mercy killing wrong ?
- 3) Is telling people how to commit suicide wrong ?
- 4) Is it wrong for a doctor to show people how to end their own lives ?

9. Read the text and put the words on the right in the correct spaces:

DIY DEATH PILL

Call it assisted suicide, euthanasia, or mercy killing ; whatever the name, it has just become easier to commit suicide painlessly thanks to a new cocktail of self-mixed over-the-counter drugs. An Australian doctor and strong euthanasia campaigner, Dr. Philip Nitschke, has concocted a secret recipe to allow people to end their lives without pain. He plans to hold a workshop at a secret location in Australia to teach people how to make his “peaceful pill” from items readily available in any pharmacy.

Nitschke, also known as Dr. Death for aiding four Australians to take their own lives in 1996, said his actions were not illegal. Speaking of the workshop participants, he said, "They will each teach themselves, they will each only manufacture for themselves, they won't be making enough to sell to their friends or to give to their wives or husbands ... they will walk home with 10 grams of peaceful pills knowing that they've all done it themselves". The fact that no third party need be involved means it breaks no laws.

Pro Life groups have expressed concerns about his actions. Information from his workshops will undoubtedly end up on the Internet and in the hands of any suicidal surfers. This may trigger copycat group suicides like those now occurring in Japan, where total strangers too afraid to end their lives alone, meet via the Internet and take part in communal suicides. However, many people still feel it is their right to choose to die, especially the terminally ill who are in pain.

Wednesday November 10, 2004

DIY DEATH PILL

Call it ... suicide, euthanasia, or mercy killing ; whatever the name, it has just become easier to ... suicide thanks to a new cocktail of self-mixed over-the-counter drugs. An Australian doctor and strong euthanasia campaigner, Dr. Philip Nitschke, has ... a secret recipe to allow people to end their lives without pain. He plans to hold a workshop at a secret location in Australia to teach people how to make his "peaceful pill" from items ... available in any pharmacy.

readily
commit
assisted
concocted

Nitschke, also known as Dr. Death for ... four Australians to ... their own lives in 1996, said his actions were not illegal. Speaking of the workshop participants, he said, "They will each teach themselves, they will each only ... for themselves, they won't be making enough to sell to their friends or to give to their wives or husbands ... they will walk home with 10 grams of peaceful pills knowing that they've all done it themselves". The fact that no third party need be ... means it breaks no laws.

take
aiding
involved
manufacture

Pro Life groups have expressed ... about his actions. Information from his workshops will undoubtedly end up on the Internet and in the hands of any suicidal surfers. This may trigger ... group suicides like those now occurring in Japan, where total strangers too afraid to end their lives alone, meet via the Internet and take part in ... suicides. However, many people still feel it is their right to choose to die, especially the ... ill who are in pain.

concerns
terminally
copycat
communal

10. Circle anything you read in the article that you think is wrong and underline anything they think is good.

11. Circle any words you do not understand. In groups pick out unknown words and use dictionaries to find the meanings.

12. Talk in pairs about what you circled / underlined, and why.

13. In pairs write, conduct and report back to the group on a survey based on issues in the article.

14. Discuss the following.

1. The Bible says suicide is a sin. Is it ?
2. Is mercy killing / assisted suicide / euthanasia a form of murder ?
3. Should Dr. Nitschke have his medical license removed, or should he go to gaol ?
4. Is it totally, 100% legal if you buy the drugs legally and make the "painless pills" only for yourself ?
5. If you were a lawmaker, what would you do about this issue ?
6. Is it dangerous to put information on the Internet about how to end your life ?
7. If someone is terminally ill and in great pain, isn't it OK to choose for yourself when and how to die ?

15. Role-play a discussion on euthanasia with the characters below. Repeat role-play and rotate characters. Have a pre-role play "what to talk about" ideas brainstorm in pairs / groups. With bigger groups have "team roles" – each team sits behind their role player, teacher tags that player to change team members when contribution is flagging.

"Dr, Death", a pro-life priest, Barack Obama, a police officer, a family member supportive of the right to die, the terminally ill patient wishing to end their days ...

16. Choose several of the words from the text. Use a dictionary or the Google search field to build up more associations / collocations of each word.

17. Outline your proposals for a new law on euthanasia, complete with penalties.

18. Write a letter to “Dr. Death” explaining your views on his actions.

T e x t 4

PORTUGUESE NURSE WHO RAN ABORTION CLINIC JAILED

1. Abortion is a controversial topic for many people. Which of the following statements do you agree or disagree with?

1. Abortion is a crime.
2. Abortion should remain illegal in all cases and under all circumstances.
3. Abortion should only be used when the mother's life is in danger.
4. Women should be free to decide what happens to their own bodies.
5. Abortion is the murder of the unborn child.
6. Abortion is a matter of choice for women.
7. Abortion should only be used to prevent the birth of severely handicapped babies.
8. If abortion is illegal, it will be driven underground to unofficial backstreet “clinics”.

2. These sentences all contain statements about the text that are incorrect. Read the text and correct the sentences.

1. The nurse who ran the abortion clinic was sentenced to three years in prison.
2. The nurse stole morphine and other dangerous drugs from a chemist's shop.
3. The trial was held at the law courts.
4. The women were told about the clinic by their doctors.
5. They had to pay £450 for the operation.
6. Most of the women in the case were quite wealthy.
7. They were arrested because of the money they gave to the nurse.
8. More than 40,000 women a year visit illegal clinics in Portugal.

PORTUGUESE NURSE WHO RAN ABORTION CLINIC JAILED

The trial of 17 women accused of having abortions at an illegal clinic in a northern Portuguese town ended last week with a prison sentence for the nurse who ran the clinic, but only one of the women found guilty. Sandra Cardoso, 21, who said that extreme poverty, the violence of her partner and the sickness of her daughter had made her go to the illegal clinic in Maia three years ago, was ordered to pay a small fine or spend four months in prison. The judges could have sentenced her to up to three years in prison.

They were much stricter with Maria do Ceu, the nurse who ran the clinic. She was sentenced to eight-and-a-half years in prison. Three of those years were for breaking the very strict abortion laws in this strongly Roman Catholic country. The rest were for stealing morphine and other dangerous drugs from a hospital. Six other people who worked with her were given the option of paying fines or serving up to six months in jail. The panel of three judges said: “We understand the political, social and scientific debates surrounding this matter, but we must follow the law.” The trial was held in a large tent at Maia's tennis club, because the town's law courts were not big enough.

Supporters of the accused women had mixed reactions to the judgment. "We are glad for these women, because none of them will go to jail now," said Silvestrina Silva, of the Right to Choice group. "But that does not stop it being shameful that they have been put through this painful trial. The trial shows that illegal abortions in this country are a fact, and that people are still punished for aborting in this country," she said. Dina Nunes, a psychologist, said: "The court could have put thousands of women on trial because there are many, many more who have illegal abortions. This is the 21st century, but women in Portugal still do not have the right to decide what they do with their own bodies and lives."

The court heard that women who became pregnant in Maia or nearby Oporto and did not have the money to travel to abortion clinics in Spain were told about the secret clinic by hospital personnel, chemists, taxi drivers or their own friends or relatives. The pregnant women had to pay \$450 for the operation but none of them had enough money. They all left items of jewellery – wedding rings, necklaces or earrings – as surety while they tried to find the rest of the money.

The case divided Portuguese opinion and brought humiliation and trauma to the 17 accused. Most of the women come from the working-class districts of Maia, from backward villages in the Trás-os-Montes region in the north, or the slums of Oporto. All of them were arrested because of the jewellery they gave the nurse who ran the clinic. "They are all poor, otherwise they would have gone to Spain or somewhere else," said Ms Silva, whose group helped to organise international support for the Maia women.

Supporters say the women are martyrs. "Women are scared of sex, scared of being punished and scared of dying in the clinics. There is evidence that pregnancy is a significant factor in suicides in young people," said Milice Ribeiro, a psychologist.

Campaigners demanded a new abortion law for Portuguese women last week, saying that the current law put lives at risk, and was ignored by up to 40,000 women who visited illegal clinics every year. Duarte Vilar, the director of Portugal's Family Planning Association, said: "Illegal abortions have caused a number of deaths and thousands of hospital admissions. It is time this was treated as a matter of public health."

The Guardian Weekly 24-1-2002, page 4

3. Complete the table (all the missing words are in the text).

Noun	Adjective	Noun	Adjective
	poor	danger	
	violent	science	
shame			humiliating
pain			healthy
guilt			traumatic

4. Complete the sentences using verbs from the text.

- 17 women were ... of having abortions at an illegal clinic.
- The nurse was ... to eight and a half years in prison.
- The nurse also ... dangerous drugs from a hospital.
- The trial was ... in a large tent.
- People are still being ... for having abortions in Portugal.
- The women ... \$450 for the operation.
- Portuguese public opinion was ... by the case.
- A number of deaths have been ... by illegal abortions.

5. “Modal” operators such as can, could, might, will and may are used to express a large range and variety of meanings. There are some examples in the text above.

1. The judges could have sentenced her to.
2. The court could have put thousands of women.
3. Otherwise *they would have gone to Spain*.

Find and underline uses of *could*, *would*, and *must*. There are four in the text.

6. Which description (a–e) of meaning is closest to the meaning for each of the 4 examples from the text?

1. You did not need to do it.
2. If it had been possible for them to do it they would have done it.
3. It is possible that we did it.
4. We were obliged to do it. We had to do it.
5. It was possible to do it but he/she/they did not do it.

7. Complete each sentence so that it contains each of the words given.

Example: You have learned very little this week. – **must / harder**
You **must try harder**.

1. You were free yesterday and you didn't come to our party. – **could / if / free**
You
2. You are really careless. You crossed the road without looking. – **could / accident**
You
3. You should have come to the party. We had a good time. – **would / too**
You .. .
4. Smoking is really bad for you. – **must / stop**
You

8. Do you think abortion should be legal or not?

Text 5 NEW UN AIDS WARNING

1. Talk in pairs or groups about the AIDS crisis, the UN and WHO, world responsibility, solutions...
2. Brainstorm what you know about HIV and AIDS to gauge general group awareness.
3. Briefly tell what you know of the situations in your own country.
4. World AIDS day is on December 1st. Brainstorm what the students, university ... can do to raise money to fight AIDS.
5. “Epidem~” / “Virus~”: Look in the dictionary to find words beginning with each of these prefix-like forms.

6. Try the following abbreviations and provide a definition for each one (you may need a dictionary).

1. A _ q _ _ _ _ d I m _ _ n _ D _ f _ _ _ _ _ y S y _ d _ _ _
2. H _ m _ n l _ _ _ _ _ _ _ _ _ _ _ y V _ r _ s
3. W _ _ _ d H _ _ l _ _ O _ _ _ _ z _ _ _ n
4. U _ _ t _ _ N _ _ _ _ n _
5. S _ x _ _ l _ y T _ _ _ _ m _ t _ _ d D _ s _ _ s _
6. F _ m _ _ y P _ _ n _ _ _ g
7. N _ n G _ v _ _ _ _ t O _ _ _ _ z _ _ _ n
8. R _ p r _ d _ _ _ _ v _ H _ _ _ t h

7. Predict whether you believe the following statements are true or false.

1. The United Nations has issued an encouraging report on AIDS.
2. AIDS is now on the decrease.
3. AIDS is accelerating.
4. AIDS has now been a major world health problem for 23 years.
5. This year has seen record numbers of new HIV/AIDS sufferers.
6. North America is the world's worst hit region.
7. China has experienced an explosion in AIDS cases.
8. It's easier for a woman to contract AIDS than a man.

8. Match the following phrases based on the first paragraph of the article.

- | | |
|-------------------|-----------------|
| a) face a | 1) revealed ... |
| b) new data | 2) solution |
| c) HIV | 3) hand |
| d) a record | 4) challenge |
| e) killer | 5) toll |
| f) gain the upper | 6) sufferer |
| g) quick | 7) fixes |
| h) sustainable | 8) virus |

NEW UN AIDS WARNING

The United Nations has warned that the world is facing a "unique development challenge" with acceleration in the spread of AIDS. New data revealed there are nearly 40 million HIV sufferers worldwide, a 1.6 million increase from last year. Of these 3 million will die of AIDS this year, a record toll in the 23-year history of the killer virus. The UN warned that without urgent action "the world is unlikely to gain the upper hand over AIDS ... The time of quick fixes and emergency responses is over. We have to balance the emergency nature of the crisis with the need for sustainable solutions."

The report says Sub-Saharan Africa remains by far the worst-affected region in the world. In South Africa 5.3 million people are infected, with "no sign yet of a decline in the epidemic." India has the second largest number of HIV sufferers in the world (5.1 million), while East Asia has seen a 56 percent increase in HIV cases, mainly attributable to an explosive rise in China. Women now constitute over half of all new cases contracting HIV/AIDS due to poor sexual education, the sex trade, unprotected sexual intercourse, and a greater natural susceptibility to contract the virus than men.

9. Put the missing words under each paragraph into the gaps.

NEW UN AIDS WARNING

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balance
spread
unlikely
unique
toll

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decline
remains
mainly
contract
constitute

Wednesday November 24, 2004

10. Check your answers to the T/F exercise.

11. Check your answers to the word match exercise.

12. In pairs brainstorm ideas on the issues that need resolving in battling the AIDS pandemic. Share your ideas and discuss whether and why (not) these will be resolved in the next 5, 10, 20 years.

13. The report focused on the following themes. In pairs / groups, take one theme, discuss it and create a presentation and conclusion to be presented to other groups, who will ask you questions.

1. In many societies the man has the 'right' to refuse to wear a condom, even if he is unfaithful and is HIV positive.
2. In the Caribbean, Asia and Africa women exchange sexual services for goods.
3. Safe sex education is still lacking in most of the world.
4. A microbicide exists, but is not readily available, as a way of providing some protection against contracting HIV.
5. The sex trade is fuelling the new HIV explosion.
6. Women are biologically more prone to catch HIV. Male to female contraction is half that of female to male contraction.

14. Choose one theme from the report and write a short article outlining your ideas to provide a sustainable solution (not a "quick fix").

Text 6

WORLD'S RICHEST MAN TRIES TO HOLD BACK "GATHERING TEMPEST" WITH \$100M GIFT

1. Match the following words with their definitions.

- | | |
|------------------|--|
| a) donation | 1) a to completely accept |
| b) grudging | 2) extremely upsetting or frightening |
| c) to shrug off | 3) mainly |
| d) to embrace | 4) money given to an organisation |
| e) a hospice | 5) to bring positive results |
| f) to endorse | 6) done in an unwilling way |
| g) harrowing | 7) to express support for something |
| h) a pandemic | 8) a hospital that looks after the terminally ill |
| j) to pay off | 9) to deal with something easily and without concern |
| k) predominantly | 10) a disease that affects almost everyone in a large area |

2. Decide whether the following statements are True or False.

1. South Africa is currently the country with the largest number of AIDS cases.
2. More than 25 million Indians will probably have the Aids virus by 2010.
3. Up to 105 million people in India, Russia and China could die of Aids by 2025.
4. Currently 7% of the adult population of India is carrying the HIV virus.
5. The problem of Aids in India is complicated by the fact that there is little public debate on sexual matters.

3. Read the text and check your answers.

WORLD'S RICHEST MAN TRIES TO HOLD BACK "GATHERING TEMPEST" WITH \$100M GIFT

If Bill Gates was disappointed by India's apparent lack of gratitude, he did a good job of hiding it on Monday as he announced his biggest philanthropic donation yet – a \$100m to fight the spread of HIV/Aids in India. But the vast donation from the world's richest man has so far only had a grudging response from India's rightwing government. It had earlier accused him of "spreading panic" in a row over the probable future spread of the disease. However, Mr. Gates shrugged off the controversy. "Whatever the figures are now or seven years from now, there is a big, big problem [in India]," he said. "We have seen in other countries what happens if you don't act early. You don't get involved in Aids without being willing to embrace some degree of controversy."

Before announcing his long-term "commitment" to slowing the spread of HIV/Aids, he paid a visit to an Aids hospice in Delhi. There was no Princess Diana-style hugging, though a serenelooking Gates did sit cross-legged on the floor next to an Aids patient. The Indian government had earlier let it be known it was deeply unhappy with a report endorsed by Gates that predicted that 20 million to 25 million Indians were likely to have the virus by 2010 – and that India was poised to overtake South Africa as the country with the largest number of Aids cases.

Campaigners have accused the government of deliberately underestimating the extent of the epidemic to the point of being in denial. Their claims were endorsed this week by a new, harrowing report that suggests that Eurasia – India, China and Russia – are soon likely to suffer the same kind of Aids pandemic that is currently decimating sub-Saharan Africa. The

disease in these three countries alone could kill between 43 million and 105 million people by 2025, it says. The report, published in the American magazine Foreign Affairs, is unlikely to go down well with India's Hindu nationalist establishment which, as Bill Gates found out, sharply resists all forms of external interference.

Last week India's health minister, Shatrughan Sinha, rubbished suggestions that India was on the brink of an Aids epidemic. They were "completely inaccurate", he said. The government has not given an alternative projection, but says it does not expect a dramatic increase by the end of the decade. Aids prevention programmes are paying off and the number of HIV carriers has stabilised to around 4 million – 0.7% of its adult population – over the past three years, it claims. Other experts say that 5 million to 8 million Indians are already infected. "I don't think anyone should contribute to spreading general panic," Mr. Sinha added.

Mr. Gates's intervention was always likely to be controversial in a conservative, predominantly Hindu country where, as one Aids expert put it, "only the intelligentsia" talk about sex. Despite the riotously erotic sculptures in several ancient Indian temples, there is little public debate on sexual matters and, it seems, widespread confusion as to how to wear a condom. Screen kisses between Indians are still banned, and Bollywood directors get round the problem of portraying sex with wet sari scenes and less-than-subtle dance numbers.

Mr. Gates said it was not just developing countries that were reluctant to talk about sex: the same problem existed in the US. "We have the Catholic church. We have people who tell us that talking about sex will encourage young people to engage in rampant sexual behaviour," he said.

*Luke Harding,
the Guardian Weekly 14-11-2002, page 2*

4. Choose the best answer for each question.

1. How was Bill Gates' \$100 million donation received by the Indian government ?
 - a) with great enthusiasm
 - b) with extreme gratitude
 - c) with grudging acceptance
2. How did Bill Gates react to the controversy ?
 - a) he rejected it
 - b) he was not concerned by it
 - c) he denied that he was responsible
3. What do Aids campaigners accuse the Indian government of ?
 - a) completely ignoring the problem of Aids
 - b) not accepting the extent of the epidemic
 - c) over-estimating the number of people with Aids
4. Why is the latest report on Aids in Eurasia likely to prove unpopular with the Indian establishment ?
 - a) because they do not like interference from outside
 - b) because they believe it is inaccurate
 - c) because they do not like Bill Gates
5. Why was Bill Gates' intervention controversial in India ?
 - a) because he is a conservative
 - b) because people do not talk about sexual matters much
 - c) because sex is banned in Indian films

5. Find.

1. An adjective which means “helping people, especially by giving money to those who need it”.
2. An adjective which means “calm or peaceful”.
3. An adjective which means “about to do something”.
4. An adverb which means “intentionally”.
5. A verb which means “to criticise something by saying it is stupid”.
6. An adverb which means “in a very lively and noisy manner”.
7. An adjective which means “affecting many people”.
8. An adjective which means “unwilling”.
9. An adjective which means “uncontrolled”.

6. There are a number of expressions in the text that refer to things that will probably happen in the very near future.

1. Likely to
2. Unlikely to
3. Poised to
4. On the brink of

Rewrite these sentences using the word in brackets.

1. India will soon overtake South Africa as the country with the largest number of Aids cases. (*poised*)
2. India will probably soon have an Aids epidemic. (*brink*)
3. Local politicians will probably not accept the latest report. (*unlikely*)
4. 20 to 25 million Indians will probably have the HIV virus by 2010. (*likely*)
5. Some people say that India will soon have an Aids disaster. (*brink*)

7. Do you think that governments spend enough money on Aids treatment and on research into finding a cure for Aids? Is education the solution?

Text 7

MALADIES OF THE 21ST CENTURY

We entered the 21st century with such maladies as heart and vascular system diseases, environmental diseases, cancer, AIDS (Acquired Immune Deficiency Syndrome). The risk factors causing these diseases are poor environment (especially after Chernobyl disaster), constant stress and bad habits. We witness more and more when people suffer from such environmental diseases as food allergies, chronic fatigue syndrome, asthma, thyroid. They all have a huge impact on the quality of life, darken our prospects for future. Alcohol, drugs, smoking, AIDS have also become the reality of our life, especially among young and middle-aged people. Today we'll read the texts about the diseases which have come as a result of people's ignorance and lack of healthy habits.



1. Read the extract carefully and note down the following points.

1. The reasons for smoking.
2. Harmful consequences of smoking.

3. The most likely diseases caused by smoking.
4. Smoking and life-span.

SMOKING

Smoking is very dangerous. Most young people smoke because their friends pressure them to do so. They may be copying their parents who smoke, or other adults they respect. At one time this would have been accepted as normal. But in the past 30 years attitudes about smoking have changed. Smoking is now *banned* in many places so that other people don't have to breathe in smokers' shocking tobacco smoke.

Passive smoking, when you are breathing someone else's smoke, can damage your health just like smoking can. Smoking becomes *addictive* very quickly, and it's one of the hardest habits to break.

Take 1 000 young people who smoke 20 cigarettes a day. A quarter of them will die from a disease caused by smoking. That's 250 lives wasted ! Only six of those 1 000 teenagers will die in road accidents. So what is it in cigarettes smoke that is harmful ? A chemical called nicotine is a *substance* that causes addiction. It is a *stimulant* that increases the pulse rate and a rise in the blood pressure. Cigarette smoke also contains *tar* – a major factor for causing cancer.

Chronic bronchitis occurs when tar and *mucus* damage the *air sacks* in the lungs. The sufferer has a bad cough is worse in the mornings, and may get breathless easily.

Gases in cigarette smoke increase your blood pressure and pulse rate. This can contribute to heart disease. Smokers as twice as non-smokers are likely to have heart trouble.

Smokeless tobacco that is chewed rather than smoked is also harmful, causing mouth sores, damage to teeth and cancer.

If you've ever watched an adult try to give up smoking, you know how hard it can be. It's easier, healthier and cheaper never to start.

Facts about smoking:

1. The smell of smoke on your breath and clothes will put people off.
2. Someone who smokes 15 cigarettes a day can forget six to nine years of their life.
3. You're burning a great deal of money. In many countries cigarettes are heavily taxed.
4. Your skin will wrinkle faster and deeper than that of a non-smoker.
5. Females who smoke heavily may wrinkle like a woman 20 years older in age.

2. Read the extract and note down the facts about the danger caused by alcohol. Find some sentences proving that.

ALCOHOL

Another poison of many young people is alcohol. Remember, alcohol is a drug. It can make you sick, and you can become addicted to it. It's a very common form of drug abuse among teenagers. Don't let anyone at a party pressure you into drinking if you don't want to, especially if you're legally under age.

For years we have been told not to drive after we have drunk alcohol, which weakens our sense and clouds our judgement. And yet people still do. Young people, who are drunk are less likely to wear their seat belts, and are less experienced when a problem occurs. The alcohol makes them think they are brilliant drivers and can take risks without getting hurt. But, more importantly, they become a risk to other drivers and pedestrians – potential killers. If they do have an accident, the alcohol in their body will make treatment of an injury more difficult.

Alcohol drinks are made up chiefly of water and ethanol, which is an alcohol produced by fermenting fruits, vegetables or grain. Beer is about one part ethanol to 20 parts water. Wine is stronger, and spirits are about half ethanol and half water.

Alcohol is a drug. In fact, it is a mild poison. It is absorbed quickly into the bloodstream, within four or 10 minutes of being drunk. Absorption is slower if there's food in the stomach. Once inside the body it passes through the bloodstream to the liver, where poisons are digested. But the liver can only process 28 grams of pure alcohol each hour.

This is a small amount – just over half a glass of beer. Anything else you drink is pumped round the body while it waits its turn to enter the liver.

When alcohol reaches your brain, you may immediately feel more relaxed and light-hearted. You may feel you can do crazy things. But after two or three drinks, your actions are clumsy and your speech is slurred. If you over-drink, you might suffer from double vision and loss of balance, even fall unconscious, hangover.

3. Read the extract and note down the examples, showing the effect of drugs on a human being. What social problems do the drugs cause?

DRUGS

In fact, all medicines are drugs. You take drugs for your headache or your asthma. But you need to remember that not all drugs are medicines. Alcohol is a drug, and nicotine is a drug. There are many drugs that do you no good at all.

There's nothing wrong with medicinal drugs if they're used properly. The trouble is, some people use them wrongly and make themselves ill. Most of the drugs are illegal, but some are ordinary medical substances that people use in the wrong way.

People take drugs because they think they make them feel better. Young people are often introduced to drug-taking by their friends.

Many users take drugs to escape from a life that may seem too hard to bear. Drugs may seem the only answer, but they are no answer at all. They simply make the problem worse.

Depending on the type and strength of the drug, all drug-abusers are in danger of developing side effects. Drugs can bring on confusion and frightening hallucinations and cause unbalanced emotions or more serious mental disorders.

First-time heroin users are sometimes violently sick. Cocaine, even in small amounts, can cause sudden death in some young people, due to heartbeat irregularities. Children born to drug-addicted parents can be badly affected.

Regular users may become constipated and girls can miss their periods. Some drugs can slow, even stop the breathing process, and if someone overdoses accidentally they may become unconscious or even die.

People who start taking drugs are unlikely to do so for long without being found out. Symptoms of even light drug use are drowsiness, moodiness, loss of appetite and, almost inevitably, a high level of deceit.

First there's the evidence to hide, but second, drugs are expensive and few young people are able to find the money they need from their allowance alone. Almost inevitably, needing money to pay for drugs leads to crime.

4. Match the words on the left with the explanations on the right.

- a) short term effects
- b) addictive
- c) long term effects

- 1) your heart moving
- 2) very serious illness
- 3) must use everyday






- d) cancer
- e) risk
- f) can cause
- g) relax
- h) heart beat

- 4) danger
- 5) can give you, can make you
- 6) how you feel now
- 7) feel good
- 8) how you feel after a long time


5. Make true sentences by joining a phrase from each box.

A	B	C
Smoking Drinking beer Eating fast food Taking drugs Drinking coffee Going running Too much work	can lead to can cause can make you	mental problems fit cancer stomach problems sleeping problems fat depressed

6. Guess what drugs are really in the bottles.

The drug name	The image	The effect characteristic	
		the long-term	the short-term
Demonix		Makes you feel very happy and relaxed. You can't walk or talk properly. You can't work. The next day you feel very bad and more.	Demonix is very addictive and you must use it every day. People who use this drug find it difficult to think about anything else. Too much Demonix at once can kill you
Drax		Very addictive drug, you need to use it many times a day. Lung cancer, throat cancer, risk of losing a foot or toe, makes you look older, gives you bad skin and teeth	Drax makes you heart beat slightly faster but it relaxes your brain. You feel normal, but more relaxed. You can work with this drug
Soma		This drug is addictive. Paranoia, mental illness, if you take too much Soma at once it can kill you	Makes you feel fantastic for a very short time. You feel braver and stronger. Everything you say or do feels perfect. You can't really work
Hextine		Can lead to mental problems, liver and stomach problems, family problems, and money problems. Some people fight when they take this drug. Hextine is responsible for almost a third of road accidents	This drug makes you feel very happy or very sad. If you take too much of it you can't walk or speak. You can't work if you take Hextine. The next day you feel very bad
Codax		Stomach problems and difficulty sleeping. It makes very little difference to your brain or body	This makes your heart beat slightly faster, and makes you feel awake. You can work

The table termination

The drug name	The image	The effect characteristic	
		the long-term	the short-term
Din		Mental problems, lack of motivation (you don't want to do anything). People who use Din a lot are quite lazy. There is no evidence that anyone has ever died from Din	A little din can make you feel relaxed and happy. A lot can make you feel sick and unwell. You might feel very hungry and need to eat. You might laugh a lot. You can't really work

7. Read the extract and discuss the questions below.

AIDS

AIDS is a sickness that attacks the body's natural system against disease. AIDS itself doesn't kill, but because the body's defence system is damaged, the patient has a reduced ability to fight off many other diseases, including flu or the common cold.

It has been reported that about 10 million people worldwide may have been infected by the virus that causes AIDS. It is estimated that about 350 thousand people have the disease and that another million (!) may get it within the next five years. Africa and South America are the continents where AIDS is most rampant, although in the States alone about 50,000 people have already died of AIDS.

So far there is no cure for AIDS. We know that AIDS is caused by a virus which invades healthy cells, including the white blood cells that are part of our defence system. The virus takes control of the healthy cells genetic material and forces the cell to make a copy of the virus. The cell then dies and the multiplied virus moves on to invade and kill other healthy cells.

The AIDS virus can be passed on sexually or by sharing needles used to inject drugs. It also can be passed in blood products or from a pregnant woman with AIDS to her baby.

Many stories about the spread of AIDS are false. One cannot get AIDS by working with someone who's got it or by going to the same school, or by touching objects belonging to or touched by an infected person. Nobody caring for an AIDS patient has developed AIDS and, since there is no cure for it at present, be as helpful and understanding as possible to those suffering from this terrible disease.

1. What does the AIDS virus attack ?
2. Does AIDS kill people ?
3. How many people worldwide are believed to have the virus now ?
4. Does having a virus mean the same as being ill ?
5. Which continents are most "infected" ?
6. Have people found a cure for AIDS ?
7. How can the virus be passed on ?
8. How isn't the virus passed on ?
9. Would you befriend a person infected with AIDS ?

SEVEN QUESTIONS ABOUT AIDS

1. What are AIDS and HIV ?

Acquired Immunodeficiency Syndrome (AIDS) is a set of symptoms that show that a person has become infected by a virus that attacks and damages the body's immune system. AIDS is caused by HIV (the human immunodeficiency virus). *HIV attacks the body's immune system*, especially the cells that help fight infections (T cells).

2. How does HIV work ?

HIV invades the T-cells and tricks them into reproducing copies of the AIDS virus. After a while, the virus destroys the T-cell. The HIV 'copies' then finds more cells to attack. Finally, the virus destroys so many T-cells that the immune system breaks down and it becomes defenceless against deadly invaders.

3. What does AIDS-HIV do ?

A person who is HIV-positive (who has HIV) *is under siege. HIV batters the body's defenses until diseases which the immune system normally fights off become major threats. These diseases are called "opportunistic diseases" and include pneumonia, meningitis, tuberculosis and bacterial infections. So in fact, a person doesn't die of AIDS, they die of one of these other diseases that they have no protection against.*

4. How do you get HIV ?

You can only become infected if your blood comes into contact with the HIV virus. Blood, semen, vaginal secretions and breast milk can all carry the virus. The three most common ways people become infected are:

1. Having unprotected sex with an infected person ;
2. Injecting drugs with a needle that's been used by an infected person ;
3. Being born to a mother who is already infected.

You can also get HIV through receiving infected blood (in a blood transfusion for example).

5. How many people are infected ?

In the year 2001, 36 million people were infected ; 25 million in sub-Saharan Africa, 7,1 million in Asia and 940,000 in North America. Ninety percent of new infections are in developing countries. Twenty-two million people have died from AIDS-related illnesses in the past twenty years.

6. How do you cure AIDS ?

At the moment, *there is no magic bullet that can cure AIDS. Doctors are unable to wipe out the infection once it has started. However, there are drugs now available which can stop the progress of HIV and allow people with AIDS to live normal lives. These drugs are often very expensive, and are not often easily available in developing countries.*

7. How do you stop AIDS ?

Don't have unprotected sex (sex without a condom). If you use drugs, don't share needles. *It is possible to win the war against the HIV epidemic, but everyone needs to have good information about preventing infection, along with support from society to help them act on this information.*

8. Look at the following pairs of sentences. Complete each space with one of the words in the box. You may have to change the form of the word. Use each word only once.

Battle	attack	invasion	infiltrate
--------	--------	----------	------------

1. The body is not immune to ... from the disease.
2. The President ordered the army to prepare for an
3. After three months the patient gave up the
4. The general said that although they had lost the ..., they had not lost the war.

5. The cancer continued to spread and began to ... the internal organs.
6. Fighter airplanes ... an enemy base in the middle of the night.
7. Cancer ... your body and takes over. The small group of soldiers ... the enemy's territory under cover of darkness.

9. Many people argue that metaphors around diseases like AIDS and cancer increase the suffering of patients as they create very negative ways of thinking about disease and can inhibit them from seeking proper treatment. Discuss these questions in pairs.

1. Do these metaphors for treating illness exist in your language ?
2. Do you think that they (the metaphors) can increase someone's suffering ? Why ?
3. What is the attitude towards people with AIDS ? What is the attitude towards people with cancer ?
4. Do you know anyone who has had AIDS or cancer ?
5. If you found out an older member of your family had cancer but didn't know it, would you tell them ? Why ?
6. Would you treat a friend or family member differently if they had AIDS ? Why ?
7. If you had cancer or AIDS, would you want to know the truth ? Why ?

Text 8 EUTHANASIA

1. Look at the following words and put them in order to make a sentence.

think	a	obligation	not	I
living	right	an	is	that

Speculate on the origins of that sentence: What kind of person said it (a politician? a doctor? a teacher?)? What were they thinking about? What do they mean? Ask different pairs to report back again.

2. The quote comes from a Spanish film, called The Sea Inside (Mar Adentro).

Mar Adentro (The Sea Inside) is based on a true story. When he was 26 years old, Spanish fisherman Ramon Sampedro misjudged the depth of water he was diving into and broke his neck. For the next 29 years, he lived the life of a quadriplegic – he was paralysed below the neck. However, he still had a voice and a mind, which he used to fight for his right to die. Many people were against him – religious leaders, conservative activists and even his own brother and sister-in-law, who took care of him for all that time.

Ramon could not kill himself on his own ; he needed others to help him. But Spanish law made it illegal for anyone to do this. In the late 1990s, as Ramon's case made its way through the Spanish courts, he became a national and international celebrity. But it was after his death that the controversy exploded, especially when his "open letter" to the legal, political, and religious authorities in Spain was made public.

The film is about his relationship with two women: Julia, a lawyer who supports his cause, and Rosa, a local woman who wants to convince him that his life is worth living.

3. Rewrite the following sentence stems.

1. Taking your own life is
2. Doctors have a responsibility to

3. Assisting someone else to commit suicide is... .
4. If a person is terminally ill then
5. A life without dignity

4. Try and write two alternative endings to each sentence: one which would show the point of view of someone who supports the right to die and someone who doesn't.

5. Work in pairs. Exchange your sentences and read the new ones, putting a tick next to sentences you agree with. Ask your partner for clarification if there is something you don't understand.

6. Read the text "Euthanasia – some terms".

EUTHANASIA – SOME TERMS

The word **Euthanasia** comes from the Greek language: **eu** means "good" and **thantos** means "death". Like so many moral/ethical/religious terms, "*euthanasia*" has many meanings. Here are some related terms.

Passive Euthanasia: Helping a person die by changing some form of support and letting nature take its course. For example:

Removing life support equipment Stopping medical procedures, medications etc., or Stopping food and water Not giving CPR (cardio-pulmonary resuscitation) and allowing a person, whose heart has stopped, to die.

Perhaps the most common form of passive euthanasia is to give a patient large doses of morphine to control pain, even though this may cause a patient's death. Administering such medication is regarded as ethical in most political jurisdictions and by most medical societies. These procedures are performed on terminally ill, suffering persons so that natural death will occur sooner. It is also done on persons with massive brain damage who are in a coma from which they cannot possibly regain consciousness.

Active Euthanasia: This involves taking the life of a person through a direct action, in response to a request from that person. For example, injecting a patient with a substance that will kill him/her quickly.

Physician Assisted Suicide: A physician supplies information and/or the means of committing suicide (e.g. a prescription for lethal dose of sleeping pills, or a supply of carbon monoxide gas) to a person, so that they can easily terminate their own life.

Involuntary Euthanasia: This term is used by some to describe the killing of a person who has not explicitly requested help in dying. This is most often done to patients who are in a coma and will probably never recover consciousness.

7. Complete the table with different words and expressions from the text. Use the dictionaries to help with any unknown words.

Illness / medical problem	Treatment	Dying

8. Work in pairs A and B. A should cover the original text but can see the completed table. Using the table, A must try to retell as much of the text as possible to B. B should help by making suggestions and prompting A.

9. Working in the same pairs ask and answer the following questions.

If you haven't seen *The Sea Inside*

How do you think it ends ?

How would you like it to end ?

If you have seen *The Sea Inside*

How did it end ?

How did you feel about that ?

Text 9

GET STRESSED, GET OLD

1. Talk in pairs or groups about stress, lifestyle, health, medical reports, DNA, telomeres ...

2. Brainstorm the things that cause stress while learning English. In pairs talk about these factors and find remedies to reduce stress.

3. Write down the names of three people you know and talk about the degree of stress in their lives compared to their own.

4. Students A are assigned the first argument, students B the second. Rotate pairs to ensure a lively pace and noise level is kept.

1. Stress is healthy. **vs.** Stress kills.

2. US Presidents live a long time. **vs.** Stress kills.

3. Inability to deal with stress kills **vs.** Stress kills.

4. Happy people don't always live longer **vs.** Stress kills.

5. Stress is important in our lives. **vs.** 'Look buddy, stress kills – that's K.I.L.L. OK ? Understand ? Comprendo ? Oh dear, my telomeres are shortening. Let's stop this debate.

5. Check the dictionary for the word family of the word "stress". Share what you find with other students and talk briefly about whether these words apply to you.

6. **Definitions.** Match the following words with the most likely definitions.

1) conclusion:

a) the start of a book

b) a judgment based on something you've studied

2) accelerate:

a) become faster, increase the speed of

b) the part of a car that joins two wheels

3) prone:

a) easy to happen to

b) a medicine for headaches

4) hectic:

a) very very cold

b) crazily crazily busy

5) reproduction:

a) a hip-hop style dance performed upside down

b) something being made again (and again)

- 6) duress:
 a) stress
 b) in the middle of a long period of time
- 7) cease:
 a) stop
 b) grab
- 8) prematurely:
 a) happen too early
 b) happen too late
- 9) chronic:
 a) very very trivial and short
 b) very very serious and lengthy
- 10) task:
 a) a job or piece of work you have to do
 b) the two white horn-like ivory things on an elephant
- 11) equivalent:
 a) having the same value, equal in number
 b) being very different in number or value
- 12) knowledge:
 a) a kind of bookshelf
 b) information about something

7. Predict whether you believe the following statements about the article are true or false.

1. Stress can take ten years off your life.
2. Stress decelerates the aging of our cells.
3. Stress makes us more prone to age-related diseases.
4. People with hectic lifestyles are more likely to live longer.
5. Our body's system of cell reproduction gets faster because of stress.
6. We age because of something connected with our DNA called telomeres.
7. Having very short telomeres means we live longer.
8. Having children makes you die early.
9. We may soon be able to measure our stress levels.

8. Think about the article and match the following phrases taken from the text.

- | | |
|----------------------|------------------|
| 1) take ten years | a) stress levels |
| 2) conclusion from | b) prematurely |
| 3) affects of | c) knowledge |
| 4) more likely to | d) reproduction |
| 5) cell | e) off your life |
| 6) aging | f) be able to |
| 7) die | g) researchers |
| 8) the equivalent of | h) die earlier |
| 9) common | j) ten years |
| 10) may soon | k) process |

9. Put the missing words under each paragraph into the gaps.

GET STRESSED, GET OLD

It's official. Stress can ... ten years off your life. That's the ... from researchers at the University of California, who have been studying the affect of stress levels on the body. They found that stress accelerates the aging of our cells, which makes us more ... to age-related diseases. This is bad news for people with stressful jobs and hectic lifestyles as they are more likely to die earlier than less-stressed people. It's a message for us all to slow down and take ... easier.

The researchers discovered in their ... that the system of cell reproduction and replacement, which of course keeps us going, becomes faster under duress. Each time a cell in our body is ..., part of our DNA, called telomeres, shorten. When these telomeres become too short, cells cease reproducing and our bodies ... the aging process. This means longer telomeres lengthen our lives. Stress makes them shorter, and so we die prematurely. The ... message, therefore, is to take life easy.

Research leader, Dr. Elissa Epel, compared 39 women who looked after children with ... illnesses with a "... group of 19 mothers of healthy children. The length of the life-giving telomeres was then ... in their blood. The women who had the more stressful task of caring for chronically ill children aged the equivalent of ten years compared with the other women. Their stress levels caused them to age faster. It has always been common knowledge that stress kills. Now we may soon be able to ... how dangerous our careers and lifestyles really are.

prone
take
things
conclusion

replaced
tests
simple
continue

measure
measured
control
chronic

10. Check your answers to the T/F exercise.

11. Check your answers to the word match exercise.

12. Match the following words taken from the text with their collocations.

- | | |
|----------------|---|
| a) ~ stress | 1) holiday, week, time, schedule, lifestyle |
| b) prone to ~ | 2) gap, difference, suddenly, quickly, prematurely |
| c) hectic ~ | 3) relieve, cause, control, mental, emotional |
| d) ~ cell | 4) common, general, useful, working, thirst for |
| e) premature ~ | 5) stem, nerve, blood, cancer, healthy |
| f) chronic ~ | 6) baby, ejaculation, birth, death, conclusion |
| g) age ~ | 7) accidents, injury, floods, earthquakes, violence |
| h) ~ knowledge | 8) illness, disease, fatigue, pain, bronchitis |

13. In pairs discuss the most effective answers to these questions. Share ideas with other groups. Evaluate their ideas.

1. What are some of the most common causes of stress ?
2. What are some early signs of stress ?
3. How do you tend to react to stress ?
4. How does stress affect your body and health ?
5. What are some of the most stressful life events ?
6. How can you help me handle my stress ?

14. Each student plays doctor and interviews their “patient” regarding the following.

- Trouble sleeping;
- headaches;
- constipation;
- diarrhea;
- irritability;
- lack of energy;
- lack of concentration;
- anger;
- sadness;
- tension;
- skin problems;
- depression;
- anxiety;
- weight gain or loss;
- heart problems;
- high blood pressure;
- less sexual desireю

Pre-role play – create a number of doctors’ questions / model answers to the above problems.

15. *Problems.* Students rank the following difficulties in life with reference to their own experiences.

- Studying English;
- living far from home;
- strange food;
- homework;
- boss;
- Christmas;
- commuting;
- in-laws;
- shopping;
- life;
- money;
- using computers;
- looking at O. P. instructor;
- anything else teacher deems appropriate;

16. Search the Internet and find more information on stress. Share your findings with your group next lesson.

17. Create a poster detailing all of the stresses in one week of your life.

SUICIDE

Suicide is a tragic and potentially preventable public health problem. In 2000, suicide was the 11th leading cause of death in the U.S. Specifically, 10,6 out of every 100 000 persons died by suicide. The total number of suicides was 29 350, or 1,2 percent of all deaths. Suicide deaths outnumber homicide deaths by five to three. It has been estimated that there may be from eight to 25 attempted suicides per every one suicide death. The alarming numbers of suicide deaths and attempts emphasize the need for carefully designed prevention efforts.

Suicidal behavior is complex. Some risk factors vary with age, gender and ethnic group and may even change over time. The risk factors for suicide frequently occur in combination. Research has shown that more than 90 percent of people who kill themselves have *depression* or another diagnosable mental or *substance abuse* disorder, often in combination with other mental disorders. Adverse life events in combination with other risk factors such as depression may lead to suicide. However, suicide and suicidal behavior are not normal responses to stress. Many people have one or more risk factors and are not suicidal. Other risk factors include: prior suicide attempt ; family history of mental disorder or substance abuse ; family history of suicide ; family violence, including physical or sexual abuse ; firearms in the home ; incarceration ; and exposure to the suicidal behavior of others, including family members, peers, or even in the media.

What are the most common methods of suicide ?

Firearms are the most commonly used method of suicide for men and women, accounting for 60 percent of all suicides. Nearly 80 percent of all firearm suicides are committed by white males. The second most common method for men is hanging ; for women, the second most common method is self-poisoning including drug overdose. The presence of a firearm in the home has been found to be an independent, additional *risk factor* for suicide. Thus, when a family member or health care provider is faced with an individual at risk for suicide, they should make sure that firearms are removed from the home.

Why do men commit suicide more often than women do ?

More than four times as many men as women die by suicide ; but women attempt suicide more often during their lives than do men, and women report higher rates of depression. Men and women use different suicide methods. Women in all countries are more likely to ingest poisons than men. In countries where the poisons are highly lethal and/or where treatment resources scarce, rescue is rare and hence female suicides outnumber males.

Who is at highest risk for suicide in the U. S. ?

There is a common perception that suicide rates are highest among the young. However, it is the elderly, particularly older white males that have the highest rates. And among white males 65 and older, risk goes up with age. White men 85 and older have a suicide rate that is six times that of the overall national rate. Some older persons are less likely to survive attempts because they are less likely to *recuperate*. Over 70 percent of older suicide victims have been to their primary care physician within the month of their death, many did not tell their doctors they were depressed nor did the doctor detect it. This has led to research efforts to determine how to best improve physicians' abilities to detect and treat depression in older adults.

Can the risk for suicide be inherited ?

There is growing evidence that *familial* and *genetic* factors contribute to the risk for suicidal behavior. Major *psychiatric* illnesses, including *bipolar disorder*, major depression, *schizophrenia*, *alcoholism* and substance abuse, and certain personality disorders, which run in families, increase the risk for suicidal behavior. This does not mean that suicidal behavior is inevitable for individuals with this *family history* ; it simply means that such persons may be more vulnerable and should take steps to reduce their risk, such as getting evaluation and treatment at the first sign of mental illness.

Does depression increase the risk for suicide ?

Although the majority of people who have depression do not die by *suicide*, having major depression does increase suicide risk compared to people without depression. The risk of death by suicide may, in part, be related to the severity of the depression. New data on depression that has followed people over long periods of time suggests that about 2% of those people ever treated for depression in an outpatient setting will die by suicide. Among those ever treated for depression in an inpatient hospital setting, the rate of death by suicide is twice as high (4%). Those treated for depression as inpatients following suicide ideation or suicide attempts are about three times as likely to die by suicide (6%) as those who were only treated as outpatients. There are also dramatic gender differences in lifetime risk of suicide in depression. Whereas about 7% of men with a lifetime history of depression will die by suicide, only 1% of women with a lifetime history of depression will die by suicide.

Another way about thinking of suicide risk and depression is to examine the lives of people who have died by suicide and see what proportion of them were depressed. From that perspective, it is estimated that about 60% of people who commit suicide have had a mood disorder (e.g., major depression, bipolar disorder). Younger persons who kill themselves often have a substance abuse disorder in addition to being depressed.

Do alcohol and other drug abuse increase the risk for suicide ?

A number of recent national surveys have helped shed light on the relationship between alcohol and other drug use and suicidal behavior. A review of minimum-age drinking laws and suicides among youths age 18 to 20 found that lower minimum-age drinking laws was associated with higher youth suicide rates. In a large study following adults who drink alcohol, suicide ideation was reported among persons with depression. In another survey, persons who reported that they had made a suicide attempt during their lifetime were more likely to have had a depressive disorder, and many also had an alcohol and/or substance abuse disorder. In a study of all nontraffic injury deaths associated with alcohol intoxication, over 20 percent were suicides.

In studies that examine risk factors among people who have completed suicide, substance use and abuse occurs more frequently among youth and adults, compared to older persons. For particular groups at risk, such as American Indians and Alaskan Natives, depression and alcohol use and abuse are the most common risk factors for completed suicide. Alcohol and substance abuse problems contribute to suicidal behavior in several ways. Persons who are dependent on substances often have a number of other risk factors for suicide. In addition to being depressed, they are also likely to have social and financial problems. Substance use and abuse can be common among persons *prone* to be impulsive, and among persons who engage in many types of high risk behaviors that result in self-harm. Fortunately, there are a number of effective prevention efforts that reduce risk for substance abuse in youth, and there are effective treatments for alcohol and substance use problems. Researchers are currently testing treatments specifically for persons with substance abuse problems who are also suicidal, or have attempted suicide in the past.

What does “suicide contagion” mean, and what can be done to prevent it ?

Suicide contagion is the exposure to suicide or suicidal behaviors within one's family, one's peer group, or through media reports of suicide and can result in an increase in suicide and suicidal behaviors. Direct and indirect exposure to suicidal behavior has been

shown to precede an increase in suicidal behavior in persons at risk for suicide, especially in adolescents and young adults.

The risk for suicide contagion as a result of media reporting can be minimized by factual and concise media reports of suicide. Reports of suicide should not be repetitive, as prolonged exposure can increase the likelihood of suicide contagion. Suicide is the result of many complex factors ; therefore media coverage should not report oversimplified explanations such as recent negative life events or *acute* stressors. Reports should not divulge detailed descriptions of the method used to avoid possible duplication. Reports should not glorify the victim and should not imply that suicide was effective in achieving a personal goal such as gaining media attention. In addition, information such as hotlines or emergency contacts should be provided for those at risk for suicide.

Following exposure to suicide or suicidal behaviors within one's family or peer group, suicide risk can be minimized by having family members, friends, peers, and colleagues of the victim evaluated by a mental health professional. Persons deemed at risk for suicide should then be referred for additional mental health services.

FROM "THREE MEN IN A BOAT"
BY JEROME K. JEROME

I remember going to the British Museum one day to read up the treatment for some slight ailment of which I had a touch – hay fever, I fancy it was. I got down the book, and read all I came to read ; and then, in an unthinking moment, I idly turned the leaves, and began to indolently study diseases, generally. I forget which was the first distemper I plunged into – some fearful, devastating scourge, I know – and, before I had glanced half down the list of "premonitory symptoms," it was borne in upon me that I had fairly got it.

I sat for awhile, frozen with horror ; and then, in the listlessness of despair, I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever, must have had it for months without knowing it – wondered what else I had got ; turned up St. Vitus's Dance – found, as I expected, that I had that too, – began to get interested in my case, and determined to sift it to the bottom, and so started alphabetically – read up ague, and learnt that I was sickening for it, and that the acute stage would commence in about another fortnight. Bright's disease, I was relieved to find, I had only in a modified form, and, so far as that was concerned, I might live for years. Cholera I had, with severe complications ; and diphtheria I seemed to have been born with. I plodded conscientiously through the twenty-six letters, and the only malady I could conclude I had not got was housemaid's knee.

I felt rather hurt about this at first ; it seemed somehow to be a sort of slight. Why hadn't I got housemaid's knee ? Why this invidious reservation ? After a while, however, less grasping feelings prevailed. I reflected that I had every other known malady in the pharmacology, and I grew less selfish, and determined to do without housemaid's knee. Gout, in its most malignant stage, it would appear, had seized me without my being aware of it ; and zymosis I had evidently been suffering with from boyhood. There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.

I sat and pondered. I thought what an interesting case I must be from a medical point of view, what an acquisition I should be to a class ! Students would have no need to "walk the hospitals," if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my

heart. I could not feel my heart. It had stopped beating. I have since been induced to come to the opinion that it must have been there all the time, and must have been beating, but I cannot account for it. I patted myself all over my front, from what I call my waist up to my head, and I went a bit round each side, and a little way up the back. But I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye, and tried to examine it with the other. I could only see the tip, and the only thing that I could gain from that was to feel more certain than before that I had scarlet fever.

I had walked into that reading-room a happy, healthy man. I crawled out a decrepit wreck.

I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy I'm ill ; so I thought I would do him a good turn by going to him now. "What a doctor wants," I said, "is practice. He shall have me. He will get more practice out of me than out of seventeen hundred of your ordinary, commonplace patients, with only one or two diseases each." So I went straight up and saw him, and he said:

"Well, what's the matter with you ?"

I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is brief, and you might pass away before I had finished. But I will tell you what is NOT the matter with me. I have not got housemaid's knee. Why I have not got housemaid's knee, I cannot tell you ; but the fact remains that I have not got it. Everything else, however, I HAVE got."

And I told him how I came to discover it all.

Then he opened me and looked down me, and clutched hold of my wrist, and then he hit me over the chest when I wasn't expecting it – a cowardly thing to do, I call it – and immediately afterwards butted me with the side of his head. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out.

I did not open it. I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back.

He said he didn't keep it.

I said:

"You are a chemist ?"

He said:

"I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you. Being only a chemist hampers me."

I read the prescription. It ran:

"1 lb. beefsteak, with

1 pt. bitter beer every 6 hours.

1 ten-mile walk every morning.

1 bed at 11 sharp every night.

*And don't stuff up your head
with things you don't understand."*

I followed the directions, with the happy result – speaking for myself – that my life was preserved, and is still going on.

THE HEALTH AND SICKNESS CARDS

Flashcard game

This flashcard game is created to teach the more complicated vocabulary related to health issues.

To play the game, you will need to print off two of each card and either laminate them or put a cardboard backing behind them.

Variation

After the students get good at it, you can make them give some advice before they can get a point:

S T U D E N T 1: Is something wrong with your body ?

S T U D E N T 2: Yes, there is.

S T U D E N T 1: Do you have sunburn ?

S T U D E N T 2: Yes, I do.

S T U D E N T 1: You'd better put on some lotion.

How to play

The game is basically "Fish", but with a catch to try to get more language production from students. There are three ailments for each part of the body. Students first ask a question to find out, if another student has a problem with the same body part. If the other student says yes, then the first student asks again to see if they have the same problem. If they do then the first student gets the pair and gets 1 point. There are three possible interaction cases in this version of fish:

Student one chooses another student (say student two) and asks if something is wrong:

Case 1

S T U D E N T 1: Is something wrong with your eye ?

S T U D E N T 2: No, there isn't.

Since student two doesn't have the card student one is looking for, student one picks a card from the deck. Then the next player takes a turn.

Case2

S T U D E N T 1: Is something wrong with your head ?

S T U D E N T 2: Yes, there is.

S T U D E N T 1: Do you have a bump ?

S T U D E N T 2: No, I don't

Since student two doesn't have the card student one is looking for, student one picks a card from the deck. Then the next player takes a turn.

Case 3

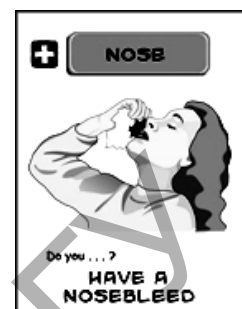
S T U D E N T 1: Is something wrong with your nose ?

S T U D E N T 2: Yes, there is.

S T U D E N T 1: Do you have a nosebleed ?

S T U D E N T 2: Yes, I do.

Student two has the card that student one is looking for, so student one takes the card, makes a pair, and gets 1 point. Then the next player takes a turn.







101 WAYS TO COPE WITH STRESS

(Courtesy of the Tripler Army Medical Center, Honolulu, Hawaii)

Look through the following list. Which of the ways do you follow gladly? Which of the actions you've never performed? Which of them you'll never follow? Which of them sound interesting/ stupid/ weird/unnatural/ impossible to follow/reliable/helpful?

1. Get up 15 minutes earlier.
2. Prepare for the morning the night before.
3. Avoid tight fitting clothes.
4. Avoid relying on chemical aids.
5. Set appointments ahead.
6. Don't rely on your memory ... write it down.
7. Practice preventive maintenance.
8. Make duplicate keys.
9. Say "no" more often.
10. Set priorities in your life.
11. Avoid negative people.
12. Use time wisely.
13. Simplify meal times.
14. Always make copies of important papers.
15. Anticipate your needs.
16. Repair anything that doesn't work properly.
17. Ask for help with the jobs you dislike.
18. Break large tasks into bite size portions.
19. Look at problems as challenges.
20. Look at challenges differently.
21. Unclutter your life.
22. Smile.
23. Be prepared for rain.
24. Tickle a baby.
25. Pet a friendly dog/cat.
26. Don't know all the answers.
27. Look for a silver lining.
28. Say something nice to someone.
29. Teach a kid to fly a kite.
30. Walk in the rain.
31. Schedule play time into every day.
32. Take a bubble bath.
33. Be aware of the decisions you make.
34. Believe in yourself.
35. Stop saying negative things to yourself.
36. Visualize yourself winning.
37. Develop your sense of humour.
38. Stop thinking tomorrow will be a better today.
39. Have goals for yourself.
40. Dance a jig.
41. Say "hello" to a stranger.
42. Ask a friend for a hug.

43. Look up at the stars.
44. Practice breathing slowly.
45. Learn to whistle a tune.
46. Read a poem.
47. Listen to a symphony.
48. Watch a ballet.
49. Read a story curled up in bed.
50. Do a brand new thing.
51. Stop a bad habit.
52. Buy yourself a flower.
53. Take time to smell the flowers.
54. Find support from others.
55. Ask someone to be your "vent-partner".
56. Do it today.
57. Work at being cheerful and optimistic.
58. Put safety first.
59. Do everything in moderation.
60. Pay attention to your appearance.
61. Strive for Excellence NOT perfection.
62. Stretch your limits a little each day.
63. Look at a work of art.
64. Hum a jingle.
65. Maintain your weight.
66. Plant a tree.
67. Feed the birds.
68. Practice grace under pressure.
69. Stand up and stretch.
70. Always have a plan "B".
71. Learn a new doodle.
72. Memorize a joke.
73. Be responsible for your feelings.
74. Learn to meet your own needs.
75. Become a better listener.
76. Know your limitations and let others know them, too.
77. Tell someone to have a good day in pig Latin.
78. Throw a paper airplane.
79. Exercise every day.
80. Learn the words to a new song.
81. Get to work early.
82. Clean out one closet.
83. Play patty cake with a toddler.
84. Go on a picnic.
85. Take a different route to work.
86. Leave work early (with permission).
87. Put air freshener in your car.
88. Watch a movie and eat popcorn.
89. Write a note to a far away friend.
90. Go to a ball game and scream.
91. Cook a meal and eat it by candlelight.
92. Recognize the importance of unconditional love.
93. Remember that stress is an attitude.

94. Keep a journal.
95. Practice a monster smile.
96. Remember you always have options.
97. Have a support network of people, places and things.
98. Quit trying to fix other people.
99. Get enough sleep.
100. Talk less and listen more.
101. Freely praise other people.

BONUS. Relax, take each day at a time ... you have the rest of your life to live ?

Репозиторий Баргу

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Учебное издание

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**Учебно-методическое пособие
для студентов лингвистических специальностей**

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Подписано в печать 08.07.2010.
Формат 60 × 84 1/8. Бумага офсетная.
Гарнитура Arial. Отпечатано на ризографе.
Усл. печ. л. 11,86. Уч.-изд. л. 5,43.
Заказ 98. Тираж экз.

ЛИ 02330/0552803 от 09.02.2010

Издатель и полиграфическое исполнение:
учреждение образования
«Барановичский государственный университет»,
225404, г. Барановичи, ул. Войкова, 21.

Репозиторий Баргу