



- talk about unexpected events
- ask for help and make suggestions
- describe common health problems
- find your way around a hospital
- talk to medical professionals
- ask for repetition or an explanation

1 Oh dear!

a Look at the picture. What do you think is the problem? What would you say in this situation? Talk to a partner.

Congratulations!

Oh dear!

Oh no!

Wow!

What a nightmare!

What a shame!

b What other problems can tourists have? Discuss in groups and make a list in class.

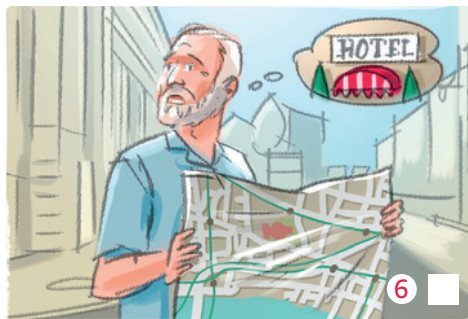
2 Everything went wrong

a Simon loves to travel. But his last holiday didn't go as planned. What happened? Match the phrases to the pictures. Two of them don't fit. Then compare in class.

a luggage didn't arrive ■ b car broke down ■ c lost his way in town

d lost his tablet ■ e airline cancelled his flight ■ f missed his flight

g pickpocket stole his wallet ■ h slipped on a banana skin and fell



b In pairs, take turns describing the situations in the pictures above. Guess which picture your partner means.

■ In this picture, Simon ... ▲ It must be picture ...

c What can you do to solve the problems in 2a? Brainstorm with a partner. Then make short conversations.

- What's wrong?
- ▲ A pickpocket has stolen my wallet.
- Oh, dear! You should contact the police.

3 I could use your help

CD 1/37

a What is Simon looking for? Which places does he call to find it? Listen and find out.

CD 1/38

b Now listen to the full conversations. Tick the correct answers and compare.

- What did Trisha not find?
 a keys b a pair of glasses c false teeth d an umbrella
- Which number should Simon call?
 a 5777 8660 b 5577 8668 c 5577 8660
- Which description doesn't fit Simon's tablet?
 a It's black. b It's a 10-inch tablet. c It has a sticker on it.
- What happens in the end?
 a George falls and hurts himself. b Simon falls and hurts himself.
 c The tablet falls on the ground and breaks.



CD 1/39

c Listen and tick the phrases that the speakers use.

- Can I ask you to Could you possibly check and see if it's there?
- Would you mind giving Can you give me their number?
- Do you have a minute time? I need some help could use your help.
- Could you do me Can I ask you a favour?

d Fill in the gaps with some of the words in 3c. Then write a similar dialogue with a partner and present it to the class.

■ Excuse me, I _____
 _____ 1 your help.

▲ What can I do for you?

■ I'm looking for my glasses.
 Could you _____ 2
 check and see if they're there?

▲ Sure, I'd be glad to.
 Just one second.

● Excuse me, could you
 _____ me a _____ 3?

♥ Sure. How can I help you?

● It's very hot in here.
 _____ you _____ 4
 opening the window?

♥ No, not at all.

INFO

- **Would you mind checking?**
 ▲ No, not at all.
 =
 ■ **Could you check, please?**
 ▲ Yes, of course.

4 It's your turn

a Work in pairs. Think of four problems and write them on a card each. Then exchange cards with another pair.

b Put the cards face down on the table. Student A takes a card, describes his or her problem and asks Student B for help. Student B responds.



Do you remember?

With a partner, make questions with *Would you mind ...?*

call me a taxi | help me with my luggage | close the door | fill in this form | ...

- Would you mind calling me a taxi? ▲ No, not at all.

5 He's a walking disaster

- a Complete the sentences, then match them to Simon's injuries. Compare in class. Why do you think Simon's friends jokingly call him a *walking disaster*?

ankle | bit | broke | cut | eye | foot | knee | sting

1 I have a bee

on my ear.

2 I _____

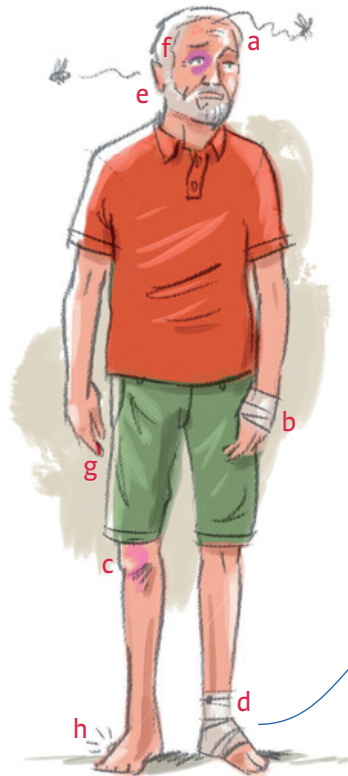
my finger.

3 I twisted my

_____.

4 I have a blister on

my _____.



5 A mosquito

_____ me on

my forehead.

6 I have a black

_____.

7 I _____

my wrist.

8 I sprained my

ankle _____.

- b Look at 5a again. Which body parts can you find in the sentences above? What other body parts can you name? Make a list in class.

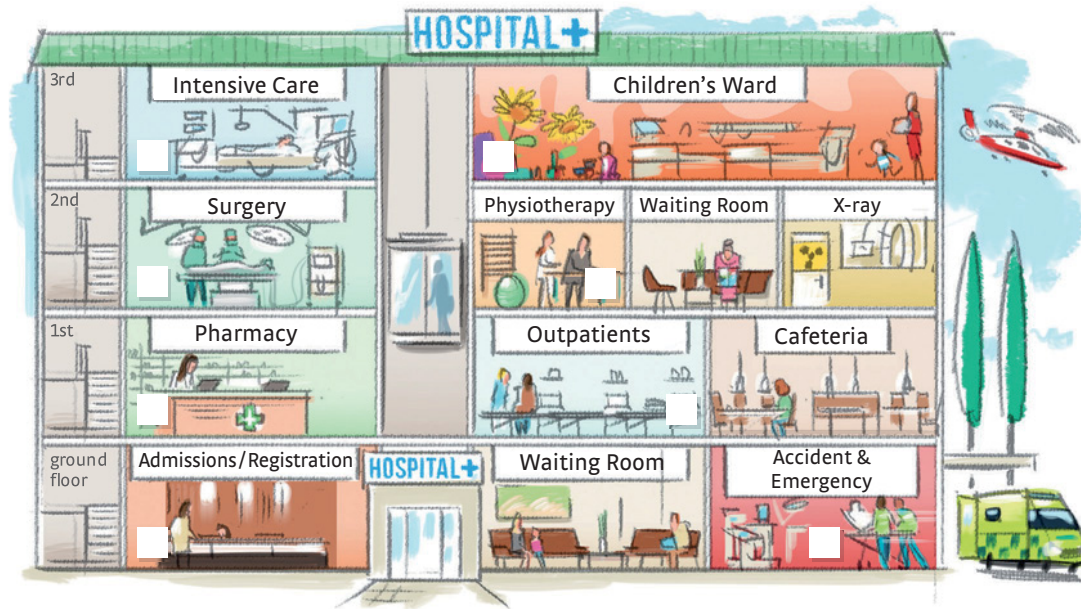
6 How do I get there?

- a Imagine the following situation: You have one of the injuries above. How can these people help you? Discuss in class.

1 receptionist | 2 nurse | 3 physiotherapist | 4 surgeon | 5 paramedic | 6 pharmacist

- CD 1/40 b Where is Simon now? Who is he talking to? Listen and find out.

- c In pairs, match the people from 6a to the rooms where they work in a hospital.



CD 1/41

- d Simon is asking for directions. Listen and tick the words or phrases that you hear.

go out on your left turn left go upstairs walk through
go past in front of continue walking behind next to

- e How does Simon get to the X-ray room? Listen again and put the sentences in order. Then compare with a partner.

- | | |
|---|--|
| <input type="checkbox"/> Go past the physiotherapy rooms. | <input type="checkbox"/> Continue walking until you get to a small waiting area. |
| <input type="checkbox"/> Walk through the double doors. | <input type="checkbox"/> Take the lift to the second floor. |
| <input type="checkbox"/> Go through the glass door and turn left. | |

- f In pairs, look at the hospital in 6c again. Ask for directions and respond.

- Excuse me, I'm looking for ... ▲ Take the lift up to the ... floor. ... is on the ...

7 It's your turn

- a With a partner, draw a hospital building. Include the following: pharmacy, children's ward, X-ray room, physiotherapy room, cafeteria, gift shop. Decide how many floors the building should have.
- b Role-play short conversations with the hospital receptionist. Student A chooses a problem from the list on page 189 and describes it to Student B, the receptionist. Student B tells him or her where he or she needs to go and how to get there. Swap roles after each conversation.



Do you remember?

Work with a partner. Look at Part B again and write down six words or phrases that you want to remember. Student A chooses a word from the list and uses it in a question. Student B answers. Take turns.

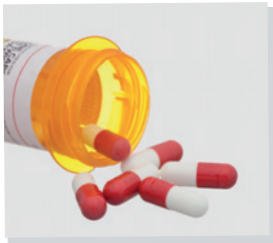
- Where do paramedics work?
- ▲ Paramedics work in hospitals and ambulances.

paramedic
ankle
...

8 How do you treat this injury?

- a What are the names for these treatment options? Write the words under the pictures.

acupuncture | ice pack | injection | painkillers



1 _____ 2 _____ 3 _____ 4 _____

- CD 1/42 b Listen to the doctor's diagnosis of Simon's problem. What kind of treatment do you think he will recommend? Discuss the options below with a partner and tick the boxes.

- have physiotherapy
- drink some herbal tea
- have acupuncture
- have an injection
- rest your ankle
- have surgery
- take painkillers
- put an ice pack on your ankle



- CD 1/43 c Now listen to the full conversation and check if you were right.
d Work in pairs. Talk about health problems and suggest something that might help.

I can't sleep.

I have a headache.

I twisted my knee.

My back/tooth hurts.

- I can't sleep. What kind of treatment do you think I need?
- ▲ I recommend acupuncture. I think it will help you.

9 Sorry, I didn't catch that

CD 1/44

- a** Listen to the conversation. What is the situation?
Talk about it in class.

CD 1/45

- b** Match the words to the definitions. Then listen to the second part of the conversation and check if you were right.

1 to heal

2 plaster

3 prescription

- a** It's usually white and doctors use it to hold a broken bone in place.
b An injury becomes healthy again.
c A piece of paper that you give to the pharmacist to get your medicine.



- c** What can you say when you don't understand something?
Put the sentences in order. Then listen again and check.

say that can you Sorry, please again, ?

1

understand I don't quite "heal" Sorry, the word

2

prescription a What's ?

3

I the last catch didn't word

4

- d** Imagine you're in the waiting area of a hospital and you are talking to another patient. Student A uses the three words from 9b, Student B asks for the meaning of the words. Student A explains.

- I broke my leg a few days ago. It's now in plaster.
- ▲ Sorry, I don't quite understand the word "plaster".
- Plaster? Oh, it's what doctors use to hold a broken bone in place.



10 It's your turn

Work with a partner. Create conversations similar to the ones in 9d. You can use the words and definitions on page 191 or your own ideas.



Do you remember?

Read the two sentences below and cross out the word that doesn't fit. In which situation would you use these sentences? Can you think of another sentence that you could use in this situation? Discuss in pairs.

- 1 Sorry, I didn't **listen/catch** the last word. Could you repeat it?
- 2 Sorry, I don't **quite/quiet** understand the word "heal". Can you explain it?

11 While I was waiting ...

a Read the email quickly. How would you describe this email?

- sad and hopeless positive and optimistic looking on the bright side

Hi Marty,

I've just read your email. I can't believe that you broke your big toe (again!) when you were playing soccer! A broken toe is no fun, especially in the summer when you want to do things outside!

I've had some bad luck too, recently. Last week a pickpocket stole my wallet while I was taking a nap in the park. But that's not all! I also lost my tablet – and then I slipped on a banana skin while hurrying to the lost property office to pick it up! I fell and landed flat on the pavement. I couldn't get up because my foot hurt so badly. Somebody called an ambulance, and while I was waiting, a little old lady brought me a cup of tea. That was nice!

Luckily, I only have a sprained ankle. The doctor bandaged my foot, gave me some painkillers and sent me back to my hotel. So here I am watching one silly TV show after the other. Maybe you should do the same. I think we both deserve a little rest and now we have a good excuse!

Hope to see you on your feet again soon!

Simon

b Read the statements below and mark them true or false. Then compare with a partner.

- | | true | false |
|---|-----------------------|-----------------------|
| 1 Both Simon and Marty have a broken bone. | <input type="radio"/> | <input type="radio"/> |
| 2 Marty got hurt while he was doing sports. | <input type="radio"/> | <input type="radio"/> |
| 3 Simon went to the hospital by taxi. | <input type="radio"/> | <input type="radio"/> |
| 4 Simon had to spend the night in the hospital. | <input type="radio"/> | <input type="radio"/> |

- c** Look at the second sentence in Simon's email. There are two actions in this sentence. Underline them in different colours and answer the questions.

- 1 Which of the two actions is short? Which is longer?
- 2 Does the action happen in the past or in the present?
- 3 Which verb form (*past simple* or *past continuous*) do you use to describe each action?

- d** Read the email again and find two more sentences that are similar to the example in 11c. Underline the two actions in each sentence and discuss them with a partner.

- e** Complete the sentences about things that happened to Simon during his trip to London. Use the correct form of the verbs below.

fall ∴ sleep ∴ talk ∴ try (2x) ∴ wake up

- 1 He **lost** his way when he _____ to find St Paul's Cathedral.
- 2 While he _____ to find his way, he **saw** a park and decided to rest.
- 3 He _____ asleep while he was reading a newspaper on the park bench.
- 4 While he _____, a mosquito bit him.
- 5 When he _____, a policeman was standing over him and saying, "You can't sleep in the park!"
- 6 While the policeman _____, Simon discovered that his wallet wasn't there.



- f** Read the sentences in 11e again and take notes of the most important details. Then cover the sentences. With a partner, take turns asking and answering questions about what happened to Simon. Use your notes.

- What was Simon doing when he lost his way?
- ▲ He was trying to find St Paul's.

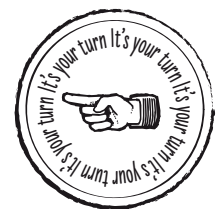
12 It's your turn

Use one of the ideas to write a short story with a partner. Then present it to the class.

break down – drive to work ∴ fall asleep – wait for flight

lose key – work in the garden

My car broke down when I was driving to work. While I was ...





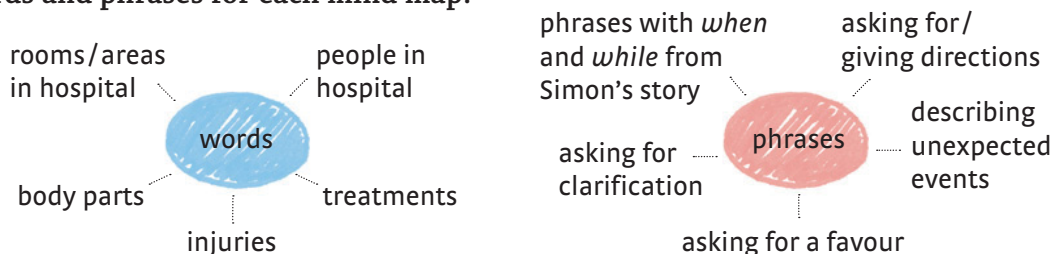
Aim: to create and then play a board game and revise what you have learned in this unit

Therefore, you will:

- collect words and phrases in groups
- create and play a board game
- review grammar and vocabulary



While I was walking around ...

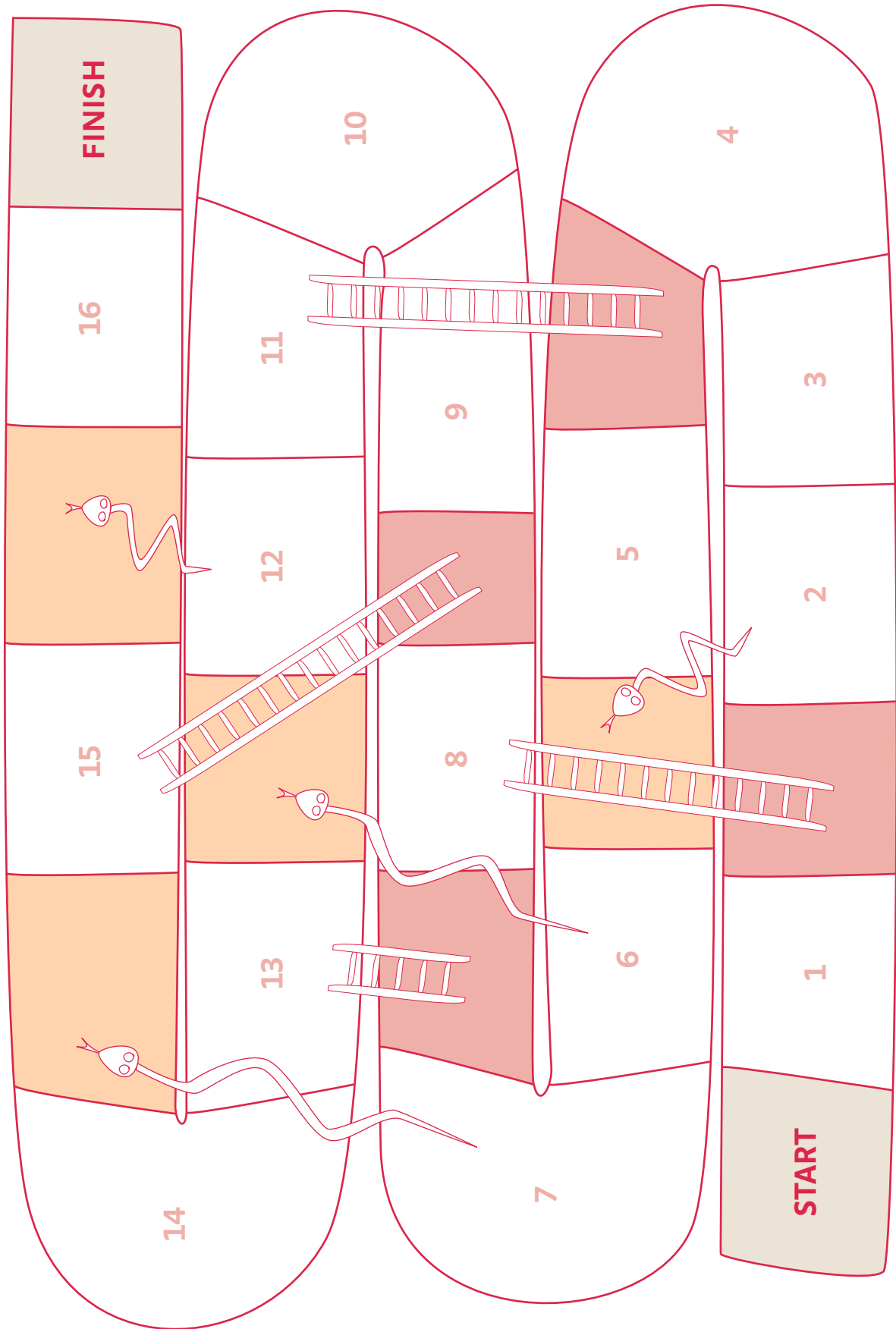
- a** Work in small groups. In your group, look through the unit and collect interesting words and phrases for each mind map.



- b** Still in your groups, design 16 tasks to test the words and phrases you collected in a. Write them in the squares of the board game on page 67 and note down the answers to your questions on a piece of paper.

Name three rooms or areas in a hospital.
 What is the body part above your foot?
 Describe a problem and ask someone for help.
 Finish this sentence: "When I was having breakfast, ..."

- c** Show your games to your teacher who will give you feedback.
- d** Exchange your board game and the answers with another group and play the new game.
- The aim of the game is to complete the tasks and to reach FINISH before anyone else.
 - Each player puts a counter on START.
 - Toss a coin to move your counter: heads  is one square forward, tails  two squares.
 - If you land on a square with a task, you have to complete the task.
 - The player on your right checks if your answer is right. You miss a turn if your answer isn't correct.
 - If you land on a space with a snake's head, slide down to another square and do the task there.
 - If you land on a space with a ladder, climb up and do the task.
- e** What language and facts do you remember from this unit? Tell each other in class.



DID YOU KNOW?

Have a break – have a cuppa!

Polly, put the kettle on is a well-known children’s nursery rhyme (*Kinderreim*) written more than 200 years ago. “Putting the kettle on” can mean only one thing: it’s time for a cup of tea! The British drink more than 900 cups of tea a year per person at any time of day – morning, noon or night. After the TV programme *Eastenders* finishes every evening, electricity use in Britain goes up dramatically for a few minutes because around 1.75 million kettles (*Wasserkessel, -kocher*) are put on to make tea! But, for the British, tea is not only



the favourite drink for breaks, it’s also the perfect “medicine” in a crisis. Get a shock? Have an accident? Family argument (*Streit*)? Don’t worry, have a cup of tea – maybe even add some

sugar – and you’ll feel better! Although some health experts argue that lots of tea is not good for you, scientists (*Wissenschaftler*) have found that it can reduce stress and make you feel calmer. Whatever the problem, a Brit will make you a “cuppa”! Just watch *Eastenders* – a soap opera about every-day life in London’s East End – and you’ll see: Every time something bad happens, you’ll probably hear the words “Sit down, love. I’ll put the kettle on!” Just like someone asked Polly to do long ago!

Just what the doctor ordered

Sirens. An ambulance comes to a screeching halt (*kommt mit quietschenden Reifen zum Stehen*) in front of the emergency entrance of the hospital. The doors fly open. Doctors come rushing out ... and millions of people are watching. Medical dramas such as *Grey’s Anatomy*, *Emergency Room (ER)*, *House* or *New Amsterdam* are very popular around the world. But why is it that we are so fascinated by TV programmes about hospitals and doctors? Medical dramas are full of excitement, romance and – sometimes – even humour.

Doctors and nurses fall in love with other doctors and nurses while they are saving lives and solving mysterious medical problems at the same time. As viewers (*Zuschauer*), we are like a fly on the wall (*Mäuschen spielen*): We get to see what happens behind the closed doors of operating theatres (*Operationssäle*) and watch people go through situations that we haven’t experienced before. We identify with the characters in the show and share moments of intense sadness, hope, fear and joy. Medical dramas make us cry, they make us laugh, and – most importantly – they make us feel like anything is possible. So, whenever you need a little drama in your life, there’s nothing better than watching a good hospital show. But be careful: It might be addictive (*süchtig machen*)!



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