# Unit 4 Taking Care of Yourself

| | | |
|---|---|---|
| WARM-UP | Students discuss types of pain and routine medical procedures, and read illustrated conversations about illness between colleagues and between a doctor and patient. | |
| LESSON 1<br>**Explain why you can't come to work or class** | ***Vocabulary*** | Symptoms and conditions |
| | ***Grammar*** | The past perfect |
| LESSON 2<br>**Express wishes and regrets** | ***Grammar*** | *Wish* to express regrets and desires |
| LESSON 3<br>**Recommend treatments and medications** | ***Vocabulary*** | Types of medications |
| | ***Listening skills*** | Listen for main ideas; Listen for details |
| | ***Pronunciation*** | Intonation of lists |
| LESSON 4<br>**Compare approaches to health care** | ***Reading skills*** | Find supporting details; Apply real-world knowledge; Relate to personal experience |
| | ***Writing*** | Write a comparison of two approaches to health care |
| INTERACTIVE COOL DOWN | *Lights! Cameras!* | |

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

## *Warm-Up*

Suggested time: 6 minutes | Your time:

- Give Ss time to look at the photos. Ask, *What's the difference between a pain and an ache?* (Both hurt people, but a pain hurts more than an ache.)
- Point to the prompt *some other kind of pain?* Ask Ss what other kinds of pain they can think of. (For example: elbow)
- Direct Ss' attention to the woman's statement at the bottom and read it. Ask, *What type of pain is she talking about?* (knee pain) Say, *She's explaining why she has knee pain.* Encourage Ss to give more details about their pain as they discuss it.
- Form pairs. Have Ss take turns asking and answering the questions. Monitor and assist as needed.
- Bring the class together. By a show of hands, find out how many Ss have experienced the different types of pain.

**OPTION** To check understanding, have Ss close their books. Clutch your shoulder, grimace, and ask, *What kind of pain do I have?* (shoulder pain) Continue acting out pain in your neck, lower back, ankle, and knee, and having Ss call out the kind of pain.

**LANGUAGE AND CULTURE** A person can *be a pain in the neck* (a person who causes trouble for someone else) or *have a pain in the neck* (a symptom of something wrong with the person's neck).


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UNIT 4

# Taking Care of Yourself

*Warm-Up*

**Have you ever had . . .**
















SOME OTHER KIND OF PAIN?




UNIT 4 COMMUNICATION GOALS

**Lesson 1**
Explain why you can't come to work or class

**Lesson 2**
Express wishes and regrets

**Lesson 3**
Recommend treatments and medications

**Lesson 4**
Compare approaches to health care



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## Topic Warm-Up

**A** MEDICAL PROCEDURES | Complete the questionnaire.

### WHICH OF THESE **PROCEDURES** SCARE YOU?

**Rate each procedure as follows:**

Doesn't scare me at all. | I'm not sure. | Makes me a little nervous. | Terrifies me!



a medical checkup



a dental examination



an eye test



an X-ray



a shot



a blood test



a filling



surgery

**B** VOCABULARY | Medical procedures | Listen and repeat.

**C** PAIR WORK | Compare your responses to the questionnaire. Explain your responses.

> "Most of the procedures don't scare me. But, to be honest, surgery terrifies me. I hope I never need that!"

**D** GROUP WORK | Which procedures made the most group members nervous or terrified? Why?


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# Topic Warm-Up

## A MEDICAL PROCEDURES

Suggested time: 7 minutes | Your time:

- Read the exercise heading. Elicit the meaning of *procedure*. (a series of steps in a definite order to accomplish something)
- Give Ss time to look through the photos and captions. If appropriate, ask questions to confirm understanding of the procedures shown. For example, ask:
  *What's the difference between a medical checkup and a dental examination?* (In a medical checkup, a doctor checks your health. In a dental examination, a dentist checks your teeth.)
  *What does an X-ray show?* (bones and organs inside your body)
  *Why do people get shots?* (to protect them from illness)
  *What happens in a blood test?* (A medical worker takes some of your blood to check it.)
  *When do you have to get a filling?* (when you have a cavity in your tooth)
- Have Ss read the title and the directions of the questionnaire. Point to the rating scale and tell Ss to circle one of the feelings for each procedure.
- Have Ss work individually to complete the questionnaire.

**LANGUAGE AND CULTURE**

- A *checkup* and an *examination* (or *exam*) are basically the same. However, the term *checkup* would more likely be used for an annual routine visit to the doctor, while *examination* would be used for any visit to a doctor in which the doctor observes your current condition.
- You can use the verbs *get* or *have* with most of these medical procedures. Common collocations include: *get / have a checkup; get / have an examination*; *have an eye test; get / have an X-ray; get / have a shot; get / have a blood test; get a filling; have surgery*
- You can say *I'm having surgery* or *I'm having an operation*. In spoken American English, *surgery* is used more frequently.

## B VOCABULARY

Suggested time: 2 minutes | Your time:

- Play the audio and have Ss listen and repeat the names of the medical procedures.

## C PAIR WORK

Suggested time: 7 minutes | Your time:

- Read the directions and the example. To expand on this response, ask, *Does surgery terrify anyone else?* If Ss raise their hands, ask them to explain why. Alternatively, say, *Surgery terrifies me, too,* and explain why.
- Form pairs. Tell Ss to find out what they do and don't have in common. Monitor the conversations to check that Ss are explaining their responses.

## D GROUP WORK

Suggested time: 7 minutes | Your time:

- Have the pairs from Exercise C join two other pairs to form a group of six. Have each group discuss which procedures from Exercise A scared them the most.
- Bring the class together. Call on each group to say which procedure they find the scariest and why.

**EXTENSION** (+4 minutes) Write questions on the board to encourage the groups to extend their conversations. For example:
*Which procedures are the least scary?*
*Which are the least painful?*
*Who in the group has had the fewest of these procedures?*



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# Language Warm-Up

## A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures. Tell them they are going to listen to two conversations. The first one is between Mick and Nora, who are at a meeting in a hotel. The second one is between a doctor and Nora. Ask, *Where are the doctor and Nora?* (in the doctor's office)
- Point to the note about accents. Ask, *Who has an American accent?* (Mick) *Where's Nora from?* (a Spanish-speaking country) *Where's the doctor from?* (India) If appropriate, explain that Hindi is a language spoken in India.
- Play the audio and have Ss read and listen. To check comprehension, ask:
  *What's Nora's problem?* (an upset stomach)
  *Who is supposed to give a presentation today?* (Nora)
  *What does Mick suggest?* (Nora should do the presentation tomorrow and see a doctor today.)
  *What does the doctor say?* (She has a fever and probably a virus.)
  *What city are they in?* (New Orleans)
- Have Ss underline new vocabulary in the conversation. Remind them the phrases underlined in blue will be discussed in Exercise B. Invite questions about other words and their meanings.

**LANGUAGE AND CULTURE**

- The phrase *Better safe than sorry* is a shortened form of the saying *It's better to be safe than sorry.* It is used to advise someone not to take a risk that could lead to later regrets.
- The verbs *run* and *have* both go with *fever* and mean the same thing.

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss look at the Zoom-In conversation and find the first underlined expression. Elicit the meaning of *come down with.* (to get or experience) Say, *This is a phrasal verb that we use when we talk about an illness.*
- Form pairs and have Ss work together to guess the meanings of the underlined expressions. Monitor and assist as needed.
- Go over the answers with the class.

**Answers for Exercise B**

1. *Nora means she got or feels sick. She caught an illness.*
2. *Nora means that she couldn't sleep. She was moving around in the bed a lot.*
3. *Nora means that she was awake. It's an exaggerated expression that means her eyes didn't even "wink" (which means to close briefly).*

**TEACHING TIP** If Ss have access to dictionaries, encourage them to look up words and phrases they don't know when they cannot guess the meaning from the context. Tell Ss the following:

- Phrasal verbs, like *come down with*, do not usually have their own entries in a print dictionary but can be found at the end of the entry for the verb. In an online dictionary, Ss may need to scroll down to the end of the entry or type the phrasal verb into the search field.
- The definition of a phrase is usually found in the entry for its first content word (noun, verb, or adjective), but if Ss don't find it there, they should try another content word in the phrase. For example, *didn't sleep a wink* might be found in the entry for *sleep* or *wink.*

For practice, have Ss look up the phrasal verb *get over* and find the meaning that relates to illness.

## SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions and the example. Have Ss work individually to circle their answers in the chart.
- Form pairs. Have partners compare their responses. When partners have different responses, have them explain their reasons to each other.
- Monitor the conversations and assist as needed.
- Bring the class together. Ask, *What did you and your partner have in common? When did you and your partner respond differently?* Call on volunteers to respond and explain.

**EXTENSION** (+5 minutes) Ask Ss to raise their hands if they have ever had health problems in a foreign country. Depending on the number of hands raised, continue as follows:

- No hands raised: Form small groups. Tell each group to choose a country they're going to travel to. Ask, *What should you do to prepare? What medical supplies would you take with you? What would you do if you got hurt or sick there?* Write the questions on the board for Ss to refer to.
- One or a few hands raised: Ask, *Can you tell us more?* If they are willing, have the S or Ss describe their experiences. Encourage questions from the class.
- Several or many hands raised: Form as many small groups as there are Ss willing to tell their stories. Monitor the discussions and encourage questions.

4. *Mick means that she shouldn't do the presentation now. Instead, she should see a doctor as soon as possible.*
5. *The doctor means that she probably got the virus from someone else. Viruses are contagious, so they can pass from one person to the next.*
6. *The doctor means that many people have been getting sick with the virus.*
7. *The doctor doesn't think it was the food that caused Nora to feel sick.*
8. *The doctor means that Nora will be feeling better soon. She'll have more energy and be able to live as she usually does.*


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## Language Warm-Up

**A** ZOOM-IN | Read and listen to a conversation at an international meeting at a hotel. Notice the featured words and phrases.

**UNDERSTAND A VARIETY OF ACCENTS**
**Mick** = American English (standard)
**Nora** = Spanish
**Doctor** = Hindi








**Mick:** Good morning. . . . Nora, you don't look so well. Are you OK?

**Nora:** I woke up with an upset stomach. I think I've come down with some sort of virus . . . or maybe it was something I ate last night.

**Mick:** You mean, food poisoning? What did you have at the dinner?

**Nora:** The "New Orleans Catfish" special. Ugh . . . I can't even think about it . . .

**Mick:** Did you get any sleep?

**Nora:** Not really. I just tossed and turned in bed all night. And when the alarm went off, I realized I hadn't slept a wink.

**Mick:** No wonder you look so tired! Look, let's put off your presentation till tomorrow so you can go see a doctor instead, OK?

**Nora:** Oh, I don't think that's necessary. It's probably nothing serious.

**Mick:** Maybe. But better safe than sorry. I'm sure someone at the front desk can help you make an appointment.

**Nora:** You're probably right. I'll go talk to someone after I finish my tea.

**Doctor:** Well, you're definitely running a fever. I think you probably picked up a virus. There's been one going around lately.

**Nora:** So it wasn't anything I ate?

**Doctor:** I doubt it. A fever is usually a sign of a virus.

**Nora:** That's a relief. But I wish I hadn't gotten sick on my first trip to New Orleans!

**Doctor:** No worries. I'll give you something to settle your stomach. This bug usually lasts about twelve hours. So you'll be up and about in no time. But please call me if you aren't.

**B** UNDERSTAND FROM CONTEXT | With a partner, answer the questions about the featured language.

1 When Nora says she thinks she's "come down with something," what does she mean?
2 When Nora says she "tossed and turned all night," what does she mean?
3 When Nora says she didn't "sleep a wink," what does she mean?
4 When Mick suggests that Nora "put off" her presentation, what does he mean?
5 When the doctor says that Nora probably "picked up" a virus, what does she mean?
6 When the doctor says something's been "going around," what does she mean?
7 When the doctor says "I doubt it," what does she mean?
8 When the doctor says that Nora will be "up and about in no time," what does she mean?

*See page T39 for answers.*

**SPEAKING** PAIR WORK | If you had these health problems in a foreign country, would you see a doctor (or dentist) there? Complete the chart and compare responses.

| | | | | | |
|---|---|---|---|---|---|
| hurting an ankle | YES | NO | coming down with the flu | YES | NO |
| eating something that made you sick | YES | NO | having a bad headache | YES | NO |
| having a runny nose | YES | NO | having a bad cough | YES | NO |
| running a fever | YES | NO | breaking a tooth | YES | NO |

> "If I broke a tooth but I didn't have pain, I'd put off going to a dentist until I was home."

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# 1 COMMUNICATION GOAL

## Explain why you can't come to work or class

**A** VOCABULARY | Symptoms and conditions | Read and listen. Then listen again and repeat.



[feel / be] short of breath


[feel / be] dizzy


[feel / be] nauseous


throw up / vomit



sneeze


have a swollen [foot]


have a rash



have an itch


have a bruise

**Also**
have a stomachache
have a headache
have an earache
have a toothache
have a backache
have a sore throat
have a fever
have a cough
have a runny nose

**B** PAIR WORK | Have you ever had any of the symptoms and conditions in the Vocabulary? Tell your partner about it.

> "Last month, I was very sick. I felt really nauseous, and I couldn't come to class."

COACH **C** GRAMMAR | The past perfect

**Use the past perfect to clarify the time sequence of two events in the past. Form the past perfect with had + a past participle.**

When Lou's wife called him, he **had** already **seen** the doctor.



*(First, Lou went to the doctor for a checkup.)*



*(Then Lou's wife called him.)*

**The past perfect is often used with time markers such as by, already, and yet.**

I **had forgotten** my doctor's instructions by the end of my checkup.
The assistant **had** already **taken** the patient's X-rays when the dentist arrived.
When I called the hospital, my dad's surgery **hadn't begun** yet.

**Note: In informal speech, you can use the simple past tense instead of the past perfect when the order of events is clear.**

Eva **had** (OR **had had**) lots of dental problems before she started seeing the dentist regularly.

**GRAMMAR EXPANDER** p. 132
Verb usage: present and past (overview)

**D** PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

**E** NOTICE THE GRAMMAR | Find an example of the past perfect in Zoom-In on page 39.

*And when the alarm went off, I realized I hadn't slept a wink. / But I wish I hadn't gotten sick on my first trip to New Orleans!*


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# LESSON 1 Explain why you can't come to work or class

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Elicit the meaning of *symptom* (something wrong with your body that shows you have an illness) and *condition* (an illness that affects you for a long time). Ask, *What are some symptoms of a cold?* (sore throat, stuffy nose, cough)
- Give Ss time to look at the pictures and read the captions.
- Play the audio and have Ss read and listen. Have them listen again and repeat. Ask if there are questions about word meanings.
- Direct Ss' attention to the **Also** box. Read the phrases and have Ss repeat. If Ss do not remember them, you can act the phrases out or use the digital vocabulary flashcards from Unit 3 of TNAC Level 1.

**LANGUAGE AND CULTURE** A *condition* is not always an illness. For example, pregnancy is a condition. *Condition* is also used to report someone's state of health; hospital patients can be in good, fair, serious, or critical condition.

## B PAIR WORK

Suggested time: 7 minutes | Your time:

- Read the directions and the example. Remind Ss not to forget the symptoms and conditions in the **Also** box.
- Form pairs. Monitor and assist as needed.

## C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the rule about how the past perfect is formed. Write on the board:

  *When Lou's wife called him,*
  *had + PAST PARTICIPLE*

  *he had already seen the doctor.*

  Ask, *Which verb is in the past perfect?* (had seen) *What about the verb* called? (It's in the simple past.)
- Write on the board:

  *PAST ←----------•----------•--------X--------→ FUTURE*
  *9 A.M. 10 A.M. NOW*

- In the grammar chart, point to the illustration on the left. Say, *First, Lou saw the doctor.* Point to the illustration of the phone call. Say, *Then Lou talked to his wife.* Point to 10 A.M. on the board and say, *When Lou's wife called him;* point to 9 A.M. and continue, *he had already seen the doctor.*
- Under 9 A.M. on the board, write *earlier event,* and below it, write *Past perfect.* Under 10 A.M., write *later event,* and below it, write *Simple past.*
- Have Ss read the second rule and the example sentences with *by, already,* and *yet.* Tell Ss to use *by* + a point in time (a time, a day of the week, etc.). *By* means *before.*
- Circle *already* in the example sentence on the board. Say, Already *follows* had *in affirmative statements.*
- Explain that *yet* shows that an action is not yet complete. It can follow *hadn't* or go at the end of a negative statement.
- Have Ss read the **Note.** Write the example on the board, underlining *Eva had* and *she started.* Ask, *Which happened first?* Write *1* above *Eva had.* Write *2* above *she started.* Tell Ss that the order of the events in this sentence matches the order of events in time. The order is clear to the listener, and the past perfect isn't necessary.

**EXTENSION** (+5 minutes) Have Ss draw a timeline of their own life and mark several past events on it. Tell them to write three sentences about their own lives using the past perfect and the simple past. They can use *when* or *by the time* to introduce the later event. Form pairs and have Ss share their timelines and sentences. Monitor and check Ss' sentences for accuracy.

**GRAMMAR EXPANDER** (optional, pages T132–133)

## D PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss listen and repeat the examples in the chart.

## E NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss turn to the Zoom-In conversation on page 39, find the first example they see of the past perfect, and raise their hands when they're done. Meanwhile, draw a timeline on the board with two dots marking two past actions.
- Ask, *What's the first example of the past perfect?* (hadn't slept) *What are the other verbs in the sentence?* (went off, realized) Point to the earlier dot on the timeline and ask, *What happened first?* (Nora didn't sleep)
- If Ss point out that the past perfect also occurs in the sentence *I wish I hadn't gotten sick*, say, *We'll study the past perfect with* wish *in Lesson 2.*



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## F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Bring the class together and go over the answers. To clarify, draw a timeline on the board, marking dots for two past actions. For each item, ask, *What happened first?* Point to the correct dot for each action.

## G LISTEN TO ACTIVATE GRAMMAR

Suggested time: 5 minutes | Your time:

- Tell Ss that all the conversations take place in a doctor's office.
- Play the audio, pausing after each conversation. Have Ss complete the exercise individually.
- Bring the class together, elicit the answers, and write them on the board. Replay conversations if appropriate.

**LANGUAGE AND CULTURE**

- *What brings you in?* is a more polite way to ask a patient *Why are you here?* or *What's wrong with you?*
- In the U.S., many people react to a person sneezing by saying *Bless you.* The sneezer responds, *Thank you.*

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Agree to do what someone suggests
- State your willingness to help with *Don't hesitate to ask.*

- Have Ss look at the photos and predict what the conversation will be about.
- Have Ss read and listen to the conversation. To check understanding, ask:
  *Why is Mark calling?* (He's sick and won't be able to go to work.)
  *Is he going to see a doctor?* (Maybe. He'll decide in an hour or two.)
  *What does Evelyn want him to do?* (text her later)
- Direct Ss' attention to Mark's first words: *Evelyn? Mark.* Point out this is short for *Hello, is this Evelyn? This is Mark.* Point out that Mark's greeting is very informal.
- Call Ss' attention to the **Social language** box. Read the rule and expressions. Have Ss repeat each expression.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Form pairs. Monitor as Ss practice the conversation. Have them switch roles.

## C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Form pairs. Clarify the roles for Ss: Speaker A calls in sick and Speaker B takes the call.
- Ask Ss to identify language from the unit that they will need to use in this conversation. (the vocabulary on page 40 and Exercises A and B above) Read the sentences in the **Recycle This Language** box. For each sentence, ask, *Who would say this, Speaker A or Speaker B?*
- Model the exchange with a higher-level S. Play Speaker A. Ask the S to pretend to be the administrator of your school. If appropriate, model a more formal greeting than Mark's.
- Have pairs role-play their conversations. Monitor and assist as needed. Have Ss change roles and practice again, using new ideas.
- To support Ss as they extend their conversations, go over the information in the **Keep Talking!** box and show them the **Keep Talking!** video.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are
✓ using vocabulary for symptoms and conditions
✓ offering advice and stating a willingness to help

**OPTION** For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

**CLOSURE ACTIVITY** (+5 minutes) On blank sheets of paper, have Ss write their names. Tell them, *You got a call from a classmate who's sick and can't come to class. Write a message explaining what he or she said.* Have them write at least three sentences and use one or more past perfect verbs. Write an example on the board: *Luis called. He said he'd tossed and turned all night. He told me he had developed a sore throat, and it was so bad he couldn't come to class. He's going to call his doctor.* Collect the sentences and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.


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**F** GRAMMAR PRACTICE | **Check the correct meaning for each statement.**

1 Bob realized that he couldn't call his dentist because he had left his phone in his car.
- ☐ First, Bob realized he couldn't call his dentist. Then he left the phone in his car.
- ☑ First, Bob left the phone in his car. Then he realized he couldn't call his dentist.

2 I called my doctor, but he had gone home.
- ☐ First, I called my doctor. Then my doctor went home.
- ☑ First, my doctor went home. Then I called him.

3 My shoulder started to hurt after I had finished my workout.
- ☐ First, my shoulder started to hurt. Then I finished my workout.
- ☑ First, I finished my workout. Then my shoulder started to hurt.

**G** LISTEN TO ACTIVATE GRAMMAR | **Listen to each conversation. Then complete each statement, using the past perfect.**

1 The nurse asked him if he ..... *had taken* ..... any medication before coming to see the doctor.
2 By the time she got out of bed, she realized that she ..... *hadn't slept a wink* ..... all night. *(or: had tossed and turned)*
3 He told the doctor that he fell after he ..... *had gotten up* ..... too quickly.
4 She told the nurse that this was the first time she ..... *had had* ..... a condition like this.
5 Before his ankle started hurting, he ..... *had gone running* ..... .

## COMMUNICATION ACTIVATOR

**Now let's explain why you can't come to work or class.**



**A** CONVERSATION MODEL | **Read and listen.**

**A:** Evelyn? Mark. I'm sorry, but I won't be able to come in today.
**B:** Is something wrong?
**A:** Probably nothing serious, but I woke up with a bad sore throat. And I've been coughing all morning.
**B:** Oh, no. Do you think you should call a doctor?
**A:** I'm not sure. I think I'll give it an hour or two and see what happens.
**B:** Well, please text me later and let me know if you're OK.
**A:** Will do. Thanks.
**B:** And if there's anything I can do, don't hesitate to ask.

**Social language**
**To agree to do what someone suggests, say:**
Will do.
I will.

**B** PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

**C** CONVERSATION PAIR WORK | **Role-play the conversation, describing other symptoms. Say what you won't be able to do, and explain what you were doing when the symptoms began.**

**A:** ..... ? ..... . I'm sorry, but I won't be able to ..... .
**B:** Is something wrong?
**A:** Probably nothing serious, but ..... .
**B:** ..... . Do you think you should ..... ?
**A:** . . .

**KEEP TALKING!** ●●●

**Ask about other symptoms.**
Are you in a lot of pain?
Do you have [a sore throat]?
Are you running a fever?

**Make other suggestions and offer to help.**

**Ask for a favor.**
Could you [pick up something from the pharmacy]?

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**
- I've come down with something.
- I tossed and turned all night.
- I realized I hadn't slept a wink.
- Don't put off seeing a doctor!
- You probably picked up a virus.
- Something's been going around.
- Better safe than sorry.

**D** CHANGE PARTNERS | **Change the conversation again.**



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# 2 COMMUNICATION GOAL Express wishes and regrets




## A GRAMMAR | Wish to express regrets and desires

**Use wish + a noun clause to describe a condition you would like to be different. The use of that is optional.**

- **For present conditions, use the simple past tense or were / weren't.**
  I feel awful today. I wish (that) I **felt** better!
  He wishes (that) he **weren't** so sick today.
- **For present and future conditions, use would, could, or were / weren't.**
  That's a terrible cough! I wish (that) you**'d see** a doctor.
  Karen wishes (that) she **could stop** coughing and get some sleep!
  He wishes (that) he **weren't having** surgery tomorrow.
- **For past conditions, use the past perfect.**
  I wish (that) my dad **had had** a checkup last year.
  Derek wishes (that) he **hadn't canceled** his appointment yesterday.

**Be careful!**
**Don't confuse wish and hope. Hope expresses optimism or encouragement, not regret. Don't use a conditional form after hope. Don't use a base form after wish.**
I hope you feel better.
NOT I hope you ~~felt~~ better.
I wish you felt better.
NOT I wish you ~~feel~~ better.

**GRAMMAR EXPANDER** p. 133
Wish versus hope

## B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

## C NOTICE THE GRAMMAR | Find an example of wish + a noun clause in Zoom-In on page 39. Is it a present, future, or past condition?

*But I wish I hadn't gotten sick on my first trip to New Orleans!*
*It's a past condition.*

## D GRAMMAR PRACTICE | Complete the wishes for present or future conditions, using contractions when possible.

1 I'm worried about being late. I really wish ..... *you'd drive* ..... (you / drive) faster so we can get to the appointment on time.
2 I wish ..... *there were* ..... (there / be) a good dentist near my home. I hate having to travel so far to get my teeth cleaned!
3 My dad still has that awful cough. I wish ..... *he'd stop* ..... (he / stop) smoking cigarettes.
4 That guy keeps coughing with his mouth open. I wish ..... *he wouldn't do* ..... (he / not do) that. He's going to make everyone sick!

## E GRAMMAR PRACTICE | Complete each statement to describe a past condition, using wish and the prompts. Use contractions when possible.

1



"I cut my finger while I was making dinner. I ..... *wish I'd been* ..... more careful!" (I / be)

2



"My husband is so tired today. I think he ..... *wishes he hadn't stayed* ..... up so late last night." (he / not stay)

3



"I told her not to touch the stove. I ..... *wish she'd listened* ..... to me." (she / listen)


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# LESSON 2 Express wishes and regrets

## A GRAMMAR

Suggested time: 10 minutes | Your time:

- Point out the lesson title. Elicit the meaning of *regrets* (feelings of sadness about something in the past that you did or failed to do)
- Have Ss read the first rule about using *wish.* Tell Ss that the word *condition* in this context means situation, not illness. Point out that the noun clause is the direct object of the verb *wish.* Remind Ss that we often omit *that* before a noun clause.
- Read the woman's statement. Then write on the board:

  | WISH | REAL-LIFE SITUATION |
  |---|---|
  | *She wishes she didn't have a headache.* | |

  Ask, *What tense is* didn't have? (simple past) *Is the headache in the past, or does she have it now?* (She has it now.) Write *She has a headache.* under *Real-Life Situation.*
- Have Ss read the rule and examples for present conditions. Say, *I have a sore throat. What do I wish?* (You wish you didn't have a sore throat.)
- Have Ss read the rule and examples for present and future conditions. For each example sentence, point to *wish* on the board and read the wish. Elicit the real-life situation. (Somebody won't go to the doctor; Karen can't stop coughing; He's having surgery tomorrow.)
- Have Ss read the rule and examples for past conditions. Say, *These people have regrets.* For each example, point to *wish* on the board and read the wish. Elicit the real-life situation. (The person's dad didn't have a checkup; Derek canceled his appointment yesterday.)
- Draw Ss' attention to the **Be careful!** box. Have Ss look at the examples and point out what's different about the verb *feel* in the noun clause. (It's in the simple present after *hope* but the simple past after *wish.*) Say, Wish *is often used to say we want a situation to change even though such a change is unlikely or impossible.* Write on the board: *I wish I could go to [the beach] tomorrow. (But I can't because I have to work.)* Say, *We use* hope *when we think there's a chance a situation could change.* Write: *I hope I can go to [the beach] tomorrow. (I might finish work earlier.)*

GRAMMAR EXPANDER (optional, page T133)

## B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Point out that in sentences with *wishes (that) + he,* the *h* on *he* is silent. Play the audio for Ss to listen and repeat.

## C NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss find the example on page 39 and identify the kind of condition it is. Ask them to explain why it is a past condition. (*hadn't gotten* is in the past perfect)
- Write under the *wish* heading you wrote on the board in Exercise A: *I wish I hadn't gotten sick.* Ask, *What actually happened?* Write under the *Real-Life Situation* heading: *She got sick.*

## D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Elicit answers with and without *that.* Ask, *What's actually happening?* (The driver isn't driving fast enough.)
- Have Ss complete the exercise individually and then compare answers with a partner.
- Go over the answers as a class. For each item, ask what's actually happening or happened. Write the answers with contractions on the board.

## E GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Point out that the exercise continues on page 43.
- Have Ss work individually to complete the exercise and then compare answers in pairs.
- Go over the answers as a class. Elicit corrections or provide feedback as needed. For item 3, write on the board: *I wish she had listened to me.* and *I wish she would listen to me.* Say, *The mother might say either of these. How are they different?* (With the past perfect, the mother is talking about one past event; with *would,* the mother is implying the child doesn't ever listen.)

**EXTENSION** (+3 minutes) On the board, write: *I'm unhappy that . . .* and *I regret that . . . .* Tell Ss to write two sentences about things they wish were different. Model the activity with one present and one past regret. For example: *I'm not a millionaire. I lost my keys.* Ask, *What do I wish?* (You wish you were a millionaire; You wish you hadn't lost your keys.) Form pairs. Have Ss write their sentences, exchange papers, and express their partner's wishes. Monitor and assist as needed.



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## F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers with a partner.
- Bring the class together to go over the answers.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Reassure someone who regrets a mistake
- Express remorse for an error with *I could kick myself.*
- Encourage someone to look on the bright side with *It's not the end of the world.*

- Have Ss read and listen. To check comprehension, ask:
  *What does Mimi mean by* **I** could kick myself? (She's angry with herself.)
  *What is she upset about?* (missing an appointment)
  *What does she wish?* (that she had set a reminder on her phone)
  *What does her friend tell her?* (not to be so upset; she can reschedule)
- Have Ss identify an example of a statement with *wish* in the conversation.
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and repeat. Tell Ss to be careful with the expression *It's not the end of the world.* Sometimes it doesn't communicate empathy or reassurance; instead, it implies that the problem doesn't matter and the other person is overreacting. Tone of voice is key.

## B PRONOUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line. Direct Ss' attention to the tone of each speaker's voice.
- Form pairs and have Ss practice the conversation. Monitor to make sure that Speaker A sounds upset and that Speaker B conveys empathy and reassurance.

## C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit that they will need to use in this conversation. (the grammar on page 42 and the vocabulary on page 38) Point out the **Ideas** box. Elicit ideas for what other kinds of medical appointments Speaker A could have missed. (For example: eye doctor's appointment, dentist appointment, lab appointment) Write them on the board.
- Have Ss look back at Speaker A's first turn in the model conversation. Ask, *What's the first thing she says?* (Oh, no!) Elicit other mild expressions Speaker A might use to show sudden regret, such as *Darn it! Oh brother! Oh, for crying out loud!*
- Model the exchange with a higher-level S.
- Monitor as Ss role-play their conversations. Have Ss switch roles and role-play again, using new ideas and trying out new expressions.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend their conversations.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play the conversation with new partners. Make sure they switch roles.

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for medical procedures
- ✓ using a variety of expressions to reassure the other speaker
- ✓ expressing regret and reassurance with their tone of voice

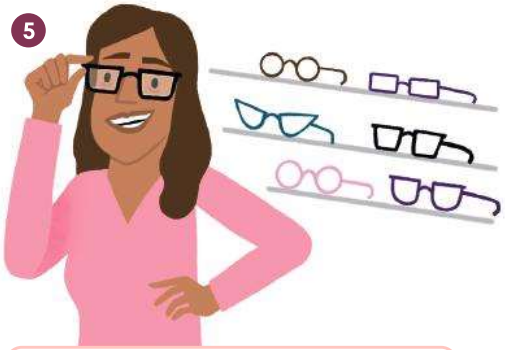
**CLOSURE ACTIVITY** (+5 minutes) Have Ss close their books and write their names on blank sheets of paper. Have them write three statements with *I wish* to express regret about something in the past and about things they wish they could change about the present or future. Collect the statements and read them to identify areas for review and extra practice.

Remind Ss of additional grammar, pronunciation, and speaking practice in their digital resources.


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4 "This cold is awful. I *wish I hadn't gone* (I / not go) skiing yesterday."



5 "Wow! These really help! I *wish I'd gotten* (I / get) glasses years ago."




6 "My dad's so out of shape! I'm sure he *wishes he'd exercised* (he / exercise) more when he was younger."

**F** **GRAMMAR PRACTICE** | **Complete the sentences, using wish with could.**

1 This headache is killing me. And there's a test tomorrow. I *wish I could* get some sleep.
2 You're going to be late for your dentist's appointment. I *wish you could* leave work earlier.
3 It's too bad Mary doesn't feel well. I *wish she could* join us for dinner.

## COMMUNICATION ACTIVATOR

**Now let's express wishes and regrets.**



**A** **CONVERSATION MODEL** | **Read and listen.**

**A:** Oh, no! I could kick myself. I missed my doctor's appointment!
**B:** Was it for something urgent?
**A:** Sort of. I need an X-ray. . . . I just forgot.
**B:** Mimi, that could happen to anyone.
**A:** Well, I feel bad about it. I wish I had set a reminder on my phone!
**B:** Don't be so hard on yourself. It's not the end of the world. Just call the office and reschedule.

**Social language**
**To reassure someone who regrets a mistake, say:**
That could happen to anyone.
It's not the end of the world.
Don't be so hard on yourself.
These things happen.

**B** **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

**C** **CONVERSATION PAIR WORK** | **Change the conversation, using the ideas below or other procedures from Topic Warm-Up on page 38. Say what you wish you had or hadn't done. Then change roles.**

**A:** ..... ! I could kick myself. I missed my ..... appointment!
**B:** Was it for something urgent?
**A:** ..... . I need ..... . I just forgot.
**B:** ..... .
**A:** Well, I feel ..... about it. I wish ..... !
**B:** ..... . Just ..... .

**Ideas**
a shot
a blood test
a filling

**KEEP TALKING!** ●●●
- **Ask your partner for more details.**
- **Tell your partner about a time *you* missed an appointment.**

Watch the video for ideas!

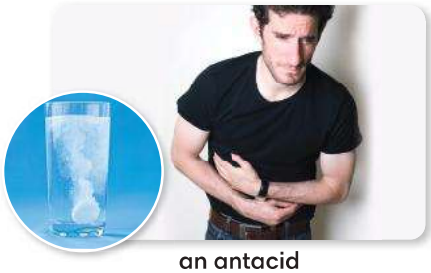
**D** **CHANGE PARTNERS** | **Practice the conversation again.**



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# 3 COMMUNICATION GOAL Recommend treatments and medications

**A** VOCABULARY | Types of medications | Read and listen. Then listen again and repeat.


an antacid


an antibiotic


an antihistamine


a cold tablet


cough medicine


an ointment


a vitamin

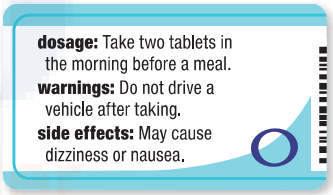

eye drops


a painkiller


a nasal spray / a decongestant

**a prescription:** a medication a doctor orders
**an over-the-counter medication:** one you can buy without a prescription

A medication label




**B** PAIR WORK | Discuss how you would use each medication.

"I might use an ointment if I burned my hand while I was cooking."

**C** LISTEN FOR MAIN IDEAS | Listen to each conversation with a doctor. Complete each patient's chart.

**Envin González**

What are the patient's symptoms?

*back pain*

Is the patient currently taking any medications? ☑ Yes ☐ No
If so, which ones?

*painkillers*

**Sara Kincaid**

What are the patient's symptoms?

*headache, nausea*

Is the patient currently taking any medications? ☑ Yes ☐ No
If so, which ones?

*painkiller and antacid*

**Kumiko Tanaka**

What are the patient's symptoms?

*red, itchy eyes*

Is the patient currently taking any medications? ☑ Yes ☐ No
If so, which ones?

*eye drops*

# LESSON 3 Recommend treatments and medications

## A VOCABULARY

Suggested time: 8 minutes | Your time:

- Give Ss time to look at the pictures and read the types of medications.
- Direct Ss' attention to the box with definitions of *a prescription* and *an over-the-counter medication.* Ask, *What kind of medicine do you need a prescription for?* (For example: strong pain killers) *What are some common over-the-counter medications?* (For example: aspirin)
- Direct Ss' attention to the medication label. Have Ss read it. On the board, write:
  *1. symptoms a medication might cause =*
  *2. information about what you shouldn't do =*
  *3. how much medicine to take and when =*
  Ask, *What are symptoms a medication might cause?* (side effects) *What is information about what you shouldn't do?* (warning) *What is the word for how much medicine to take and when?* (dosage) Write the three answers on the board.
- Play the audio for Ss to follow along. Then have them listen again and repeat. Check whether Ss have any questions about word meanings.

**LANGUAGE AND CULTURE**

- The abbreviation *OTC* is often used for the term *over-the-counter*.
- In the U.S., some OTC medications are better known by their brand names than by their generic names. For example, people often refer to the pain reliever acetaminophen (paracetamol) by the brand name *Tylenol*.

## B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions and the example. Write on the board: *I might use ____ if I had / felt ____.* and *I would use / take ____ for a ____*. Refer Ss to the vocabulary for symptoms on page 40.
- Model the activity by questioning 1–2 higher-level Ss about their use of medications. For example, *When would you use eye drops? How often do you take vitamins?* Tell Ss that if they've never used a medication, they can talk about how, when, and why other people use it.
- Form pairs. Monitor Ss' conversations and assist as needed.
- Bring the class together. Call on volunteers to describe how they use one or more of the medications.

**OPTION** (+4 minutes) To prepare Ss for this discussion, form pairs and have Ss match symptoms with medications. On the board, write this list of symptoms and conditions: *an allergy to tree pollen, a cold, a cough, dry eyes, a headache, an infection, a rash, a stuffy nose, an upset stomach.* Student A chooses a symptom or condition and says, *What should I do about ____?* Student B chooses a medication from the Exercise A Vocabulary and responds, *Take / Use ____*. Model the exchange with a higher-level S. After five turns, have Ss switch roles.

**TEACHING TIP** While discussing symptoms, treatments, and medications, remind Ss that certain symptoms can be signs of more serious illnesses and that they should visit a doctor if their symptoms persist or do not respond to medications.

## C LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and look at the three charts. Ask, *What two things do you need to listen for?* (symptoms and current medications)
- Play the audio for the first conversation. Elicit the information about Envin's symptoms and current medication. Replay the audio if appropriate. Have Ss complete the first chart. If Ss raise questions about aspects of the conversation other than symptoms and current medication, tell them that they will talk about that when they do Exercise D.
- Play the audio for the second conversation. Pause to let Ss fill in the chart. Have them compare answers with a partner. Repeat the process with the third conversation. Then go over the answers for both conversations. Replay the audio if appropriate.
- Ask Ss if they noticed any different accents in the conversations. Have them identify where each speaker is from (Conversation 1: Envin: Spanish accent / from Ecuador, Dr. Awad: British accent / from U.K.; Conversation 2: Sara: Texan accent / from U.S., Dr. Lima: Portuguese accent / from Brazil; Conversation 3: Kumiko: Japanese accent / from Japan, Dr. Meade: standard American accent / from U.S.)



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## D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask, *What should you listen for this time?* (dosages, any other instructions, and possible side effects)
- Play the audio, pausing after each conversation. Have Ss complete the charts individually.
- Have Ss compare answers in pairs. Replay each conversation if needed. Then go over the answers with the class.

**OPTION** (+5 minutes) Tell Ss to take a sheet of paper. Have them listen again and make notes on any details that aren't included in Exercises C or D. Then play the audio, pausing after each conversation. Form pairs. Tell Ss to ask each other questions about the details they noted. They should not let their partner see their paper. Ss get 1 point for every question they ask and 1 point for every correct answer.

## E PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss read the directions. Then tell Ss to look at you. Read the first item, gesturing with a hand to mark the rising and falling intonation as you speak.
- Play the audio. Have Ss listen and read. Replay the audio for Ss to repeat the sentences.

## F PAIR WORK

Suggested time: 3 minutes | Your time:

- Read the directions and the example.
- Have Ss turn to page 38. Call on a higher-level S to provide a model statement with a list of two or more procedures. Make sure the S demonstrates correct intonation. Then have Ss turn to page 40. Call on another S to provide a model statement with a list of symptoms. Remind Ss they can find treatments and medications on page 44.
- Form pairs. Monitor Ss' statements for correct intonation.

# Communication Activator

## A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Point out that Ss should complete the patient form with imaginary information. Remind them to look at the list in the **Also** box on page 40 for symptoms to write in the "other symptoms?" box on the form.

## B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and the scenes. Elicit ideas about where the conversation in Scene 1 might take place. Tell Ss that Scene 2 is in a doctor's office.
- Draw Ss' attention to the **Recycle This Language** box. Read the first expression and have Ss repeat it. Ask, *Who would say this: the patient, the doctor,* or *a friend?* Continue through the list, having Ss repeat and tell you who would use each expression.
- Model Scene 1 with a higher-level S, taking the role of the concerned friend.
- Form pairs. Tell Ss to do each role-play twice with their partner, switching roles. Monitor the conversations for appropriate collocations. (For example: *have + a cough / fever*, *pick up + a cold / virus*) Assist as needed.

**OPTION** (+3 minutes) Invite volunteers to perform one of their role plays for the class. Have each pair come to the front of the room and introduce their role play by explaining who and where they are.

**TEACHING TIP** When Ss perform role plays for the class, encourage the use of props. For example, two friends might pretend to be drinking coffee (from actual or imaginary cups) or riding on a bus or subway holding on to an overhead strap or bar. A doctor or nurse might be holding a clipboard. For the role plays in Exercise B, if possible, have the "patients" sit on a table as though it were a doctor's examination table.

**LOOK FOR** While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ incorporating vocabulary for symptoms, conditions, and medications
- ✓ using correct intonation in lists
- ✓ effectively discussing how they feel and what they should do

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write three medications from Exercise A, page 44, on a blank sheet of paper. Tell Ss to exchange papers with a partner and write their names on the new sheet of paper. Then they should write three sentences telling how, when, or why they would use the medication. Refer Ss to the example in Exercise B on page 44 and / or write on the board: *I would take ____ for ____*. Tell Ss they can use their books to look up any vocabulary they need. Collect the sentences and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, speaking, and listening practice in their digital resources.


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**D** LISTEN FOR DETAILS | Listen to the conversations again. Complete the information about the medications the doctors prescribe.

PATIENT: Envin González
DOSAGE: One tablet twice a day with food
SIDE EFFECTS? ☑ YES ☐ NO
IF SO, WHAT ARE THEY? nausea

PATIENT: Sara Kincaid
DOSAGE: One tablet three times a day
SIDE EFFECTS? ☑ YES ☐ NO
IF SO, WHAT ARE THEY? dizziness

PATIENT: Kumiko Tanaka
DOSAGE: Apply to eyes twice a day and wash your hands several times a day
SIDE EFFECTS? ☐ YES ☑ NO
IF SO, WHAT ARE THEY? _____

COACH

**E** PRONUNCIATION | Intonation of lists | Use falling intonation on the last item in a list. Use rising intonation on each item before it. Read and listen. Then listen again and repeat.

1 I feel dizzy and nauseous.
2 I've been taking an antacid, painkillers, and cough medicine.
3 I have a headache, a backache, a rash, and a sore throat.

**F** PAIR WORK | Take turns using the Vocabulary on pages 38, 40 and 44 to make statements with lists of symptoms, medical procedures, or medications. Practice correct intonation.

"I had a checkup, an X-ray, and a blood test."

## COMMUNICATION ACTIVATOR

### Now let's recommend treatments and medications.

**A** TALKING POINTS | Imagine you're visiting a doctor. Complete the patient information form.

**B** ROLE PLAY | Imagine you're in another country, and you don't feel well. With a partner, role-play the two scenes, using the information from Talking Points.

**Scene 1**
Your partner is a friend, colleague, or relative traveling with you. Include these topics:
- how you feel
- when and how you began to feel bad
- what you should do

**Scene 2**
Your partner is a doctor. Include these topics:
- your symptoms
- medications you've taken
- medications or procedures you need
- dosages, warnings, and side effects

Astoria Medical Center

Last name _____ First name _____

Your symptoms
coughing | dizziness | pain Where? | itching | swelling Where? | a bruise Where? | a rash Where? | shortness of breath | sneezing | nausea | vomiting | other symptoms?

How long have you had these symptoms? _____

Are you currently taking any medications?
No | Yes, prescription. (Which ones?) | Yes, over-the-counter. (Which ones?)

Are you allergic to any medications?
No | Yes (Which ones?)

**RECYCLE THIS LANGUAGE**

I've come down with [something].
I think I picked up a [cold / virus].
It's been going around.
Are you running a fever?
When I went to bed, I'd already [started coughing].
I tossed and turned all night.

[I haven't] slept a wink.
I wish [I'd gotten more sleep].
I could kick myself!
These things happen.
[It] could happen to anyone.
Why don't you [make an appointment]?

You might need [a shot].
Please [text / call] me later and let me know if you're OK.
If there's anything I can do, don't hesitate to ask.
Will do. Thanks.
I hope you feel better soon.



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# 4 COMMUNICATION GOAL Compare approaches to health care

**A** READING | Read about some alternatives people choose for their own health care. Which is closest to your own approach?

CHOOSING FROM

## THE OPTIONS

Conventional Western medicine has made great progress over the last century in the development of medications, surgical techniques, and treatments for many diseases, conditions, and injuries. However, the United Nations World Health Organization reports that a majority of the world's population uses some form of alternative approach to health care. This includes therapies that claim to maintain good health rather than fight disease, such as Ayurveda (from India), Chinese traditional remedies, and homeopathy (which originated in Germany), as well as mind and body practices such as meditation, tai chi, and yoga.



Acupuncture

While conventional treatments are scientifically tested, people tend to claim success with alternative approaches based on personal experience. For example, someone takes the herb echinacea to avoid catching colds and, if that person doesn't come down with one, he or she is convinced that echinacea works. According to a 2012 survey, about 30% of U.S. adults choose to use alternative remedies—instead of conventional medicine—for the treatment of a variety of conditions such as depression, neck and back pain, and the common cold. In both the U.S. and the U.K., use of alternative approaches has been increasing in recent years.

A growing number of patients, however, choose to take a "complementary" approach to their health care in which they see a doctor who practices conventional medicine but choose to supplement that treatment with another approach. For example, a patient taking conventional medications to fight cancer may choose acupuncture or massage to ease side effects of cancer medications such as stomach pain or nausea.

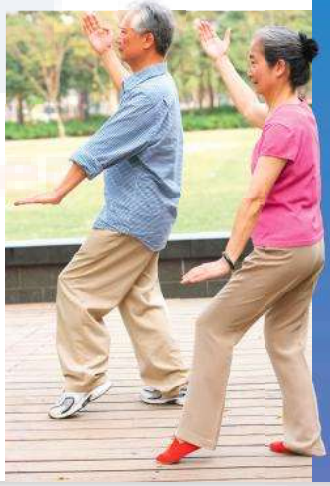


Meditation

Some doctors and clinics offer an "integrative" (or "holistic") approach to health care—one that, in addition to conventional therapies, considers treatment of all patient needs, including physical, emotional, and social needs. For example:

- Pain relief (meditation, acupuncture, or massage therapy)
- Psychological support (social support groups, in which patients can share experiences)
- Exercise (physical therapy, tai chi, yoga)
- Dietary support (advice about food choices and vitamin supplements)

Most conventional doctors support their patients' use of other therapies that complement conventional treatments. However, they request that their patients keep them informed because there are some herbs and supplements that can cause certain conventional medications to stop working. And there are some exercises and diets that can be dangerous in certain situations. Open communication allows doctors to support their patients' choices while keeping their patients safe.



Tai chi

**B** FIND SUPPORTING DETAILS | Look at the four health care approaches. Then read each situation and write the letter of the health care approach it illustrates. Explain your reasons.

**a** a conventional approach
**b** a complementary approach
**c** an alternative approach
**d** an integrative approach

*b* **1** Tom is taking the medications his doctor prescribed for his heart. However, he has also decided to search online for ways to improve his diet.

*d* **2** Pam's doctor prescribed medication for her severe arthritis. He also suggested she join an online support group so she can chat with other people dealing with the same issues.

*a* **3** Jim has taken prescription painkillers for his severe back pain, but his doctor says she thinks surgery will correct the condition.

*c* **4** Ned's doctor suggested an over-the-counter medication for his cold. However, Ned has decided instead to drink a lot of orange juice, have chicken soup, and take vitamin C to treat it.


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# LESSON 4 Compare approaches to health care

## A READING

Suggested time: 12 minutes | Your time:

- Read the directions and the title of the Reading. Elicit the meaning of *approach.* (a way to do things)
- Have Ss look at the photos and captions. Ask, *Does anyone have personal experience with meditation? Acupuncture? Tai chi?* Invite volunteers to talk briefly about their experiences or to come to the next class prepared to talk about them.
- Remind Ss that it's always a good idea to preview a reading. Explain that one way to preview is to read the first sentence of each paragraph. This will give Ss an idea of what to expect. Have Ss read and listen while you read the first sentence of each of the five paragraphs.
- Play the entire audio and have Ss follow along and read the article.
- On the board, draw a chart with two columns. In the left, under the heading *APPROACHES,* write:

  *1. conventional (Western) medicine*
  *2. alternative approaches to health care*
  *3. a complementary approach*
  *4. an integrative or holistic approach*

  On the right, under the heading *DEFINITIONS,* write:

  *a. therapies developed to maintain good health*
  *b. treating physical, emotional, and social needs with multiple therapies*
  *c. conventional medicine + another approach*
  *d. scientifically-tested medications, surgical techniques, and treatments*

  Have Ss work individually to match each approach with its definition. Tell them to mark up the parts of the article where they find support for their answers. Then go over the answers and the support for them with the class. (1. d, 2. a, 3. c, 4. b)
- Direct Ss' attention back to the directions for Exercise A. Read the question. Point to the list of four approaches on the board and poll the class on which ones they prefer.
- Elicit additional questions about vocabulary and / or pronunciation. Deal with them as a class or have Ss use their dictionaries to answer their own questions.

**OPTION** (+3 minutes) Direct Ss to page 45, Exercise E, Intonation of lists. Call on a higher-level S to read aloud item 2 or 3 as a reminder of the intonation pattern. Then have Ss return to page 46 and listen as you replay the audio for the first paragraph. Have Ss read aloud to themselves the first and last sentences of the first paragraph in the Reading.

**TEACHING TIP** When Ss read in English, they may often come across words they don't know how to pronounce. One way to find out, of course, is to ask you or another English speaker. Make sure they also know that they can look up pronunciation information online. Many online dictionaries have an icon Ss can click on to hear the word pronounced.

## B FIND SUPPORTING DETAILS

Suggested time: 7 minutes | Your time:

- Read the directions. Form pairs of similar-level Ss. Have Ss work individually to choose their answers. Then have them join their partners and take turns reading aloud each situation, comparing answers, and explaining their reasons.
- Bring the class together and check answers. Call on volunteers to explain their reasons.

**OPTION** (+5–10 minutes) After checking answers, discuss each patient's options and choices. Read each situation or call on volunteers to do so. Ask questions to elicit Ss' opinions and information about their own experiences with health care providers. For example, for item 1, ask, *Is Tom doing the right thing? Do you think his doctor talked to him about his diet? Does your doctor talk to you about yours?*



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## C APPLY REAL-WORLD KNOWLEDGE

Suggested time: 7 minutes | Your time:

- While Ss discuss, draw a mind map on the board. (See Teaching Tip below). Write the question in the directions in the circle at the center of the mind map. Draw a line radiating from the circle. Write *family custom* at the end of the line.
- Bring the class together. Point to the mind map and say, *Family custom is one reason people use alternative approaches to health care*. Elicit other reasons and write each reason at the end of a line radiating from the circle in the map.

**TEACHING TIP** A mind map is a graphic organizer. It's useful for generating ideas that relate to a central theme or problem. Write the theme in the center of the board, circle it or draw a cloud around it, and then draw lines radiating out from it. At the end of each line, add a concept that relates to the theme.

## D RELATE TO PERSONAL EXPERIENCE

Suggested time: 7 minutes | Your time:

- Form groups of three. Tell Ss to use the vocabulary from pages 38 and 40, as well as ideas from the Reading on page 46, in their discussions.
- For item 1, encourage Ss to make a list of the treatments they or their family have tried.
- For item 2, encourage Ss to use their own experiences to talk about the effectiveness of treatments. Brainstorm ways to describe how treatments helped or didn't help. Write Ss' ideas on the board.

**OPTION** (+3 minutes) After the group discussion, call on volunteers to share their experiences with a type of treatment and say why they think it is or is not effective. Encourage the class to ask follow-up questions and share their own experiences.

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

**SOFT SKILLS BOOSTER** (optional, pages T153A-B)

- Have Ss read the directions, the chart, and the sample answer. Read the example conversation and tell Ss to use it as a model for their discussion.
- Form pairs. Tell Ss to complete the chart individually and then join their partner to discuss and compare their treatments and remedies for each ailment. Monitor and assist as needed.

## B DISCUSSION

Suggested time: 5 minutes | Your time:

- Read the directions and the **Optional** box. Have Ss turn to the Reading on page 46 and underline useful words and phrases.
- Draw Ss' attention to the example and read it. Call on volunteers to report on what they learned about their partner. Begin with lower-level Ss so they can choose the easiest topics to report on. Encourage the class to ask the partner follow-up questions about the treatments he or she prefers.

**OPTION** (+5 minutes) Look at the list of ailments and choose the one that you are most interested in learning new remedies for. Write it on the board. Elicit ideas on how to treat it and write them on the board. Poll the class to find out which treatment is the most popular.

**LOOK FOR** While Ss are doing Exercises A and B, monitor their conversations to determine if they are

- ✓ using the vocabulary for conventional and alternative health care approaches
- ✓ speaking from personal experience
- ✓ talking about the effectiveness of treatments

## WRITING

Suggested time: 12 minutes | Your time:

- Read the directions. Suggest that Ss write one paragraph explaining how the two approaches are similar and how they are different. Then, in their second paragraph, they can discuss the next two questions. Explain that they can also choose to organize their ideas differently. The important thing is to compare and contrast the two approaches.
- Have Ss work individually. Monitor and assist as needed. If appropriate, refer Ss to pages 147–148 of the **Writing Handbook** to review the language for comparisons and contrasts.
- If Ss cannot complete the assignment in the time available, have them finish it for homework.
- Collect Ss' writing so you can offer feedback.

**OPTION** Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank cards. Tell Ss to choose one ailment from the list in Exercise A and describe the best way to treat it. Tell Ss to say whether their approach is conventional, alternative, complementary, or integrative. Collect the answers and read them to identify areas for review and extra practice.

Remind Ss of additional reading and writing practice in their digital resources.


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**C** APPLY REAL-WORLD KNOWLEDGE | Why do you think so many people around the world choose to use alternative approaches to health care? Discuss with a partner.

**D** RELATE TO PERSONAL EXPERIENCE | Discuss the questions.

1 Have you or someone in your family ever tried a non-conventional treatment? Was the approach one of the ones in the Reading? Was it helpful?
2 What kinds of treatments have been the most effective for you or someone in your family?

## COMMUNICATION ACTIVATOR

### Now let's compare approaches to health care.

**A** TALKING POINTS | Describe the treatments or remedies you think are the best for each ailment. Then, with a partner, discuss and compare your approaches and the experiences you've had with each treatment.

| Ailment | My treatments and remedies |
|---|---|
| a cold | I usually just rest and drink a lot of tea. But for a bad cold, I prefer an over-the-counter medication. |

| Ailment | My treatments and remedies |
|---|---|
| a cold | |
| a headache | |
| nausea | |
| pain | |
| a fever | |
| a cough | |
| a sore throat | |
| a stomachache | |
| a bruise | |

It sounds like you take a conventional approach for a bad cold. Is that right?

I guess so. But I've had success with some alternative cold remedies, like drinking lemon juice in hot water. What about you?

SOFT SKILLS BOOSTER p. 156

**B** DISCUSSION | As a class, compare the kinds of treatments you and your classmates listed. Tell the class what you learned about your partner.

**OPTIONAL** Underline new words or phrases in the Reading to use in your Discussion. Example: "based on personal experience"

"My partner prefers conventional treatments. But he wishes he'd tried my lemon juice remedy the last time he had a cold."

**WRITING** In two paragraphs, compare two approaches to treating health conditions. Consider the following questions:

- How are they similar or different?
- Which do you think is more effective?
- Why might someone choose each treatment?

WRITING HANDBOOK p. 147
- Comparisons and contrasts
- Guidance for this writing activity



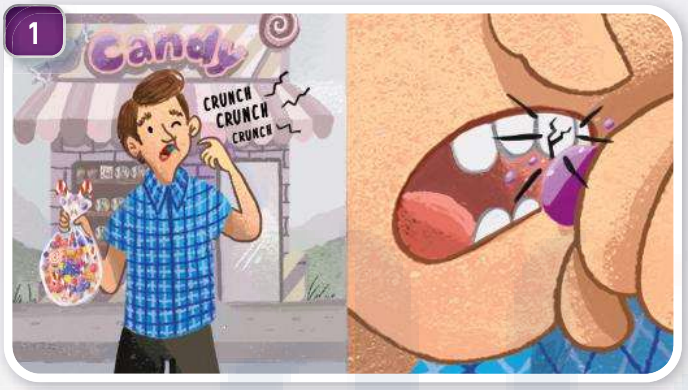
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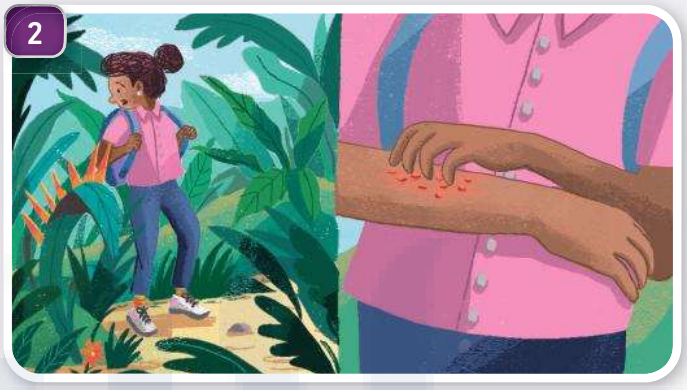
# LIGHTS! CAMERAS!

With a partner, choose one of the situations in the pictures. Work together to create a movie scene script, expanding on the situation in the picture, including what happened before and afterwards. Use your imagination and write as much as you can. Rehearse and then memorize your script. When you're ready, perform – without reading – your movie scene for the class.

**The class votes and awards three prizes:**

- The best use of language from Unit 4!
- The most interesting scene!
- The most hilarous scene!
















## PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Explain why I can't come to work or class.
- ☐ Express wishes and regrets.
- ☐ Recommend treatments and medications.
- ☐ Compare approaches to health care.


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## *Interactive Cool Down*

### LIGHTS! CAMERAS!

Suggested time: 30–45 minutes | Your time:

- Have Ss read the directions and the information about the three prizes. Tell Ss to think about the conversations in Unit 4 and the language they've studied. Elicit ideas for who the two characters in a script could be (for example: doctor and patient, other health practitioner and patient, two friends) and where a scene could take place.
- Have Ss preview the six different situations, consisting of two pictures each. Ask questions to make sure they understand the situations. For example: *What happened to the man's tooth? How did the woman get a rash?*
- Form pairs. Have Ss work with their partners to choose one of the six situations in the boxes and write a script. Make sure Ss understand that they have to include the information shown in both the "before" and "after" pictures that illustrate each situation. Encourage Ss to think of props to use and plan their actions as well as their words. Monitor and assist as needed. On the board, write the three categories of prizes.
- Give Ss time to rehearse. When it's time for Ss to perform their scenes, encourage them to improvise if they forget their lines, but have them give you their scripts so you can prompt them if necessary.
- Have Ss perform at the front of the classroom. Move to the far side of the classroom from the performers to listen and to make sure their voices can be heard there. Have Ss introduce their scene by explaining which situation they chose, who they are, and where their scene takes place.
- After all scenes have been performed, have Ss raise hands to vote to award the three prizes. You can create a fourth category, Honorable Mention, and award a prize to one or more other pairs for anything you think they've done well.

**TEACHING TIP** Some Ss love to see themselves in videos; others hate it. No S should be videotaped unless there is some pedagogical necessity and the S agrees. In the case of "Lights! Cameras!" tell the class that each pair of Ss can choose to have their performance recorded if they wish. They should discuss it with their partner. If appropriate, set up rules for recording the performances in class. Ss who wish to can ask classmates to record it on the Ss' own smart phones. No one else in the class should record anything without the Ss' express permission.

**PROGRESS SELF-CHECK**

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

**FOR MORE PRACTICE . . .**

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

**UNIT REVIEW** Printable PDF offers two pages of workbook-style activities to review the unit content.

***CONNECT TV*** Video presents language from the unit through fun and engaging situational comedy episodes.

**TEST-TAKING SKILLS BOOSTER** Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

**ADDITIONAL PRINTABLE RESOURCES** Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.



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