

UNIT 12 Feeling bad and feeling better

At the end of unit 12 ...

you know

- ☐ 6 words for aches and pains
- ☐ how to use the present perfect
- ☐ how to use past participles

you can

- ☐ understand jokes
- ☐ talk about aches and pains
- ☐ say and ask what has happened to someone
- ☐ understand and talk about a text about medicine (in the past)
- ☐ understand a text and a newspaper article about an accident
- ☐ write a reply to a comment
- ☐ write a text message / email to someone who has had an accident
- ☐ understand and write notes
- ☐ fill in a form

LISTENING & READING Understanding jokes

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- 1 Listen to the jokes. Then read them and colour 1–5 stars ☆☆☆☆☆ to give a score for each joke.

http://www.jennysjokes.co.uk

JENNY'S JOKES!

Hi! My name's Jenny and welcome to my joke page. Every week, I choose a topic and ask you to send me your favourite jokes. Last week, I chose "doctor, doctor" jokes. You sent me hundreds. Here are my favourite six. What do you think? Vote for each joke on the star chart and let's find out which is the best "doctor, doctor" joke.

Patient
Doctor, doctor, every time I drink a cup of hot chocolate I get a pain in the eye.

Doctor
Try taking the spoon out first.

Vote now:
☆☆☆☆☆

Patient
Doctor, doctor, please come to my house quickly. My son has swallowed* my pen. What should I do?

Doctor
Use a pencil until I arrive.

Vote now:
☆☆☆☆☆

Patient
Doctor, doctor, I've only got 59 seconds to live.

Doctor
OK. Give me a minute and I'll call you back.

Vote now:
☆☆☆☆☆

Patient
Doctor, doctor, I've broken my arm in two places.

Doctor
Don't go back to either of them.

Vote now:
☆☆☆☆☆

Patient
Doctor, doctor, I've lost my memory.

Doctor
When did this happen?

Patient
When did what happen?

Vote now:
☆☆☆☆☆

Patient
Doctor, doctor, I couldn't drink my medicine after my bath like you told me.

Doctor
Why not?

Patient
Well, after I drank my bath, I didn't have room for the medicine.

Vote now:
☆☆☆☆☆

VOCABULARY: *swallow – hinunterschlucken



- 2** Here are three more "doctor, doctor" jokes. In pairs, think of an ending for each one. Then listen and check.

1

Patient

Doctor, doctor, I think
I need glasses.

Doctor

You certainly do.

2

Patient

Doctor, doctor, I think
I'm a sheep.

Doctor

How do you feel?

Patient

3

Patient

Doctor, doctor,
what's the quickest way
to get to hospital?

Doctor

VOCABULARY Aches and pains

- 3** Write the names of the people under the pictures.

- Emily has got a pain in her back.
- Jacob's knee hurts.
- Aisha has got stomach ache.
- Mila has got a pain in her ankle.
- William's throat hurts.
- Lia's head hurts.

Note

I've got stomach ache (or stomachache).
I've got earache.
I've got toothache.
I've got backache.
But we usually say "I've got a headache."



- 4** Listen and repeat.

A pain in your hand?
A pain in your back?
That's too bad!

A pain in your leg?
A pain in your head?
Then stay in bed!



SPEAKING Talking about aches and pains



- 5** Work in groups of three.
Act out a problem and talk
about it.



LISTENING & SPEAKING Saying/Asking what has happened to so.

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6 Listen and number the pictures in the order you hear them.



7 Complete the dialogues with the words in the box. Then practise the dialogues in pairs.

dropped
cut
broken
walked
fallen
hurt

- | | |
|--|---|
| 1 A Does your head hurt?
B Yes, I've just into a lamp post. | 4 A Why is he walking like that?
B He has his ankle. |
| 2 A What's the matter?
B I think I've my toe. | 5 A Why is she crying?
B She has just a heavy box on her foot. |
| 3 A Come quickly!
B Why? What's the matter?
A Kevin has out of the tree! | 6 A There's blood on your shirt.
B Yes, I've just my hand. |

8 Look at the dialogues in **7** again and find the past participles of these verbs. Write them.

- | | |
|---------------|--------------|
| 1 walk | 4 hurt |
| 2 break | 5 fall |
| 3 cut | 6 drop |

9 Here are some more past participles. What do you think the base forms of the verbs are? Write them.

- | | |
|-----------------|-----------------|
| 1 eaten | 7 put |
| 2 loved | 8 met |
| 3 thought | 9 known |
| 4 hit | 10 wanted |
| 5 told | 11 rung |
| 6 played | 12 read |

READING & SPEAKING

Understanding a text about medicine in the past

10 Read the text and guess what the underlined words could mean.



Medicine from the past

1 Toothache is terrible. In Ancient Egypt people didn't have dentists. One cure* they had was the following: They mashed a dead mouse and mixed it with food to get a paste. And for very bad toothache they put a dead mouse on the tooth.

2 Today, if you want white teeth, your dentist can help you. In Ancient Rome, a few thousand years ago, people also wanted to have white teeth. Of course, they didn't have any toothpaste. So they used their own urine.

3 What about stomach ache? Well, people believed rotten* fish might help you. The problem was it smelled so bad you had to put it in a lot of drink or food to hide the taste.



4 Another cure for stomach ache was to eat live worms. The doctor gave a patient five to seven worms and he or she had to swallow them. They believed that when the worms moved in your stomach, it cured the stomach ache.

5 Finally, some doctors thought that taking blood from a person helped cure many problems. They used leeches* to do this. Very often doctors used so many leeches on a person that they lost too much blood and died.



VOCABULARY: *cure – Heilmittel; rotten – verfault; leech – Blutegel

11 Read the text again. Circle T (True) or F (False).

- | | |
|---|-------|
| 1 For a bad toothache, doctors in Ancient Egypt used dead mice. | T / F |
| 2 In Ancient Egypt, they also used urine for the teeth. | T / F |
| 3 The smell of rotten fish was awful. | T / F |
| 4 Three live worms cured your stomach ache. | T / F |
| 5 Taking blood from a person only cured a headache. | T / F |
| 6 Using too many leeches on a person is dangerous. | T / F |

12 Check your answers with a partner.



13 Two of the methods in 10 are made-up*. Which are they? Discuss with a partner. Say what you think and give a reason.

VOCABULARY: *made-up – erfunden



14 Read the newspaper article. How many of the tasks below can you do?

HOME > NEWS > ENTERTAINMENT > SCIENCE > ARTS > SPORTS > POLITICS >

Saved by a friend

4 days ago

The day after finishing her first aid class, teen uses CPR* to save her friend's life.



Students during a first aid class

Two days ago, Salma Hernández (13) had a first aid class at her school in San Diego, California. Yesterday she used that lesson to save her best friend's life!

"We were on our bikes going quite fast, when Alice suddenly crashed into a tree. I've never seen anybody in an accident like that. It was horrible," Salma said. "Alice was on the ground and she couldn't move. I ran over to her and I checked her pulse. Then I put my head against her chest*, and I didn't hear anything. That's when I started doing CPR on her. After about 30 compressions*, and breathing into her mouth, Alice moved a little. There were people around us and I shouted, 'Someone call an ambulance!' 'I've already called one,' a guy said. And

a few minutes later, the ambulance arrived and took Alice to the hospital."

Alice told us, "I don't remember the accident. All I can remember is that I woke up in hospital. And there they said, 'Your friend has saved your life.' I'm so happy that Salma was in the first aid class and learnt about CPR." "I was glad I could help," Salma said, "Alice and I have been friends for years. I'm so happy I could help her." Salma's first aid teacher told us, "Salma has always been a great and helpful pupil. I'm so proud that she could use what she learnt." And what does Salma want to do when she leaves school? "I really want to be a doctor or a nurse when I'm older. I like helping people. And I'm so happy I could help my best friend."

VOCABULARY:

*CPR – Herzdruckmassage, Wiederbelebensmaßnahme;

chest – Brustkorb;

compression – hier: Kompression, Druck

- 1 Salma saved her best friend's life at school. T / F
- 2 Alice crashed into a tree with her bike. T / F
- 3 Alice shouted for help. T / F
- 4 After the CPR, Alice
- 5 An ambulance
- 6 All Alice can remember is that
- 7 What did they tell Alice at the hospital?
- 8 Why is Salma's teacher proud?
- 9 What are Salma's plans for the future?

3/25+26



15 Check your answers with a partner. Then listen to the story.

16 Read the comments on the newspaper article. Choose two and write a reply.

cleverclever I don't believe that a 13-year-old can do CPR. This can't be a true story.

Like • Reply

0

Rontheman How can you have an accident like that? I don't believe it.

Like • Reply

0

Cheryl I'm in a first aid class at the moment. Salma is my heroine.

Like • Reply

10

Sunny2010 What a great story. Well done, Salma!

Like • Reply

25



GRAMMAR CHANT Present perfect

17 A chant. Listen and repeat.

I've hurt my head.
I've hurt my back.
I've hurt both of my knees.
I've hurt my arm.
I've hurt my leg.
Please, call a doctor, please.

She's hurt her head.
She's hurt her back.
She's hurt both of her knees.
She's hurt her arm.
She's hurt her leg.
Please, call a doctor, please.



WRITING

18 CHOICES

Read the text message and answer the questions.

- 1 Where is the writer?
- 2 What's the problem?
- 3 Who gets the message?

Hi guys, I'm in hospital. No school for ten days 😞
Want to know why? I had a bike accident!!! Both
knees badly injured. I've broken my ankle. Terrible
headache. I've got to stay in bed for a week.
Booooooooooring! CU soon!

A Imagine the writer of the text message is your friend. Write a text message (30–40 words) to make him/her feel better. Think of the following points:

- say how you feel about the fact that he/she can't come to school
- make suggestions what he/she could do to make the time in hospital less boring
- say you are going to phone him/her soon

B Imagine the writer of the text message above is your friend. Write an email (about 150 words). In your email:

- try to make him/her feel better
- tell him/her about something funny/interesting that happened in school since he/she has been in hospital
- make suggestions what he/she could do while in hospital so it's less boring

GRAMMAR



Present perfect

Du verwendest das **Present perfect**, um über Ereignisse/Handlungen zu berichten, die zu einem unbestimmten Zeitpunkt in der Vergangenheit stattgefunden haben und bis in die Gegenwart andauern bzw. Auswirkungen auf die Gegenwart haben.



Bildung: have/has + Past participle
(3. Form des Verbs)

Ereignis:

He **has fallen off** his bike.

I've **lost** my cat.

David **has broken** his leg.

We've **bought** a new car.

They've **gone** on holiday.

She's **cut** her finger.

Folge:

es schmerzt

sie ist weg

er hat einen Gips

hier parkt es

sie sind weg

der Finger blutet

Wenn du betonen willst, dass etwas erst vor Kurzem geschehen ist, ergänzt du **just** zwischen **have/has** und dem **Past participle** (3. Form des Verbs).

I've **just passed** my English test.

He's **just walked** into a lamp post.

We've **just moved** house.



They've just scored a goal.



Past participles

Das **Past participle** findest du in der dritten Spalte der Verblisten. Bei regelmäßigen Verben hat das **Past participle** die gleiche Form wie das **Past simple**. Hänge einfach **-ed** (oder **-d**) an die Grundform an.

pass	passed	passed
walk	walked	walked
move	moved	moved

Die Formen der unregelmäßigen Verben solltest du am besten auswendig lernen (siehe auch S. 125):

go	went	gone
buy	bought	bought
fall	fell	fallen
break	broke	broken
find	found	found
lose	lost	lost
cut	cut	cut
hurt	hurt	hurt
win	won	won
see	saw	seen
be	was/were	been
meet	met	met
put	put	put
write	wrote	written
eat	ate	eaten
think	thought	thought
hit	hit	hit
ring	rang	rung
read	read	read
know	knew	known
tell	told	told



Now go back to page 92. Check ☒ with a partner what you know / can do.

