## Task 1
Put the words in groups.

<table>
<thead>
<tr>
<th>football</th>
<th>press ups</th>
<th>pull ups</th>
<th>running</th>
<th>stretching</th>
<th>weight-training</th>
<th>yoga</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>aerobic exercises</th>
<th>strength exercises</th>
<th>flexibility exercises</th>
</tr>
</thead>
</table>

## Task 2
Read the questionnaire. Are the sentences true or false?

1. Dursun does strength exercises once a week.  **True**
3. Melik smokes 20 cigarettes a day.
4. Melik occasionally eats fast food like hamburgers or pizzas.
5. Dursun is 36 kilogrammes.

## Task 3
Listen and complete the questionnaire for Yener.

### HOW FIT ARE YOU?

<table>
<thead>
<tr>
<th></th>
<th>Melik</th>
<th>Dursun</th>
<th>Yener</th>
<th>you</th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FITNESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. How often do you do aerobic exercises?</td>
<td>☐ Never.</td>
<td>☑ Once or twice a week.</td>
<td>☐ Three to five times a week.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. How often do you do strength exercises?</td>
<td>☐ Never.</td>
<td>☑ About once a week.</td>
<td>☐ Two or three times a week.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. How often do you do flexibility exercises?</td>
<td>☐ Never.</td>
<td>☑ About once a week.</td>
<td>☐ Two or three times a week.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. How often do you eat fast food?</td>
<td>☑ Occasionally or never.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>LIFESTYLE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What's your weight? (kgs)</td>
<td>76</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How tall are you? (m)</td>
<td>1.77m</td>
<td>1.80</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Calculate your Body Mass Index (BMI):**

\[
BMI = \frac{\text{weight (kg)}}{\text{height (m)}^2}
\]

**BMI Weight band:**

- < 20 thin
- 20–25 healthy
- 25–30 fat
- 30–40 very fat
Task 4  Complete the sentences. Use these words.

fat  fit  healthy  muscular  tall  unfit

1 Dursun is one metre and 80 centimetres. He’s tall.
2 Melik does aerobic exercise three times a week. He’s ________.
3 Yener weighs 98 kilos. He’s ________.
4 Dursun does exercise and he doesn’t smoke. He’s ________.
5 Melik goes to the gym three times a week. He’s ________.
6 Yener doesn’t do any exercise and he smokes. He’s ________.

Task 5  Read the questionnaire again. Are the sentences true or false?

1 Yener is thinner than Melik. False
2 Dursun is fatter than Melik.
3 Melik is fitter than Dursun and Yener.
4 Dursun is taller than Yener.
5 Yener is healthier than Melik.

Now correct the false sentences.

Yener is fatter than Melik.

Grammar  Comparative adjectives

Task 6  Study the examples.

Yener is healthier than Melik. Yener is fatter than Melik.

We use a comparative adjective to compare two or more people or things.

subject + be + adjective -er + than

strong  stronger  safe  safer

One-syllable adjectives: add -er or -r.

Dursun is more muscular than Melik.

We use more than with containing two or more syllables.

subject + be + more + adjective + than

Note: some adjectives are irregular.

good  better than
bad  worse than

Now write the sentences in full.

1 Dursun | fit | Yener  Dursun is fitter than Yener.
2 Melik | healthy | Yener
3 Dursun | muscular | Melik
4 Yener | fat | Melik
5 Dursun | strong | Melik

Speaking  Task 7  Complete the questionnaire in task 2 for you.

Now work in pairs. Ask and answer the questions and complete the questionnaire for your partner.

Writing  Task 8  Write about you and your partner.
You should do more exercise

Task 1 Work in pairs. Answer the questions.
1 What exercise do you do?
2 What makes a good exercise programme?

Reading Task 2 Look at the activity pyramid and complete the sentences.
It’s a good idea to do ...
1 at least 20 minutes of strength exercises two times a week.
2 at least ............ minutes of flexibility exercises ............ times a week.
3 at least ............ minutes of aerobic exercises ............ times a week.
4 at least ............ minutes of sports ............ times a week.
5 ............ everyday.

(1) Task 3 Listen to a doctor and her patient and tick the advice.
1 lose weight □
2 be more active □
3 go for a run every day □
4 stop smoking □

Grammar should / should not (shouldn’t)

Task 4 Study the examples.
You should stop smoking. You shouldn’t eat fast food.
We use should / should not to give advice.

subject + should / should not (shouldn’t) + infinitive

Now write the doctor’s advice.

Doctor

Yener
1 I never do any exercise.
2 I eat fast food every day.
3 I never go to the gym.
4 I never do any flexibility exercises.
5 I weigh 94 kilos.
6 I smoke 20 cigarettes a day.

(2) Pronunciation Final /t/

Task 5 Listen and notice how /t/ is pronounced in shouldn’t.
Now listen again and repeat.

Speaking Task 6 Work in pairs. Give advice to a friend using I think you should / shouldn’t…..
1 He / She is very fat.
2 He / She smokes a packet of cigarettes every day.
3 He / She wants to train for a marathon.
4 He / She is very stressed at work.
5 He / She’s very unfit.
An army marches on its stomach

Task 1 Label the pictures. Use these words.

- cans
- jars
- pouches

Reading

Task 2 Read the text. Are the sentences true or false?

1. The first military rations were invented by the French Emperor, Napoleon Bonaparte.
2. C rations were popular with soldiers.
3. MREs are lighter than C rations.
4. US Army rations include Chinese and Mexican food.
5. US Army combat rations include pizza.

Task 3 Read the text again and find words with similar meanings.

1. This person prepares food for a lot of people. (paragraph 1) ____________
2. This person only eats fruit and vegetables. (paragraph 4) ____________
3. Cheap food prepared and served quickly. (paragraph 4) ____________
4. Dishes from other countries. (paragraph 4) ____________

Grammar

more and less

Task 4 Study the examples.

There is more variety.
We use more in front of a noun to show a bigger amount.

There are less traditional American dishes.
We use less in front of a noun to show a smaller amount.

Now complete the text with information from the charts. Use more or less.

The way people eat in America today is different from 20 years ago. People eat (1) less traditional American dishes and (2) more ethnic food. They eat (3) ____________, fast food, like pizzas and hamburgers and less food prepared at home. Americans eat (4) ____________ fruit and vegetables. They eat (5) ____________, meat and (6) ____________ fish.

Americans drink (7) ____________, alcohol than 20 years ago.

Speaking

Task 5 Work in pairs. Do people in your country eat the same today as in the past?

People eat more fast food today. In the past, people ate food prepared at home.
Off-duty: eating out

Task 1 Match the words with the pictures.

bananas beans steak cake chicken ice-cream lentils onions oranges tomatoes

Now put the words in groups.

<table>
<thead>
<tr>
<th>fruit</th>
<th>vegetables</th>
<th>meat</th>
<th>pulses</th>
<th>desserts</th>
</tr>
</thead>
</table>

Reading Task 2 Read the text and complete the chart.

The Mediterranean diet

The Mediterranean diet is based on the traditional foods of countries in the Mediterranean region, including Turkey, Italy, Spain, North Africa and the Middle East. Many experts think that this diet is very healthy because people in this region have less illness and live longer than in other parts of the world.

People in the Mediterranean eat bread and pasta or rice every day. They also eat vegetables every day and they eat fresh fruit for dessert. They eat more fish than chicken and they don’t eat much meat. They only eat meat a few times a month. People in these countries eat a lot of pulses and they cook with olive oil. In many countries, people drink wine with meals but experts suggest no more than one or two glasses.

Speaking Task 3 Work in pairs. Describe traditional food in your country.

We eat a lot of fish. We don’t drink wine.
Task 4 Match the words and pictures.

boiled  fried  grilled  roasted

Now answer the questions.
1 What ways of cooking are more healthy?
2 What methods are less healthy?

Task 5 Read the menu.

Napi menü

Előétel
Hús leves (meat soup)  ❌
Saláta (salad)  ❌

Főétel
Rántott hal (fried fish)  ❌
Sült csirke (roast chicken)  ❌

Desszert
Fagylalt (ice-cream)  ❌
Friss Gyümölcs (fresh fruit)  ❌

Now listen and tick what Liz orders.

Functional English
Requests with can and could

Task 6 Study the example.

Can I have a bottle of mineral water?
We use can you or could you to ask for things. Could you is more polite.

\[
\text{can / could} + \text{subject} + \text{infinitive}
\]

Now match the conversations.

waitress  customer
1 Do you have a reservation?  a No, I don’t. Do you have a table for two?
2 Where would you like to sit?  b Yes, please. Can I have ice-cream?
3 Would you like a dessert?  c It was very good, thank you. Could I have the bill?
4 How was your meal?  d Could I have a table near the window?

Pronunciation could and would

Task 7 Listen to the conversations in task 6. Notice how could and would are pronounced.

Now practise the conversations.

Speaking  Task 8 Work in pairs. Describe a typical dish from your country. Use these words and phrases.

It’s a type of meat / fish / vegetable / soup.
It’s sweet / salty / spicy / hot / bitter.
It’s fried / roasted / baked / boiled.
It’s made with meat and vegetables.
It’s like ...
Sick call

Task 1  Point to the parts of the body.
back  chest  head  stomach

Task 2  Label the pictures. Choose from these words.
a stomach ache  a backache  a cold
a pain in my side  diarrhoea  a cough  fever

Functional English  Talking about health

Task 4  Study the examples.
How do you feel?
What’s the matter? / What’s wrong?
Where’s the pain?
I feel sick.
I have a backache / a headache / a stomach ache / a pain in my side.

Now complete the conversations.

conversation 1  Medical Officer  What’s the matter?
Patient  I’m not very well.
Medical Officer (1)  exactly?
Patient  Well, I (2)  sick and I have a stomach ache.
Medical Officer  OK. We’re going to do some tests.

conversation 2  Medical Officer  What’s the matter?
Patient  I have a (3)  in my side.
Medical Officer  OK. Lie down. I’m going to examine you.
(4)  exactly?
Patient  It’s here. In my left side.

conversation 3  Medical Officer  Good morning, Corporal.
Patient  Good morning, ma’am.
Medical Officer (5)  today?
Patient  I feel much better.

Task 5  Listen again and check.

Speaking  Task 6  Practise the conversations in task 4.

Task 7  Work in pairs. Write similar conversations.
Now practise the conversations.
First aid

Task 1 Label the pictures. Use these words.

dressing  bandage  plasters  painkillers  splint

Reading Task 2 Match the first aid items to the wounds and injuries.

a broken arm  a cut  a stomach wound  a burn

Now read the text and check your answers.

First aid procedures

1 A burn. Cool the burn with water and apply a field dressing. Give water to drink.
2 A broken arm or leg. Stop the arm/leg moving with a splint and call for casualty evacuation (CASEVAC).
3 A snake bite. First, cool the area with cold water and clean the bite with soap. You must not give the patient food.
4 A back injury. Do not move the patient. You must call for CASEVAC immediately.
5 A cut. Clean the area with soap and stop the bleeding with plasters or a bandage.
6 A stomach wound. Put the casualty on his back and put his legs at 45º. Apply a field dressing. Do not clean the wound. You must not give food or water. Call for CASEVAC immediately.

Grammar must / must not (mustn’t)

Task 3 Study the examples.

You must call for CASEVAC immediately.
You must not (mustn’t) give the patient food.
We use must to talk about obligation and necessity.

subject + must / mustn’t + infinitive

Now rewrite the sentences with must or mustn’t.

1 Apply a field dressing. You must apply a field dressing.
2 Do not move the patient.
3 Give water to drink.
4 Do not give food.
5 Put the casualty on his side.

Speaking Task 4 Work in pairs. Describe the correct procedures for the conditions.

a blister  a sprain  bruises  a head injury
Review and Language tactics

**Task 1** Put the adjectives in groups.

<table>
<thead>
<tr>
<th>One-syllable</th>
<th>Two or more syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>careful</td>
<td>tall</td>
</tr>
<tr>
<td>expensive</td>
<td>hard</td>
</tr>
<tr>
<td>important</td>
<td>interesting</td>
</tr>
<tr>
<td>old</td>
<td>useful</td>
</tr>
<tr>
<td>short</td>
<td>young</td>
</tr>
</tbody>
</table>

**Task 2** Write the comparative of the adjectives.

1. big ———— 2. busy ———— 3. fat ———— 4. fit ————
   6. heavy ———— 7. hot ———— 8. nice ———— 9. tall ————
   10. thin ————

**Task 3** Complete the text with comparative adjectives. Use these words.

Agatha and Lydia are sisters. Lydia’s three years (1) than her sister – Lydia is 24 and Agatha is 27. Lydia isn’t very tall and her sister is taller, but Lydia does a lot of sports and she’s much (2) than her sister. Agatha is (3) than her sister. She’s very busy and she doesn’t have time for sports.

Agatha works in a bank and she earns a lot of money but Lydia’s job is (4). Lydia is a pilot in the air force. She likes her job and she’s (5) than her sister.

**Task 4** Match the sentences with the pictures.

I have a stomach ache. I have a fever of 40º centigrade. I weigh 100 kilos.

Now write advice for the people.

**Task 5** Use a dictionary to complete the word map.
Integrated skills: casualty evacuation (CASEVAC)

Task 1  Match the conditions with the definitions.

heat exhaustion  hypothermia  shock

1. The casualty’s body temperature is very high. He / She feels weak and sick. .......... 
2. The casualty’s body temperature is very low. He / She feels very tired and has problems speaking. .......... 
3. The casualty has very fast breathing and a weak and fast pulse. He / She loses colour and his / her skin is cold. ...........

Task 2  Match the procedures to the conditions in task 1.

1. Cool the patient with water. heat exhaustion
2. Do not give food and drink.
3. Cover the casualty’s head.
4. Give water to drink.
5. Give a hot, sweet drink.
6. Move the person to a cool place.
7. Put the casualty on his / her back (casualty is conscious) or side (casualty is unconscious).
8. Place a blanket over him / her.

[7] Listening  Task 3  Listen to the radio CASEVAC request and write the serials.

alpha  R24. ..........  One casualty suffering from hypothermia. Requires urgent medical attention.
 ..........  Area is secure. Approach from the south.
 ..........  16 Field Hospital.
 ..........  Grid 845698.

[8,9] Task 4  Listen to the conversations and answer the questions.

<table>
<thead>
<tr>
<th>conversation 1</th>
<th>conversation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many casualties are there?</td>
<td></td>
</tr>
<tr>
<td>2. What happened?</td>
<td></td>
</tr>
<tr>
<td>3. What is the control station’s reply?</td>
<td></td>
</tr>
</tbody>
</table>

Speaking  Task 5  Work in pairs. Student A turn to File 18. Give information to Student B. Student B write the information.