

**Lesson**  
**06**

**Health**  
**Health and well-being**

	<b>Task: Talk about health and well-being</b>
<b>Skill: Speaking, Listening, Writing</b>	

**Activity 1 Speaking**

1 Work with a partner. Read the e-mail and notes below. Write one illness on each line.

**a cold    food poisoning    flu**

**1**  
**From:** Norrie Brown    **To:** brianthomas@haplight.co.uk  
**Subject:** day off

Hi Brian,

Sorry, I won't be at work today. I bought a hot dog after the football match and I was sick when I got home, and again this morning. I think I've got \_\_\_\_\_.

Norrie

**2**  
*Martha - I'm in bed. I've got a high temperature and all my joints ache. The doctor says it's \_\_\_\_\_.*

*Jack*

**3**  
 Zarina,  
 Jim was out in the rain yesterday without his jacket. He was soaked when he came home and now he's got \_\_\_\_\_ - sore throat, coughing, runny nose, everything. Silly man.

Love,  
 Megan

2 Now use the structures in the grey box and the words and phrases in the white boxes.

Student A: You are ill. Telephone your teacher/boss. Say what the problem is.

Student B: You are the teacher/boss. Give advice.

I've got ...    I was ...    You should ...

food poisoning  
sick  
stay indoors  
eat very little

flu  
a high  
temperature  
stay in bed  
drink lots of fluids

a cold  
a sore throat  
a runny nose  
stay at  
home

**Vocabulary note: ill and sick**

We can say, **I'm ill**, or **I'm sick** – they mean the same thing.

**I was sick** can mean 'I was ill', but also 'I vomited'.

If we say **I feel sick** it means we want to vomit.

3 Now prepare to have a longer conversation with your partner on the same subject – but do it without the notes above. Also, because you are speaking on the phone, sit so you can't see your partner's face. When you finish, change roles.

## Activity 2    Listening

### 🎧 Track 4

# Super Size US

1 Listen to this talk about the film *Super Size Me*, featuring Morgan Spurlock. Decide if the statements below are **true (T)** or **false (F)**. You will hear CD track 6.1 twice.



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### Vocabulary note

*French fries* is US English. People in Britain call these *chips* – though some British people use *french fries* for the thin ones you get in fast food restaurants. In America *chips* are thin slices of fried potato in a bag. The British call these *crisps*.

- 1 Morgan had to eat everything on the McDonald's menu every day.
- 2 Morgan was heavier after the film than before.
- 3 His doctors told him he should stop.
- 4 Many Americans eat as much fast food as Morgan did.
- 5 Many Americans eat more than they should
- 6 Every American eats three hamburgers a week.
- 7 Americans spend less on cars than they do on fast food.
- 8 In the past, portion sizes were bigger.
- 9 Many people around the world are overweight simply because they eat too much fast food.
- 10 Many people in more advanced countries do not get enough exercise.

- 2 Now listen again and match each of the statements **a–p** with one of the numbers in the box.

1/3	1/4	1.87m	3	4	11%	15%	18%	68g
	79g	84kg	95kg	122g	202	310	610	

- a Morgan's weight at the beginning of the film.
- b The weight of a Burger King hamburger today.
- c The weight of a Burger King hamburger in 1954.
- d Morgan's weight a month after the beginning of the film.
- e Morgan's body fat a month after the beginning of the film.
- f The weight of a portion of McDonald's french fries in 1955.
- g The number of hamburgers the average American eats every week.
- h The number of portions of french fries the average American eats every week.
- i The part of the adult US population that visit a fast food restaurant every day.
- j The part of the adult US population that is seriously overweight.
- k The percentage of American teenagers that are overweight.
- l The calories in a Burger King hamburger in 1954.
- m The calories in a Burger King hamburger today.
- n Morgan's body fat at the beginning of the film.
- o The calories in a portion of McDonald's today.
- p Morgan's height.

## Activity 3 Language focus

### past simple vs. past continuous

Look at this sentence:

- I **drove** home when my scooter **ran out of** petrol.

This doesn't work. You can't drive a scooter without petrol. You want to say you ran out of petrol on the way home. You need to make **drove** longer so that ran out of **petrol** happens in the middle. You can do this with the past continuous, which makes shorter-time verbs longer:

- I **was driving** home when my scooter **ran out of** petrol.

If the verb can't get longer, it repeats:

- He **banged** his head on the door. → He **was banging** his head on the door.

- 1 Work with a partner. Look at the sentences below. Some of the tenses are wrong. Change the wrong ones to the correct tense – either **past simple** or **past continuous**.

- 1 I **woke up** with toothache so I **phoned** the dentist.
- 2 When I **was finishing** the letter I **took it** to the post box.
- 3 When I **was cleaning** the car, my mobile rang.
- 4 I **was cutting** my hand so I **went** to the hospital.
- 5 I **ran** along the street when the policeman **stopped** me.
- 6 I **was sending** a text to my girlfriend when I **dropped** the phone.
- 7 When the dentist **gave** me an injection the needle **was breaking**.
- 8 They **put** him inside the ambulance and it **drove** away.
- 9 When I **was losing** my passport I **phoned** the consulate.

- 2 Now write answers to these questions:

What were you doing:

at eight o'clock this morning? \_\_\_\_\_

at ten o'clock last night? \_\_\_\_\_

at one o'clock yesterday? \_\_\_\_\_

at nine o'clock on Sunday evening? \_\_\_\_\_

at this time last week? \_\_\_\_\_

on the 1<sup>st</sup> of January this year? \_\_\_\_\_

on the afternoon of your last birthday? \_\_\_\_\_

Work with a partner. Ask and answer the questions.

Do you have the same answers?

## Activity 4 Vocabulary

### 1 body parts

Work with a partner. Can you get from the hand to the foot? Write one body part on each line, in the correct order. Each one must connect with the one before.

**ankle back elbow forearm hip knee shin shoulder thigh upper**

hand

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

foot



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### 2 aches and pains

When we get a pain which is not unusual, we can call it an **ache**. So we can have **stomach ache** but not **foot ache**. Write the body parts below in the correct box.

**ankle back ear head knee stomach throat thumb tooth wrist**

**aches**

**pains**

## Activity 5 Writing

1 Work with a partner. Put these words into pairs with similar meanings.

attractive	beautiful	fat	good-looking	handsome	not very tall
overweight	plain	short	slim	thin	ugly

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now discuss the differences in meaning between the words in each pair.

2 Look at this letter to a problem page. Which do you think is the better answer?  
Discuss this with a partner.

### Martha's Problem Page



*Dear Martha,*

*I'm quite attractive but not very slim. I try to eat healthy food but I'm not losing any weight. My boyfriend says I should go on a diet. What do you think?*

Dear Lorraine,

Tell your boyfriend that he's lucky to have an attractive girlfriend. You're a bit overweight – so what? Is he the most handsome man in the world?

– Martha

Dear Lorraine,

You don't say anything about exercise. Do you do any sports? Eating healthy food isn't enough. You should get more exercise.

Martha

Now work with a partner. Write to Martha about a problem. Then read and answer your partner's letter.

Now work in a group of four. Answer another letter. In your group, read and discuss the two answers to each letter.

### **Homework task**

Many magazines have problem pages. Find one and bring it to class. Choose a problem and discuss it with a partner.

**Lesson**  
**07** **Health**  
**Health Care**

	<b>Task: Interact with health care professionals</b>
<b>Skill: Speaking, Reading, Writing</b>	

**Activity 1 Speaking**

1 In English you can change a statement into a question just by changing the intonation. You don't have to change the word order. Instead of saying:

—  
**They are.** with a falling intonation, you can say

—  
**They are?** with a rising intonation.

- Now work with a partner. Decide to be **student A** or **student B**.
- **Student A** reads the statements on the left.
- **Student B** answers either with a statement or a question.
- **Student A** points to the one that student B said.
- Then change over.
- Continue till you can say and recognise the correct intonation.

**Student A**

I've just won the lottery.  
My brother's a rock singer.  
World temperatures are rising.  
I don't like cats.  
I'm going to Harvard University next year.  
I love chocolate.  
My grandfather was a famous politician.  
I believe in life on other planets.  
It's going to rain tomorrow.  
You've eaten all the biscuits.  
She's going to live in Canada.  
I made a fool of myself.

**Student B**

— You have.	— You have?
He is.	He is?
They are.	They are?
You don't.	You don't?
You are.	You are?
You do.	You do?
He was.	He was?
You do.	You do?
It is.	It is?
I have.	I have?
She is.	She is?
You did.	You did?

- 2 Now write 3 statements about yourself, and the responses. Practise saying these with your partner.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Activity 2 Reading

### Should foreign nurses stay at home?

by Marissa Garcia

1 Many nurses from developing countries want to come and work in the UK. This not  
2 surprising in any way. Workers in many types of job take the chance to move to  
3 other countries. Sometimes they can make more money. Sometimes this is a way to  
4 have a better lifestyle or increase their experience. This is true of Britain as much as  
5 any other country. There are British teachers, doctors, engineers, builders – and  
6 some nurses – working all around the world.

7 However, many of the foreign nurses are badly needed in their own countries, and it  
8 doesn't seem fair that Britain should take **them** away from their patients. Because of  
9 this, the National Health Service can't ask these nurses to come and work here. But  
10 if they can get into Britain, they can find work in NHS hospitals, and many do.

11 The situation is a complex one. By far the largest group of foreign nurses here  
12 comes from the Philippines. This is a developing country, but nurses are not needed  
13 there. The Philippines trains more nurses than **it** can use. Nurses, and many other  
14 workers, find work overseas, and the money they send back is an important part of  
15 the country's economy. Many Filipino nurses working here are helping to support  
16 their families. They won't be happy if we send them home to fill jobs that might not  
17 exist.

18 Or take the case of South Africa, another country which sends many nurses to  
19 Britain. Under apartheid, black nurses in South Africa were not allowed to work  
20 overseas. Now that the country is a democracy, are we still to say that they should  
21 stay at home? Is it fair that they should not have the opportunity to move to another  
22 country, to make more money and increase their experience? Any British nurse has  
23 this opportunity. Why should an individual black nurse from South Africa be  
24 responsible for the country's development?

25 But if many of them leave, there is no doubt that patients in South Africa will suffer,  
26 and the same is true in other developing countries. The problem, as I said, is a  
27 complex one.



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- 1 Who is Marissa Garcia writing for?
  - a Foreign nurses in Britain.
  - b Nurses in other countries.
  - c General readers in Britain.
  - d British workers in other countries.
  
- 2 Is the following fact or opinion? (Write **F** or **O** next to the sentence.)

Workers in many types of job take the chance to move to other countries.
  
- 3 Is the following fact or opinion? (Write **F** or **O** next to the sentence.)

They won't be happy if we send them home to fill jobs that might not exist.
  
- 4 What does '*them*' (line 8) refer to?
  
- 5 What does '*it*' (line 13) refer to?
  
- 6–8 Which three of these things does the writer believe?
  - a Foreign nurses should not be allowed to work in Britain.
  - b When foreign nurses come here, this damages the economy in their own countries.
  - c Many developing countries are short of nurses.
  - d The Philippines is not short of nurses.
  - e British nurses should stay in Britain.
  - f This is a difficult problem to solve.

### Activity 3      language focus

Look at these three sentences.

- a When I'll leave school I'll look for a job. **x**
- b When I'll leave school I look for a job. **x**
- c When I leave school I'll look for a job. ✓

The tense used in every sentence is the **present simple**. We often use this tense in sentences containing **when, before, after, until, as soon as** and **if**.

Why is sentence **c** correct? Both actions are in the future – but 'll doesn't **signal** future. It signals **intention**. You don't need to signal intention with 'leave school'. This is a **fact** – sooner or later everybody leaves school, so the present simple is fine here. But getting a job is an intention, so we use 'll.

Now work with a partner. Insert 'll *where it is necessary*.

- 1 When I leave university I go and live abroad.
- 2 I have a shower every day as soon as I get home.
- 3 If he's at the party tonight I see him then.
- 4 I'm busy until eight o'clock tonight. After that I think I go out.
- 5 I make some coffee when this programme finishes.
- 6 She's having lunch just now. I tell her when she gets back.
- 7 It's usually seven o'clock before Brian gets home from work.
- 8 I give you a ring when I get a chance.
- 9 If I have time on Saturdays, I usually go shopping.
- 10 I go to bed as soon as this film ends.

## Activity 4 Vocabulary

Match each of the medical jobs in the box with a description **a–h** below.

anaesthetist	chemist	dentist	general practitioner (GP)	
midwife	nurse	optician	surgeon	veterinary surgeon (vet)

- a** works in a theatre
- b** works with lenses
- c** helps sick animals
- d** works in a surgery
- e** helps with deliveries
- f** does fillings and extractions
- g** looks after people in a ward
- h** puts people to sleep in a theatre
- i** reads prescriptions and gives out drugs

Now compare your results with a partner's.

## Activity 5 Writing

Complaints procedures for **Dental Care**

### Step 1

**Complain to your dentist:** If you are dissatisfied with the treatment you have received from a dental practice you should complain first to the dental practice concerned (local resolution). Wherever possible you should tell someone close to the complaint (eg your dentist, a nurse or a receptionist). Your complaint may be made orally or in writing and you should receive an acknowledgment within two working days and a response within ten working days, or be kept informed about progress of the investigation.

*Reproduced with permission from [www.howtocomplain.com](http://www.howtocomplain.com)*

You have just come home from a visit to your dentist. He gave you two fillings. You only expected one, but then he said the other one was very small and you didn't need an anaesthetic. In fact, it hurt quite a lot. It was also painful when he gave you the injection for the first filling, and you felt that he started work before the anaesthetic really took effect. Finally, his breath smelt of alcohol.

The dentist's name is John Lawson. The Practice Manager's name is Stella Cousins. The practice is Brentsfield Dental Practice, 24 Smith Street, in your own town or city.

Write a letter of complaint to Ms Cousins.

## **Homework task**

Find out how you can complain about goods and services. Use the internet or your local library. Choose one area and write notes on how you can complain.

**Lesson**

**08**

**Health**

**Accidents and emergencies**

	<b>Task: Report accidents and emergencies</b>
<b>Skill: Speaking, Listening, Writing</b>	

**Activity 1 Speaking**

Read this story and decide on your answers to the questions which follow. Then discuss your ideas with a partner.

In March 1994 Mr Ronald Opus jumped from the top of a ten storey building. He wanted to kill himself and left a note behind which said this. But as he fell past the ninth floor, someone fired a shotgun from inside the building. He was hit in the head and killed instantly.

However, just below the eighth floor of the building, a safety net had been placed to protect some building workers. If Ronald had not been killed by the shotgun, he would have landed in the net and lived.



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An elderly man and his wife lived in the room on the ninth floor where the shotgun was fired. They were arguing strongly and he was pointing the shotgun at her. The man was so angry that when he fired the shotgun, he missed his wife completely and killed Mr Opus through the window.

But both the old man and his wife said that they thought the shotgun was unloaded. The old man said that he often threatened his wife in this way but he didn't want to kill her.

The police found a witness who saw the old couple's son loading the shotgun about six weeks before the accident. They had stopped giving him money. The son knew his father's habit so he loaded the shotgun so that his father would kill his mother.

Then the police discovered that the son was – Ronald Opus. He had become depressed because, after six weeks, his father still had not killed his mother. So he jumped off the building.

Now discuss this with your partner. What did the judge decide:

- The old man was guilty of murder?
- Mr Ronald Opus was guilty of attempted murder?
- Mr Ronald Opus committed suicide?

## Activity 2      Listening

### 🎧 Track 5

You will hear the text twice. Write answers to questions 1, 3, 5 and 7. Circle **True (T)** or **False (F)** for questions 2, 4, 6 and 8.

#### call one

- 1 Which room is the fire in? \_\_\_\_\_
- 2 Fire Control tells the woman to leave the house.    **T**    **F**

#### call two

- 3 Why does the man call the police? \_\_\_\_\_
- 4 Pest Control will deal with the problem immediately.    **T**    **F**

#### call three

- 5 Why can't the caller give his number? \_\_\_\_\_
- 6 The old man is losing a lot of blood.    **T**    **F**

#### general

- 7 How many of the calls are unnecessary? \_\_\_\_\_
- 8 Two of the calls come from inside houses.            **T**    **F**

### Activity 3 language focus

- 1 Work with a partner. Look at the dialogues below.  
Write 'll or (be) going to on each line.

1 'Would you like to order now?'

'Yes, wait a minute. OK, I \_\_\_\_\_ have the steak.'



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2 'Why have you brought a suitcase to work?'

'Oh, I \_\_\_\_\_ go up to Inverness for the weekend. The train leaves at six.'

3 'Somebody has to go to Manchester – today!  
There are big problems in the office.'

'OK, OK, I \_\_\_\_\_ go.'



courtesy BTL

4 'Anna, can Jake and you meet me at 11  
tomorrow?'

'Well, I'm OK but Jake \_\_\_\_\_ fly to Paris.'

5 Emma looks happy today.

'Well, I hope so. She \_\_\_\_\_ get married on Saturday.'

6 'The train gets in at ten past eleven.'

'Ten past? OK, I \_\_\_\_\_ meet you at the station.'

- 2 In each sentence, 'll or (be) going to signals the speaker's intention. But what's the difference between them? Discuss this with your partner.

## Activity 4 Vocabulary

Work with a partner. In each box below the word in **bold** goes with three of the other words, and not with the fourth one. You decide.

<b>dental</b> appointment chemist nurse surgery	children's <b>hospital</b> dental mental surgery	<b>ambulance</b> crew driver service van
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ambulance <b>patient</b> dental hospital surgical	<b>police</b> officer force person station	<b>fire</b> alarm engine force service
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## Activity 5 Writing

Work with a partner. Think of an emergency where you need the police, the fire service or an ambulance. Imagine that you call 999. Write the conversation between you and the emergency operator, then with the police, fire or ambulance controller.

### Homework task

Use the internet or a library. Find out more about the emergency services. Answer these questions:

- 1 Apart from 999, what other number can you use to call the emergency services?
- 2 Apart from police, fire and ambulance, what other emergency service can you ask for?

Many people call the emergency services for silly reasons — like a rat in the kitchen. See if you can find three other silly reasons why people have done this. Write them here.

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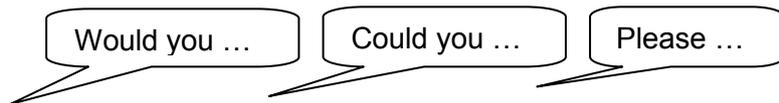
**Lesson**  
**09** **Health**  
**Information**

	<b>Task: Read health care information leaflets. Fill in forms</b>
<b>Skill: Speaking, Reading, Writing</b>	

**Activity 1 Speaking**

1 Look at the phrases on the left below. All of them are very short – and sometimes they might be rude. It depends on how you say them or who you say them to. Sometimes we want to be rude, and these can be useful. However, there are times when we want to be polite. Work with a partner and rewrite each one in a more polite way. The first one has been done for you.

Use language like ...



**Shut up!** Would you be quiet, please?

Sit down! \_\_\_\_\_

Stand up! \_\_\_\_\_

Come here! \_\_\_\_\_

Go away! \_\_\_\_\_

Give me that! \_\_\_\_\_

Don't touch it! \_\_\_\_\_

Leave me alone! \_\_\_\_\_

Get out! \_\_\_\_\_

2 Now have conversations with your partner.

- You start with a short form:
- Your partner objects:
- You say it again more politely:

**Shut up!**

**What did you say?**

Oh, I'm sorry. Could you be quiet for a minute? I'm trying to work.

## Activity 2      Reading

Read the health information leaflet below and decide if the statements which follow are true or false. Write T or F on each line.

What happens to me after I give up smoking?

- 20 mins**    My blood pressure and pulse rate return to normal.
- 8 hours**    My carbon monoxide level falls by half and my oxygen level returns to normal.
- 1 day**       My lungs start to clear out mucus and other debris.
- 2 days**       My sense of smell and taste start to improve.
- 2–12 wks**   My circulation improves, skin looks better and my energy levels increase.
- 3–9 mths**   My breathing problems such as coughing, shortness of breath and wheezing improve. Overall lung function is increased by up to 10%.
- 5 years**       My risk of heart attack falls to about half that of a smoker.
- 10 years**     My risk of lung cancer falls to half that of a smoker. Risk of heart attack falls to about the same as someone who has never smoked.

- 1   Smokers always have a different pulse rate from non-smokers. \_\_\_\_
- 2   Smoking increases the carbon monoxide levels in the body. \_\_\_\_
- 3   Smoking causes mucus to form in the lungs. \_\_\_\_
- 4   Smokers can taste things better than non-smokers. \_\_\_\_
- 5   Non-smokers have better blood circulation than smokers. \_\_\_\_
- 6   Within nine months of giving up, all ex-smokers increase their lung function by 10%. \_\_\_\_
- 7   After five years, ex-smokers have the same risk of heart disease as non-smokers. \_\_\_\_
- 8   Smokers are about twice as likely to get lung cancer as those who last smoked ten years ago. \_\_\_\_



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### Activity 3 Language focus

We often use 'll and (be) going to for intention. But look at these sentences:

Look at these clouds — it's going to rain.

Yeah — I saw them. Do you think it'll rain all day?

©istockphoto.com/Tomasz



Neither speaker intends it to rain. So 'll and (be) going to must mean something else here.

Think about this. Work with a partner. Write 'll or (be) going to on each line below.

1 He \_\_\_\_\_ crash!



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2 I think I \_\_\_\_\_ be sick!



©iStockphoto.com/Sharon Dominick

3 Don't worry — he \_\_\_\_\_ win. He always starts slow.



4 She \_\_\_\_\_ win!



©iStockphoto.com/Ana Abejon

5 Tell the boss I've got a cold.

Another one? Do you think she  
\_\_\_\_\_ believe me?



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Now decide on the difference between the meanings of 'll and (be) going to in these sentences. Write your ideas here:

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## Activity 4 Vocabulary

Work with a partner. Look at these idioms. They all use parts of the body. Put the correct part in each sentence. Use a dictionary and check that you understand the meaning of each idiom.

eyes foot heart leg nose shoulder stomach teeth thumbs

- 1 My \_\_\_\_\_ was in my mouth.
- 2 I've got butterflies in my \_\_\_\_\_.
- 3 Keep your \_\_\_\_\_ peeled.
- 4 I need a \_\_\_\_\_ to cry on.
- 5 He doesn't have a \_\_\_\_\_ to stand on.
- 6 I'll just follow my \_\_\_\_\_.
- 7 He escaped by the skin of his \_\_\_\_\_.
- 8 You'll have to put your \_\_\_\_\_ down.
- 9 I'm all fingers and \_\_\_\_\_.

## Activity 5 Writing

Below there is a medical history form from a university. Students need to fill in forms like these if they want treatment from the university health service. Fill it in. If you feel that any of the questions are too personal, or you don't want to give the information, don't answer these.

**UNIVERSITY COUNSELLING CENTRE**

**CONFIDENTIAL**

**University of Airthrey**

### **MEDICAL HISTORY FORM**

Surname \_\_\_\_\_ First names \_\_\_\_\_

Date of birth \_\_\_\_\_

Do you: Smoke? \_\_\_\_\_ Number per day \_\_\_\_\_ Years smoked \_\_\_\_\_

Drink alcohol? \_\_\_\_\_ Drinks per day \_\_\_\_\_

Drink cola/coffee? \_\_\_\_\_ How much per day? \_\_\_\_\_

List any medicines you are now taking:

\_\_\_\_\_

List any allergies you have to drugs, food or other items:

\_\_\_\_\_

Your doctor: name: \_\_\_\_\_

address: \_\_\_\_\_

\_\_\_\_\_

postcode: \_\_\_\_\_

phone: \_\_\_\_\_

Have you had any of the following illnesses: (please circle)

Measles	Diabetes	Typhoid	Rubella (German Measles)
Malaria	Chickenpox	Mumps	Allergies
Hepatitis	Whooping Cough	Eczema	Scarlet Fever
Tonsillitis	Diphtheria	Polio	Ear Infections
Asthma	Influenza	High Blood Pressure	Low Blood Pressure

Date of last examination by a doctor: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

## **Homework task**

Choose three of the illnesses on the form above. Find out some more information about them from the internet or a library. Write a fuller description of each of these. Write about its symptoms, how common it is, where it is found, and whether and how it can be cured.