



The administrative office of the Tekle Haimanot Higher Clinic



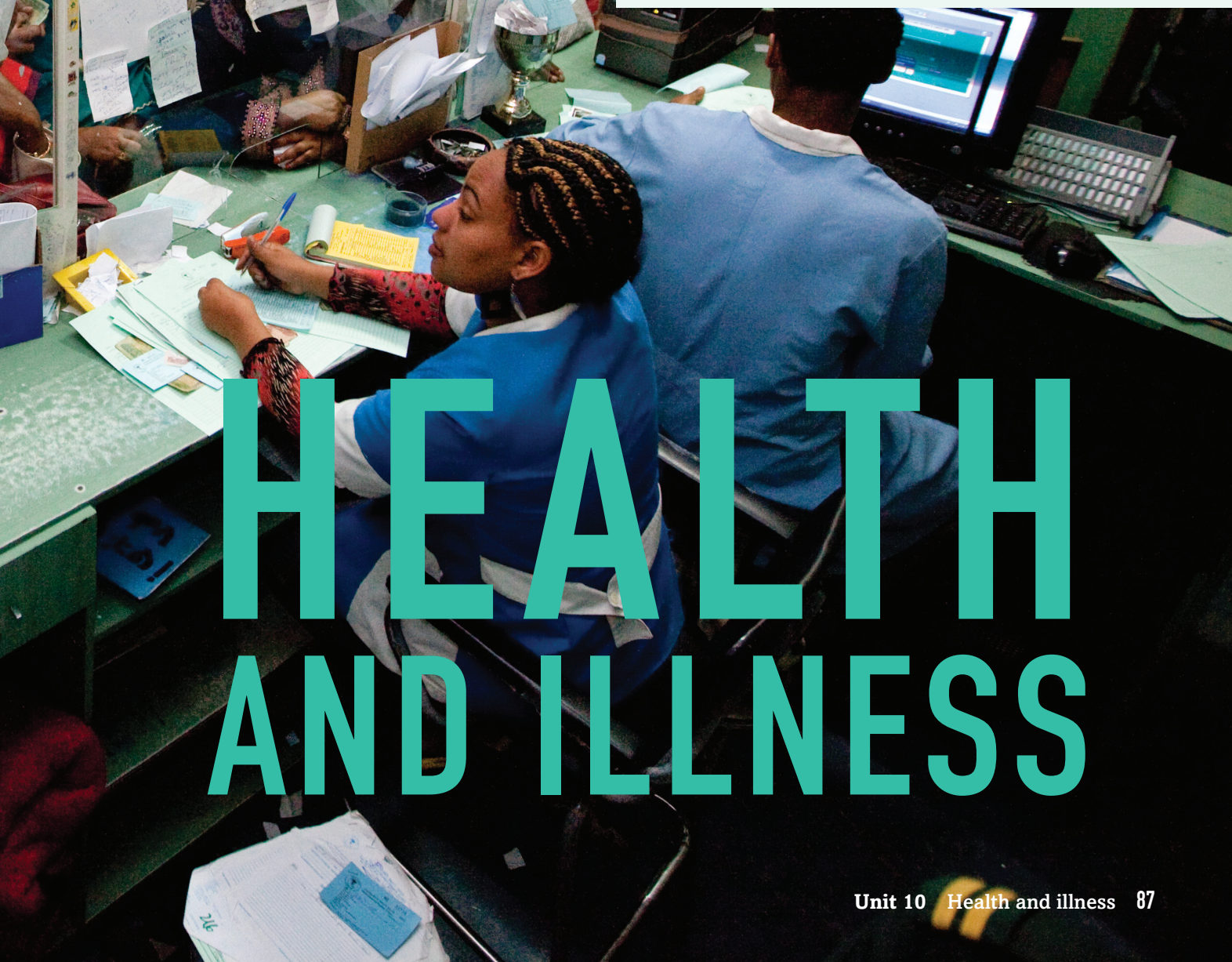
IN THIS UNIT YOU LEARN HOW TO:

- describe different medical and surgical procedures
- use vague language
- discuss different approaches to medicine
- describe things the mind and body do
- discuss issues doctors face

SPEAKING

1 Work in groups. Discuss the questions.

- In what country do you think this photo was taken?
- Compared to the doctor's surgeries you know, what's similar and what's different?
- What do you think the biggest problems facing a set-up like this might be?
- How easy is it to make appointments where you live? Is it different if you want to see a doctor or a dentist?
- What do you think the main reasons for visiting the doctor are?
- What are the waiting times for operations usually like?
- What do you think are the most common operations people have?



HEALTH AND ILLNESS

UNDER THE KNIFE

VOCABULARY Operations

1 Put each group of words into the most likely order they happen, starting with the words in bold.

- 1 **damaged her knee quite badly** / had it operated on / underwent extensive physiotherapy / the knee joint swelled up / had to have a scan
- 2 **broke his leg in three places** / was given an anaesthetic / had an operation to insert metal rods / had to fast for twelve hours / eventually had them removed
- 3 **the pain became excruciating** / had to have a few stitches / it somehow got infected / had a filling / had to have the whole tooth out
- 4 **was diagnosed with kidney disease** / had a transplant / was put on a waiting list / took part in a rehabilitation programme / finally found a donor
- 5 **suffered severe burns** / had to wait for the scarring to heal / was rushed to hospital / had a skin graft / was put on a drip
- 6 **found a lump** / suffered a relapse / it went into remission / had an operation to have it removed / it was diagnosed as cancer / underwent chemotherapy

2 Work in pairs. Answer the questions.

- 1 When else might someone have a scan?
- 2 What kind of thing might extensive physiotherapy involve?
- 3 Can you think of any other reasons why people sometimes fast?
- 4 What other kinds of transplants can you have?
- 5 When else might you have to take part in a rehabilitation programme?
- 6 Why are people usually put on a drip?
- 7 What are the possible side effects of chemotherapy?
- 8 What other kinds of relapses can people suffer?

LISTENING

3 ▶ 32 Listen to two conversations about surgical procedures. Answer the questions about each conversation.

- 1 What kind of procedure do they discuss?
- 2 What did the procedure involve?
- 3 Is any further treatment required?



4 ▶ 32 Listen again. Are the sentences true (T) or false (F)? How do you know?

Conversation 1

- 1 Part of his eye had to be cut open.
- 2 He was given an injection to anaesthetise him.
- 3 He took further medication to ease the pain.
- 4 His eyes feel completely fine now.
- 5 She is not tempted to have the operation herself.

Conversation 2

- 6 The pain in her jaw a week ago was very severe.
- 7 She's sure her daughter damaged her tooth.
- 8 Measures were taken to ensure the tooth doesn't get infected.
- 9 She was unconscious during the whole procedure.
- 10 It's going to cost her over £500.

5 Work in groups. Discuss the questions.

- Do you know anyone who's had procedures like either of the ones described?
- Do you know anyone who has poor eyesight? How do they deal with it?
- What do you think the best way of dealing with poor eyesight is – wearing glasses, wearing contact lenses or having corrective surgery? Why?
- How expensive is it in your country to visit the dentist? What are average prices for a check-up, fillings and having a tooth out?
- How often do you go to the dentist's?

DEVELOPING CONVERSATIONS

Vague language

6 Work in pairs. Try to complete the sentences from the conversations with vague expressions. Then look at audio script 32 on page 207 and check your ideas.

- 1 They _____ clamp them open.
- 2 How did they give you the anaesthetic? Was it an injection _____?
- 3 They just poured in _____ these eye drops.
- 4 I have to go back a few times for the aftercare _____.
- 5 About a week ago _____, I got this excruciating pain in my upper jaw.
- 6 He told me that one of my teeth had died _____.
- 7 He said I must've taken _____ knock.
- 8 He stuck _____ temporary filling in to prevent bacteria _____ getting in.

7 With your partner, discuss how and why each of the vague expressions in Exercise 6 is used. Then read the box and check your ideas.

- We use *kind of / sort of* before verbs and nouns to show we can't find the exact word – or to avoid using a more complicated word.
- We can also use *some kind of / sort of* before nouns to show we're not sure what kind exactly.
- We add *or something (like that)* after a noun to suggest a non-specific alternative to the thing already mentioned. To suggest an absence of things, we use *or anything (like that)* and *or whatever*.
- We use many different quantifiers such as *a load of, loads of, a ton of* and *a whole bunch of* before nouns to talk about large, unspecified amounts.
- We add *and everything, and all that (sort of thing), and stuff like that* and *and so on* after a noun to refer vaguely to other associated things.
- We use *about ... or so* with numbers / periods of time to show we're not being exact.
- We use *somehow* with verbs to show we do not really know how something happened.

8 Make the sentences less exact and more vague using words and phrases from the box.

- 1 I asked for a second opinion, but they just ignored me.
- 2 He used bleach solution on my teeth.
- 3 If you want a check-up, it should cost about €100.
- 4 They told me that a build-up was damaging blood vessels in my brain.
- 5 They use this tiny little knife to make the incision.
- 6 It was quite a traumatic birth, but they managed to deliver her after about an hour.
- 7 They just glued the skin back together again using clear plastic tape.
- 8 Mercifully, there were no needles involved – just massage and traditional medicine.

9 Work in pairs. Use vague language to describe how you think the following work.

- surgery to relieve lower back pain
- hip replacement
- liposuction
- tooth whitening

CONVERSATION PRACTICE

10 Work in groups of three. You are going to have conversations about medical experiences. Choose one of these tasks.

- a Think of some medical or surgical experiences that you – or people you know – have had. Spend a few minutes planning what you want to say about them. Then discuss your experiences.
- b Read your roleplay card. Spend a few minutes planning what to say. Then have conversations about the experiences you read about.

Student A: read File 21 on page 191.

Student B: read File 22 on page 186.

Student C: read File 23 on page 197.



22 To watch the video and do the activities, see the DVD ROM.

KEEP IT IN MIND

SPEAKING

- 1** Work in pairs. Take turns to ask the questions. Choose one of the answers given or think of your own. Your partner should ask extra questions to find out more.
- How does diet affect your mood?
 - A lot. I take dietary supplements so my body's always in balance.
 - I don't think about it. I eat whatever I like.
 - How well do you deal with pain and illness?
 - I tend to get quite grumpy and moan a lot.
 - By and large, I just get on with things and don't complain.
 - How would you describe your general outlook on life?
 - I'd say I'm pretty cheerful most of the time.
 - I'm prone to mood swings. I tend to be quite up and down.
 - How well do you deal with stress?
 - To be frank, not so well. I have a tendency to blow up.
 - Generally speaking, I'm pretty cool under pressure.
 - What do you do if you have negative feelings?
 - I'll often dwell on things and that sometimes makes me feel a bit down.
 - I'm usually able to shrug them off quite quickly.

READING

- 2** Work in pairs. Discuss what – if anything – you know about the following topics.
- mindfulness and meditation
 - depression
 - life expectancy and well-being in the developed world
 - patients that doctors refer to as 'the worried well'
 - Traditional Chinese Medicine
- 3** You are going to read an article about mindfulness and Eastern and Western medicine. With your partner, discuss which phrases you think are connected to each of the five topics in Exercise 2.

date back over 2,000 years
low-level complaints
a downward spiral
be met with scepticism
eradicate infectious diseases
relieve minor conditions
excruciating pain
spark neural connections
improve mortality
trigger symptoms

- 4** Now read the article and take notes on what is said about each of the topics in Exercise 2. Compare your notes with your partner.
- 5** With your partner, use the phrases from Exercise 3 and your own words to retell parts of the article.
- Mindfulness originates in Buddhist practices that date back over two thousand years.*
- 6** Use as many of the following sentence starters as you can to write sentences about the article that are true for you. Then discuss your ideas with your partner.
- I already knew the bit about ...
 - I was interested in the fact that ...
 - I was surprised that ...
 - I find it hard to believe that ...
 - It's very true that ...
 - If this was in my country, ...
 - I didn't really understand this bit about ...

VOCABULARY Mind and body

- 7** Work in pairs. Discuss why the following actions might happen / be done.
- your mind drifts or wanders
 - your mind starts to race
 - your heart beats fast
 - your belly rises and falls
 - your body shudders
 - wipe your forehead
 - raise your eyebrows
 - raise your hand
 - clutch your chest
 - click your fingers
 - drop your head
 - shrug your shoulders
 - clench your fist
 - support your back
 - stretch your legs
 - flutter your eyelashes
- 8** Which part of the body do you use for these actions?
- | | | | |
|---------|--------|--------|-------|
| sniff | stroke | crouch | pat |
| scratch | blink | hug | spit |
| glare | frown | grin | punch |
- 9** Work in pairs. Test each other. Take turns to act out different actions in Exercises 7 and 8. Your partner should say the word(s).

EAST MEETS WEST

The mindfulness boom gives Kasia Kowalski pause for thought

The spread of mindfulness has been little short of remarkable. Originating in Buddhist practices that date back over 2,000 years, it was relatively unknown in the West until just a few years ago and practised only by a handful of enthusiasts such as the late Apple CEO Steve Jobs. Recently, however, it has emerged as a multi-billion-dollar industry and has been embraced by everyone from celebrities and business leaders to doctors and parents. It has even been adopted by the US military, who use it to prepare troops for combat! So what exactly is mindfulness and how is it supposed to work?

Well, in essence, it's a meditation therapy designed to train people to focus fully on inner processes occurring in the here and now. Evidence is slowly mounting of its potential to combat a range of health problems. For instance, it's been claimed that it can break the cycle of recurrent bouts of depression and anxiety.

People suffering from depression often find their negative moods are accompanied by negative thoughts. While these thoughts usually disappear once the episode has passed or once medication has been prescribed, an association between the various symptoms has nevertheless been established in the brain. As a result, a mood swing caused by something trivial such as foul weather can trigger the symptoms, leading to a recurrence of depression. The more this happens, the more likely it is to recur, making the problem more resistant to drug treatment.

Mindfulness-based therapies encourage sufferers to break this downward spiral by noticing these patterns of thought and then focusing their minds on the present instead of the past or future. This can also bring about physical benefits too: the heart beats slower, muscles loosen and even brain structure may possibly be altered. Mindfulness is believed to spark new neural connections and studies have shown that the areas of the brain associated with the regulation of emotions are bigger in those who regularly practise meditation.

The spread of mindfulness exemplifies the interest many Western health professionals take in Eastern practices. Western medicine has been incredibly successful in improving mortality. During the 20th century, life expectancy doubled in developed countries and many infectious diseases were eradicated. However, while death may have been delayed, many are now living longer not in health but in sickness. Western medical practice is often less effective at dealing with long-term illness and general well-being. Unless you are in excruciating pain or have something life threatening, Western doctors often have little to offer. Indeed, many dismiss patients with low-level complaints as 'the worried well'. Eastern medicine such as Traditional Chinese Medicine (TCM), on the other hand, is more focused on maintaining good health, and through acupuncture, herbal remedies and massage is apparently more successful in relieving more minor conditions such as eczema, back pain and migraines.

TCM is underpinned by a philosophy that stresses harmony between mind, body and the environment. It aims to 'rebalance' patients and unblock natural energy flows called 'chi'. Unsurprisingly, such quasi-religious descriptions are met with scepticism from a science-based medical profession that wants evidence from randomised trials. However, for various reasons it has proved difficult to scientifically confirm the effectiveness of TCM. Medical research is always costly and as TCM does not require the use of many drugs, there's little financial incentive for pharmaceutical companies to invest in studies that may well prove it works. In addition, results can be difficult to quantify or randomise and even when positive results are gained, they can still be met with resistance and even ridicule.

None of this seems to be halting the march of mindfulness, though, and the millions around the world who claim to benefit from it seem unconcerned by the fact it has spawned more apps than conclusive critical studies.



BEDSIDE MANNER

SPEAKING

1 Work in groups. Discuss the questions.

- What's good / bad about being a doctor in your country? Would you like to be one?
- Do you know anyone who's a doctor? What do they think of their work and the health service?
- When was the last time you saw a doctor? How was the service? What were they like?

LISTENING

2 ▶ 33 Listen to five doctors talking about their jobs and issues connected to their work. Take notes on what they say. Which four speakers have something in common and which speaker is the odd one out? (There is more than one possible answer.)

3 ▶ 33 Work in pairs. Compare your notes. Then listen again and add to your notes.

4 Compare your notes again and discuss:

- whether you still agree who is the odd one out.
- which speaker you think is the most interesting.
- which speaker you would most like as a doctor.

5 With your partner, discuss the questions.

- What medical dramas do you know? How realistic do you think they are?
- How is the Internet good / bad in helping people deal with health? What do you think of the doctor's attitude towards Google?
- How can doctors best avoid communication breakdowns with patients?
- What do you imagine the man with Addison's disease went through?
- Have you heard of any unusual conditions? What do you know about the causes and effects?

UNDERSTANDING VOCABULARY

Nouns based on phrasal verbs

We sometimes make nouns based on phrasal verbs or other combinations of prepositions and verbs. Usually the verb comes first but not always as you can see in these sentences from the listening.

When I see the mass of **printouts** in their hand, my heart sinks.

I had to stop because of the Ebola **outbreak**.

There can also be other changes:

A **passerby** stopped and called an ambulance.

There's been a **stepping up** in the pace of reform of the health service.

We're having a **get-together** after work.



Hugh Laurie, star of the hit US medical drama *House*

6 Complete the sentences with nouns based on these phrasal verbs.

break out	break through	work out	drop out
bring up	crack down	run up	shake up

- 1 Our health system needs a serious _____ to cope with an aging population.
- 2 Good health in later life depends on your _____.
- 3 A vigorous _____ for 30 minutes each week is enough to stay fit.
- 4 I worry we might have an _____ of a disease we can't control.
- 5 There should be a _____ on the advertising of junk food to protect young people's health.
- 6 They have made some important _____ in tackling dementia.
- 7 Health will be a big issue in the _____ to the next election.
- 8 The _____ rate at medical school is quite high.

7 Work in pairs. Discuss how far you agree with the statements in Exercise 6. Explain why.

8 With your partner, discuss what you think the nouns in bold mean and who or what the words in italics refer to.

- 1 There was a big **cover-up** to stop the public finding out about *it*.
- 2 No-one was injured, luckily, but *it* was a complete **write-off** so I'll have to buy a new *one*.
- 3 We had a **break-in**, but luckily *they* didn't take anything too valuable.
- 4 *They* want to build a **bypass** to reduce traffic coming through the centre.
- 5 *They* have a **turnover** of billions of dollars because they are so dominant in the market.
- 6 *They* staged a **walkout** in protest at the cutbacks.
- 7 We had a bit of a **falling-out** over something stupid, but we're back on speaking terms.
- 8 *They* told me *it* had come back positive, but it turned out there had been a **mix-up** and I was actually fine, which was a relief.

9 Tell your partner about true examples for three of the words in bold in Exercise 8.

GRAMMAR

Modal auxiliaries

Modal auxiliaries (*will, should, must*, etc.) add meaning to the verb that follows them. For example, they can show ability, certainty or hypotheticality. The verb that follows is an infinitive without *to*. The infinitive can show a different time or aspect, such as perfect or continuous.

10 Work in pairs. Look at the sentences based on the listening. Discuss how the meaning or time changes with each possible ending.

- 1 I just know ...
 - a they'll have been searching the Internet.
 - b they can't have searched the Internet.
- 2 Norwegian doctors had reported into work with illnesses ...
 - a that they would have issued a sick note to others for.
 - b they could issue a sick note to others for.
- 3 Imagine what that patient ...
 - a must've gone through.
 - b might be going through.
- 4 If we come across a disease we don't immediately recognise, ...
 - a we can feel lost.
 - b we will often feel a bit lost.
- 5 They give poor treatment because ...
 - a they won't admit to not knowing what the problem is.
 - b they mustn't admit to not knowing what the problem is.

- 6 Nowadays, ...
 - a most TV dramas will have more flawed characters.
 - b most TV dramas should have more flawed characters.
- 7 We use it as a springboard for a discussion on the processes that ...
 - a should've taken place.
 - b may take place.
- 8 I later won a scholarship to study here in France and ...
 - a I should qualify next year.
 - b I shall qualify next year.



Check your ideas on page 176 and do Exercise 1.

11 Work in pairs. For each of the situations below, discuss:

- what caused / is causing the situation.
 - what you might say if you were in the situation.
 - what you think will (or should) happen next.
- 1 *It might be because it's winter and so more people get ill.*
It wouldn't be happening if so many good doctors weren't leaving for the private sector.
It'll only get worse in the months to come.
 - 1 Waiting times for emergency treatment at the local hospital have shot up over the last six months.
 - 2 On a bus, an unshaven man in dirty clothes is lying on the floor.
 - 3 A large number of people at the hotel you run are off work with stomach problems and there's a conference starting, which means the hotel's going to be full.
 - 4 A patient is suffering from severe headaches. The doctor has done a number of tests which came back negative.
 - 5 A friend hasn't been in touch recently. You see them one day in a café but don't immediately recognise them. They leave before you can speak.

12 Work with a new partner. You are going to do a roleplay based on one of the situations in Exercise 11. First choose a situation and decide who will take which role below. Then spend a few minutes preparing your role.

- 1 the hospital manager with a journalist
- 2 two passengers who get on the bus
- 3 two managers of the hotel
- 4 the patient and doctor
- 5 you and another friend talking about the friend

13 Now roleplay the conversation.



For further practice, see Exercise 2 on page 177.

VIDEO 5

THE CAT WHO ATE NEEDLES

1 Work in groups. Discuss the questions.

- Do you have any pets? Have you had pets in the past? If so, what kind?
- What benefits do you think there are to having pets? And what downsides might there be?
- Do you think being a vet is a good job to have in your country? Why? / Why not?
- What do you think the rewards of the profession might be?

2 23 Watch the first part of a video about a pet in need of a vet (0.00–2.32). Find out:

- 1 what the problems are.
- 2 how the injury occurred.
- 3 what the vet did first.
- 4 what the vet fears could happen next.

3 Work in pairs. Compare your answers and discuss how you think Maxine the cat will be treated and whether she will survive.

4 23 Watch the second part of the video (2.33–4.31). Are the sentences true (T) or false (F)? How do you know?

- 1 The thread was longer than they'd expected.
- 2 The main focus of the operation shifted as it progressed.
- 3 An instrument was attached to the needle.
- 4 The operation itself was remarkably swift.
- 5 Maxine's owner had to make sacrifices in order to provide her with all the aftercare she needed.
- 6 Maxine will never fully recover from the accident and the surgery.
- 7 Maxine's owner resents the time and effort this required of her.
- 8 The vet believes it was possible for things to have been much worse.

5 23 Work in pairs. Check you understand the words and phrases in bold. Then put the sentences in the order you think you heard them. Watch the whole video again and check your answers.

- a She needs **around-the-clock care** over the next few days.
- b Catherine's dedication **pays off**.
- c It felt like forever – just that not knowing what was going to happen.
- d Doctor Yessenow was very helpful but also very **frank**.
- e Doctor Yessenow immediately **puts** Maxine **under anaesthesia**.
- f The **combs** point backwards.
- g In two weeks' time, Maxine is **back to her old self**.
- h I almost wanted to **take her place**.

6 Work in groups. Discuss the questions.

- Do you think it's good to dedicate so much time and money to a pet?
- Do you know anyone whose pet has had an operation? What happened?
- What do you think of the video? Would you watch a reality TV show like this?
- Do you ever watch other TV shows that feature animals in some way? If so, what?

UNDERSTANDING FAST SPEECH

7 24 Listen to an extract from the video said at natural pace. Try to write down what you hear. Then compare your ideas with a partner.

8 25 Try again. This time you will hear a slower version of the extract.

9 Check your ideas in File 10 on page 189. Groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS. Practise saying the extract.

REVIEW 5

GRAMMAR AND UNDERSTANDING

VOCABULARY

1 Complete the text with one word in each space.

We're a growing company. Last year we had a ¹_____ of around five million dollars, mostly achieved because of a major ²_____ we made in the field of biotechnology. Things are still in their early stages, but potentially it ³_____ save thousands of lives. I've ⁴_____ working on the project since I started here – I ⁵_____ have been here three years next month – and none of the rapid progress ⁶_____ have been possible without the government funding we ⁷_____ been receiving during that time. People assume a discovery like this ⁸_____ have taken years of research, but actually it all happened very quickly.

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and five words, including the word given.

- He was texting while driving, so he's only got himself to blame.
It's his own fault. He _____ attention while he was driving. **MORE**
- Things can't be easy for them now they're both unemployed.
_____ if neither of them is working. **STRUGGLING**
- It's so annoying that he refuses to say when he doesn't understand things.
The fact that he _____ understanding things drives me mad! **ADMIT**
- Things aren't as bad as they used to be, but there's still a long way to go.
Things _____ last few years, but we still have plenty to do. **OVER**
- I'm only alive today because they managed to find a donor.
I _____ you today if a donor hadn't come forward when she did. **TALKING**
- They're a nightmare to work with. They're so unreliable.
They're impossible! They _____ deadlines and breaking promises. **CONSTANTLY**

3 Choose the correct option.

- The job's well paid, but it's mind-numbingly *demanding / boring / draining*.
- I've just found your glasses. You can't *be looking / look / have been looking* very hard!
- We're operating in a *blissfully / a fiercely / an utterly* competitive business environment.
- There's a chance I *should / must / will* be talking at a conference on the 20th.
- Students decided to stage a *dropout / an outbreak / a walkout* in protest.
- The meeting *can / might / should* always be rescheduled if the date's not convenient.

VOCABULARY

4 Decide which of these verbs are more usually connected to the body and which are more usually connected to work. Think of a noun collocation for each verb.

clench	flutter	oversee	shrug
click	implement	stretch	place
come up with	input	schedule	wipe

5 Match the verbs (1–10) with the collocates (a–j).

- | | |
|------------|--|
| 1 undergo | a your eyebrows / the minimum wage |
| 2 suffer | b a contract / guidelines |
| 3 raise | c a month's notice / advice |
| 4 draw up | d early retirement / no notice |
| 5 maintain | e chemotherapy / surgery |
| 6 give | f expense claims / my application |
| 7 take | g a crackdown / a new product |
| 8 process | h severe burns / a relapse |
| 9 launch | i a lot of opposition / swingeing cuts |
| 10 face | j a computer network / standards |

6 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- I was granted a month's _____ leave when my partner died. (compassion)
- I provide _____ and ensure projects get completed. (lead)
- The unions have done little to halt the _____ of the workforce. (casual)
- In the end, I just decided I couldn't stand any more and took voluntary _____. (redundant)
- After the operation, I underwent _____ physiotherapy for a few months. (extend)
- We lose millions of pounds each year because of chronic _____. (absent)
- She'll be dealing with any _____ issues that may arise. (contract)
- They've halved the infant _____ rate in a decade. (mortal)

7 Complete the text with one word in each space. The first letters are given.

In my last job, I had to go to lots of official events and parties and ¹ne_____ quite a bit. I enjoyed it because I've always been a sociable person. I liked taking clients out and ²en_____ them and it helped to ³at_____ new business. Also, getting to eat in fancy restaurants was very much a ⁴p_____ of the job. After one meal, though, I slipped while I was leaving and broke my leg in three ⁵p_____. It was horrible. The pain was ⁶ex_____. I was ⁷r_____ to hospital and they decided I needed an operation. The break was so bad they needed to ⁸in_____ metal rods! Apparently, they can be ⁹re_____ at some point if everything heals OK. Anyway, I was given an ¹⁰an_____ and can't remember much else about what happened. Two days later, though, I got an email saying I'd been fired! I couldn't believe it! I'm taking my old employers to a ¹¹tr_____ and hopefully I'll win some ¹²co_____.