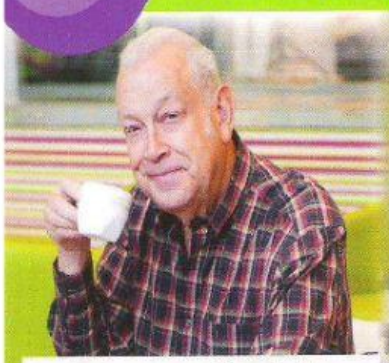
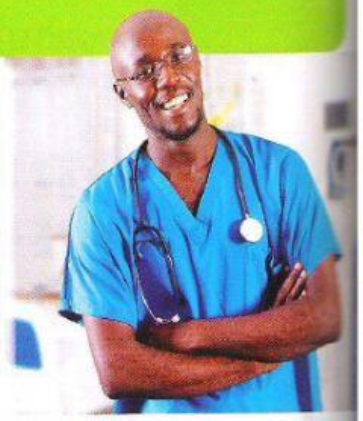
11 Medical matters

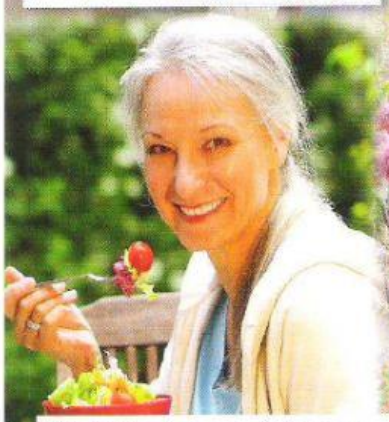


1 Here I am, in my 80s and still quite ..... – I mean I go shopping, visit my friends and go to the cinema when I want to. What more can you ask for?

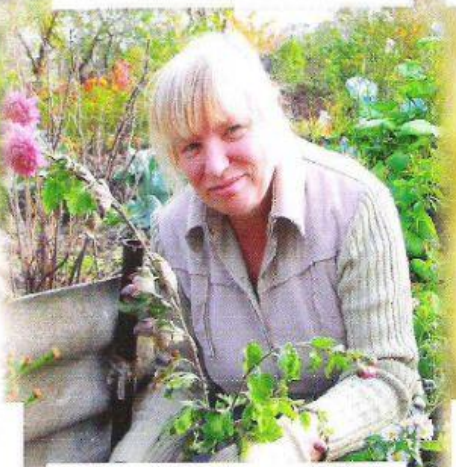
2 I do an hour's ..... in the morning before going to college, and in the evening I usually have time for a couple of hours' sport, so I really think I'm very fit.



3 I do ..... the occasional cold or other ..... . I'm a doctor, so I can't really avoid them, but I ..... them pretty quickly and they don't usually stop me going to work.



4 I visit the doctor regularly once a year for a ..... . Once or twice I've needed ..... for something she's found, but it's never been anything very serious.



5 I never go to the doctor and in fact I don't even know my doctor's name. I'm lucky, I've never had a day's ..... in my life.

6 I'm very careful to eat a ..... – only a little meat and plenty of fresh fruit and vegetables – and I'm careful about not ..... weight, so I do a reasonable amount of exercise as well.'

Starting off

1 Work in pairs. Complete what each of the people says about their health by writing the words or phrases from the box in the gaps.

active balanced diet catch check-up get over
illness infection putting on treatment workout

2 13 Work in pairs. Listen to the first part of what each speaker (A–F) says about their health and, when you hear the 'beep', predict which extract (1–6) from Exercise 1 comes next.

Example: A 2

3 14 Now listen to the complete extracts to check your answers to Exercises 1 and 2.

4 Work in pairs.

- Which speaker do you think has the healthiest lifestyle?
- Which speakers say something you agree with? Why?

LIVEWORKSHEETS

Listening | Part 3

1 You are going to hear five people talking about a visit to their family doctor. Before you listen, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Listening Part 3? Circle the correct option in *italics* in these sentences.

1 You listen to *four / five* speakers and you must choose the statement which best summarises what they say from *seven / eight* options.
2 Before you listen, you should *read and think about the meaning of each option / read through the options, then wait patiently for the listening to begin.*
3 The speaker will *express the same idea / use exactly the same words* as in the question.

2 Match the words and phrases (1–9) with their definitions (a–i).

1 cure
2 diagnose
3 examination
4 heal
5 prescribe
6 sick note
7 surgery
8 treat
9 vaccination

a an injection to prevent someone getting a disease
b piece of paper on which a doctor writes that a patient is ill and has permission not to go to school or work
c say what medical treatment someone should have
d recognise and name the exact character of a disease or a problem, by making an examination
e use drugs, exercises, etc. to cure a person of a disease or heal an injury
f when a doctor looks at a patient carefully in order to discover the problem
g make someone with an illness healthy again
h make or become well again, especially after a cut or other injury
i a place where you can go to ask advice from or receive treatment from a doctor or dentist

3 15 Now listen and tick ✓ the words and phrases from Exercise 2 as you hear them.

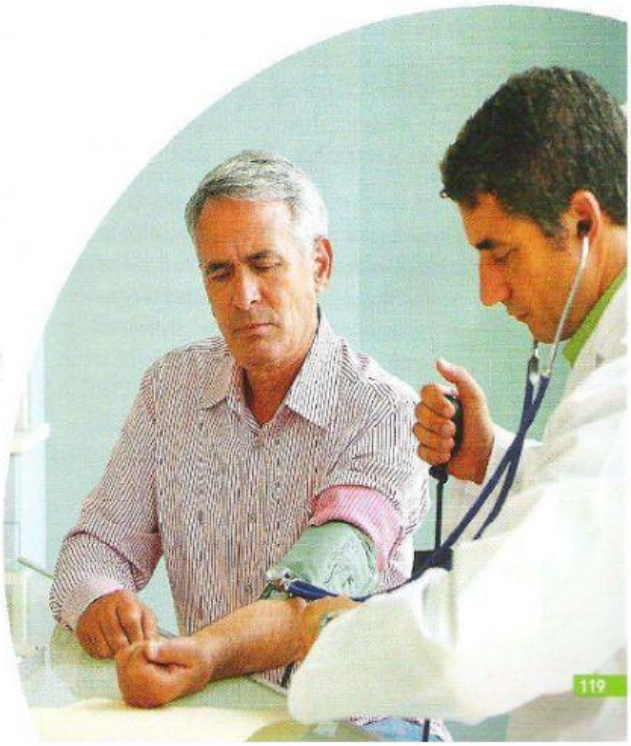
4 Listen again. For speakers 1–5, choose from the list (A–H) what each speaker says about their visit. Use the letters only once. There are three extra letters which you do not need to use.

A I wasn't given enough attention by the doctor at first.
B I was told by the doctor that I needed to relax.
C I was irritated by what the doctor said.
D I wish I hadn't gone to the doctor at all.
E I felt better after the visit.
F I asked for a specialist to deal with my problem.
G I agreed with the doctor's diagnosis.
H I arrived late for my doctor's appointment.

Speaker 1 [ ] 1
Speaker 2 [ ] 2
Speaker 3 [ ] 3
Speaker 4 [ ] 4
Speaker 5 [ ] 5

5 Work in pairs.

- What can people do when they are unhappy with their doctor?
- Which do you think is more important: dealing with the medical problem or treating the patient well?



LIVEWORKSHEETS

Reading and Use of English | Part 6

1 Work in groups. You will read an article about studying medicine. Before you read, discuss these questions.

- What attracts young people to become doctors?
- How do you think studying medicine might be different from studying other subjects at university?

2 Read the article carefully, ignoring the gaps. Note the subject of each paragraph in the margin as you read.

What's it like to study medicine?

Dr Fred Clough recounts his experience

How studying medicine is different

Medicine isn't quite like other degrees. I spent the first three years studying and attending lectures on anatomy, cell biology and pathology (what happens when the body goes wrong). I found when I got to medical school that I was required to memorise far more than I had had to at secondary school and put in far longer hours, especially around exam time.

As well as the lessons and lectures, I had individual weekly classes with my tutor, who also gave me work to do. [1] These classes soon became a high point in my week. We used to spend the hour discussing such things as the properties of different medicines or the topic of an essay whose title was *Doctors can learn more medicine from treating patients than from studying textbooks. Do you agree?* [2]

In my final year, I studied for an extra degree in Physiological Sciences. I was also able to pursue areas of interest, which in my case included neuroscience, and take supplementary modules in the history of medicine and pharmacology. Most universities now expect you to do some academic research as well. However, I felt incredibly lucky that I had the opportunity to work in laboratories where I rubbed shoulders with Nobel Prize winners. [3]

As a clinical student, in other words as a student in a hospital, my timetable changed dramatically. I was expected to dress smartly, as I spent every day with patients as a functioning part of a medical team. [4] These included surgery, medicine, dermatology, neurology and many more.

I moved to a London hospital for my clinical training, and had some very memorable experiences, such as delivering my first baby and visiting a prison psychiatric ward. [5] I was permitted to walk into any ward or any operating theatre and observe, learn, ask questions and speak to patients, whereas practising doctors are all rushed off their feet. Students can often take time to really investigate a patient's condition more deeply, and may even be able to inform the doctors and nurses of some very important detail that has been overlooked and which might lead to the patient being misdiagnosed. [6] Everyone teaches each other at whatever level, and now I also help secondary-school students who are preparing entrance exams for the top medical schools.

Medicine is a very time-intensive degree. However, being thrown in at the deep end of some of the most challenging situations I have ever been in, and having to deal with patients from all areas of life, continues to inspire me and satisfy me on a daily basis.

Adapted from *The Independent*

LIVEWORKSHEETS

3 Work in pairs. Six sentences have been removed from the article. Underline words which may refer to something in the article and discuss what they may refer to.

What did we use to do on the occasions when we didn't play chess? *Who are we?*

A And on other occasions we used to just play chess.
B Now, as a working doctor, who is expected to do certain jobs by certain times, I appreciate that while I was studying medicine, I had the opportunity to do many things I would not have time for now.
C On average, four weeks was spent rotating around each of the different specialties across the three years.
D The culture within medicine is that each team member's input is respected, and the team itself is hugely valued.
E And although I was expected to work extremely hard, most of the work was enjoyable.
F These well-known people would always be more than happy to answer questions in the corridor, or reply to an email that requested more information about their subject.
G This usually consisted of writing an essay on a topic related to my studies.

4 Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

5 Work in pairs. Would you like to study medicine? Why? / Why not?

Exam advice

- Read the text, looking carefully at the information before and after each gap.
- After choosing a sentence, underline the words before and after the gap which tell you the sentence fits. This will help you to make sure you have chosen the right sentence.

Vocabulary

Idiomatic expressions

It's important to be able to guess the meanings of idiomatic expressions from the context.

Match the highlighted expressions 1–7 in these extracts from Reading and Use of English Part 6 and Listening Part 3 with their definitions a–g below.

- I had the opportunity to work in laboratories where I (1) rubbed shoulders with Nobel Prize winners.
- ... practising doctors are all (2) rushed off their feet. Students can often take time ...
- ... (3) being thrown in at the deep end of some of the most challenging situations I have ever been in, and having to deal with patients from all areas of life continues to inspire me ...
- I've been (4) feeling a bit off-colour for some time now and I've been to the doctor several times to try to (5) get to the bottom of it.
- I'd been coughing and sneezing all week and (6) feeling very under the weather.
- I must say she looked a bit (7) taken aback, but then she got up from her desk and came and gave me a really thorough check-up.

a be very busy
b feel slightly ill
c meet and spend time with
d start something new or difficult without help or preparation
e discover the truth about a situation
f feel ill
g surprise or shock someone so much that they do not know how to behave for some time

LIVEWORKSHEETS

Grammar

Relative pronouns and relative clauses

1 Complete these sentences from Reading and Use of English Part 6 by writing one word in the gaps. In some cases, more than one answer may be possible.

1 I had individual weekly classes with my tutor, ... also gave me work to do.
2 We used to spend the hour discussing such things as the properties of different medicines or the topic of an essay ..... title was *Doctors can learn more medicine from treating patients than from studying textbooks. Do you agree?*
3 I had the opportunity to pursue areas of interest, ... in my case included neuroscience ...
4 I had the opportunity to work in laboratories ..... I rubbed shoulders with Nobel Prize winners.
5 Students may even be able to inform the doctors and nurses of some very important detail ..... has been overlooked.

page 172 Language reference: Relative pronouns and relative clauses

2 Read these sentences. Which contain defining relative clauses? Which contain non-defining relative clauses? Write D for defining or ND for non-defining after each sentence.

1 The village where I go for my holidays has a very healthy climate. .....
2 Mrs Altmeyer, who you met on the train, is a nurse. .....
3 The children who you've been talking to all go to the same school. .....
4 Have you still got the book which I lent you? .....
5 My physical education teacher, who was an Olympic champion, says that exercise is essential for good health. .....
6 Students who eat a good breakfast often do better at school. .....

3 In which of sentences 1–6 above could you use *that* instead of *which* or *who*?

4 In which sentences could you omit *who* or *which*? Why?

5 Candidates often make mistakes with relative pronouns. Each of these sentences contains one wrong word or one extra word. Find and correct the mistakes.

1 Judy goes to the swimming club it's near the central station.
2 Frank has a brother his wife is in hospital with a broken leg.
3 She's a student of yoga, that is done by thousands of people in this country.
4 Can I read that essay which you wrote it last week?
5 Gaby's friends, who you met them this morning, are going to the beach this afternoon if you want to come.
6 I'm afraid I can't understand that you are saying.
7 Aziz lives in a large house which it has a view of the sea.
8 Mandy supports the football team which it won the league last year.

6 Join these sentences using a relative clause.

1 Did you see the film? They broadcast it on television last night.
Did you see the film (- / that / which) they broadcast on television last night?
2 He studied hard for his maths exam. He found it quite easy.
3 The man is a taxi driver. They sold the car to him.
4 Could you give me the newspaper? You were reading it earlier.
5 That white house over there is the house. He was born there.
6 Where's the envelope? I put the money in it.
7 Every morning, I go running in the park with Patricia. You know her brother.
8 Karen and Teresa are on holiday in the Caribbean at the moment. We're looking after their dog.

LIVEWORKSHEETS

Reading and Use of English | Part 3

1 Read this extract from Reading and Use of English Part 6 and choose the best answer to the question below.

> ... some very important detail that has been overlooked and which might lead to the patient being misdiagnosed.

What does *misdiagnosed* mean?
a diagnosed badly or wrongly
b not diagnosed at all

2 Now read these two sentences and answer the questions below them.

He unlocked the front door and walked in.

1 What does *unlock* mean?
a lock something wrongly
b open something which was locked

The football competition was so disorganised that no one knew what time their team had to play.

2 What does *disorganised* mean?
a not organised
b organised wrongly

3 Which prefix, *mis-*, *un-* or *dis-*, has a different meaning from the other two?

4 Complete these sentences using the negative form of the verb given in capitals. Remember to use the correct form of the verb.

1 Could you help me ..... the button on the back of my dress? DO
2 I know the news will ..... you, but we are unable to offer you the job. APPOINT
3 If you ..... the equipment, it will probably break. USE
4 The knot was so tight that he couldn't ..... it. TIE
5 *Accommodation* is a word which many students ..... . SPELL
6 I can't find my keys anywhere. They seem to have just ..... APPEAR
7 This isn't a complete check-up, so you needn't get ..... – just take off your shirt. DRESS
8 I'm afraid you must have been ..... ; there's no concert here tonight. INFORM

5 EP Add a prefix *un-*, *dis-*, *in-*, *im-* or *mis-* to form opposites of these words. In some cases, more than one answer may be possible.

ability agreement appear aware certain experienced formal happiness helpful honest like patient predictable reliable satisfied understand

6 EP For questions 1–8, read this text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Before you decide which word, decide what type of word you need (adjective, noun, etc.), whether you need a negative form, a plural form or the correct form of a verb.

Is there a doctor on board?

You're on a plane in mid-air. You **(0)** ....undo.... your seatbelt and begin to relax when you hear an **(1)** ..... announcement: 'Is there a doctor on board?' **DO** **EXPECT**

As we all know, air travel can be an extremely stressful experience, especially after going through airport **(2)** ..... checks. Studies of airline passengers reveal that we all **(3)** ..... worry that we or another passenger may have a **(4)** ..... problem far from a hospital at a **(5)** ..... of 10,000 metres. **SECURE** **OCCASION** **MEDICINE** **HIGH**

Well, now Lufthansa, the German airline, has made the **(6)** ..... that on 80% of its flights, there is in fact a doctor amongst the passengers. Having previously obtained the doctor's agreement, when there's a medical emergency on board, one of the cabin staff will discreetly ask for his or her **(7)** ..... . It is hoped that in the future, this system will avoid making the other passengers **(8)** ..... when these situations arise. **CALCULATE** **ASSIST** **EASY**

Exam advice

Check:
- whether nouns need to be singular or plural
- whether a prefix – positive or negative – is needed
- that verbs are in the correct form.

Be careful to spell your answers correctly.

LIVEWORKSHEETS

Speaking | Part 2

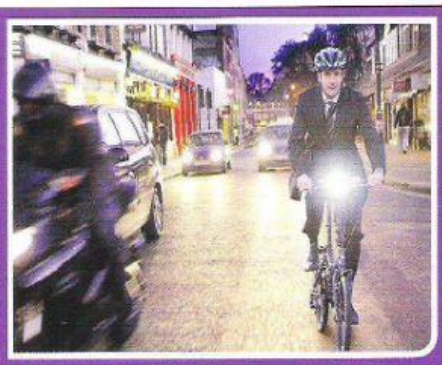
1 Complete the table below with these phrases for getting out of difficulties in the Speaking paper. (You can use them in any part of the paper.)

Phrases for getting out of difficulties
I can't think of the word, but it's a type of ...
I'm not sure how to say it, but it's used for ...
I'm sorry, what I meant was ...
Let me think ...
No, I mean ...
What I want to say is that ...
What's the word?
Sorry, I mean ...

When you need time to think	When you can't think of the word	When you've made a mistake

2 16 Work in pairs. Listen to Antonia doing Speaking Part 2 and then complete the checklist on the right.

How important is each activity for staying healthy?



The candidate ...		yes	no
1	spoke for the complete minute or until the examiner said 'Thank you'		
2	compared the photos and spent roughly equal time on each		
3	answered the examiner's question clearly with his/her opinion		
4	gave (a) reason(s) for his/her opinion		
5	found ways of explaining things when he/she didn't know a word		
6	corrected his/her mistakes		
7	sounded interested and enthusiastic about what he/she was saying.		

3 Work in pairs. Look at the examiner's follow-up question to different candidates and their answers. Then answer the questions below.

Examiner: Now, which activity would you prefer to do?
Miguel: I'd prefer to go cycling, because I'm not very good at cooking and I really enjoy making— I mean doing physical exercise. I find cycling in the city quite exciting, but if I can, I'd rather cycle in the country because it's less polluted.
Peter: Making salad is better because the other is dangerous.
Nikolai: Oh, I think cycling is very good for the health, even in the city, and also it's important to have a healthy diet because you know what they say: we are what we eat.

1 Who do you think gave the best answer: Miguel, Peter or Nikolai? Why?
2 Match what the examiner might be thinking with each candidate's answer:

a 'Did he listen to my question? He isn't answering it at all!'
b 'This is a good answer: two or three sentences, he corrects himself and he uses a variety of vocabulary.'
c 'Too short! He hasn't used much language and he's not really answering the question!'

LIVEWORKSHEETS

Exam advice

- If you can't think of a word, explain what the thing is used for or what it looks like.
- Try to use vocabulary relevant to the topic.
- If possible, avoid hesitating too often.

4 **Pronunciation:** intonation (3)

We tend to use more intonation on stressed words than on unstressed words.

1 17 Work in pairs. Look at this extract from Antonia's answer. Underline the words you think she stresses. Then listen to check your answers.

OK, so both photographs show people doing things which might be good for their sanity, sorry, I mean their health. In the first photo I can see someone who looks as if he's, um, what's the word, he's commuting by bicycle in busy traffic.

2 18 Listen to the extract with two different intonations.

- In which version, a or b, does the speaker sound more certain and confident?
- Does the voice rise or fall on the final stressed word in each sentence? What does this show?

3 Take turns to read the extract in Exercise 1 aloud. Your partner should say whether your intonation is more like version a or b.

4 19 Decide which words will be stressed in these two extracts. Then listen to check your answers.

a I'd say there are some problems with the idea of health in the first photo because of the danger from the traffic, especially because he's cycling in the night, I mean the dark, and the, um, I can't think of the word, but it's a type of smoke which comes from the cars.

b On the other hand, if you live in the city, it's a good way of getting exercise. In the second photo, the kids should remember that they need to eat a mixed, sorry, a balanced diet, not just salad and fruit.

5 Does the speaker sound more certain and more confident in extract a or b? Why? Take turns to read these extracts aloud.

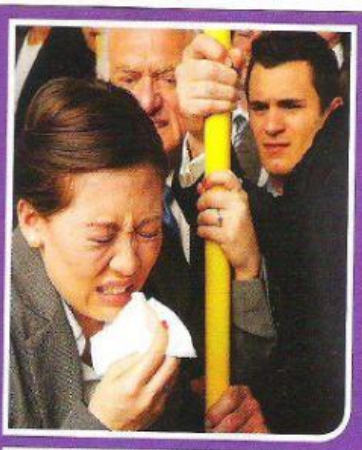
5 20 Work in pairs.

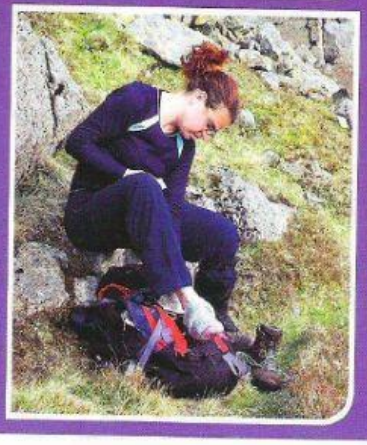
- Student A: Listen to the examiner's instructions and do the Speaking Part 2 task in Exercise 2.
- Student B: Listen and complete the checklist in Exercise 2 for your partner. When your partner has finished, give feedback.

6 21 Now, Student B should listen to the examiner's follow-up question and answer it.

7 22 Work in pairs. Student B should listen to the examiner's instructions and do this task. Student A should complete the checklist in (Speaking) Exercise 2 and give feedback at the end.

Why is it important for these people to deal with their problems?

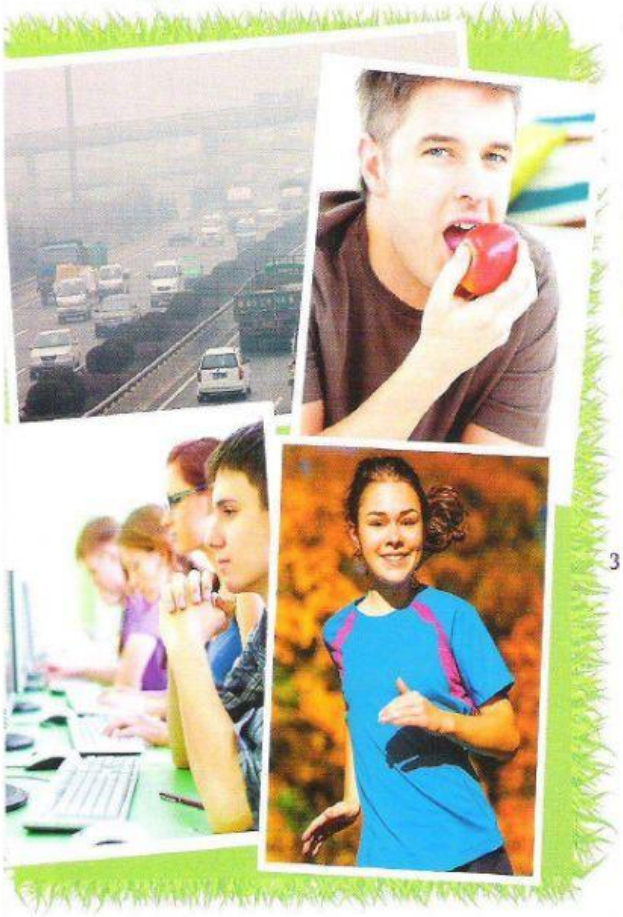




8 23 Now Student A should listen to the examiner's follow-up question and answer it.

LIVEWORKSHEETS

Writing | Part 1 An essay



1 Work in groups. Look at this discussion question. Discuss and note down at least three healthy or unhealthy aspects for each discussion point (a–e). When you have finished, change groups and report what your group decided.

> Do you think modern lifestyles are healthy or not?
> Talk about:
> a the environment and health
> b diet
> c work activities
> d information, e.g. about exercise, diet
> e free-time activities.

2 Work in pairs. Read the writing task in the next column.

- Underline the main ideas in the task.
- Decide which points from your discussion you would include in your answer and write a plan.

In your English class, you have been talking about whether modern lifestyles are healthy or not.

Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question
Modern lifestyles can seriously endanger our health. Do you agree?

Notes
Write about:

1. *food*
2. *physical activity*
3. ..... *(your own idea)*

Write your **essay**.

3 Work in pairs. Discuss what the strong points and weak points of this essay are. Then say what comments you would write at the end if you were this student's teacher.

It seems strange that although we know a lot about how to live healthily, many people continue to do things which may be harmful to their health.

There are many parts of our lifestyles which enable us to live healthily. For instance, we all know about the importance of eating a balanced diet and taking regular exercise. Moreover, in rich countries we have easy access to good-quality fresh food and suitable sports facilities, so it should be easy to adopt healthy living habits.

However, there are things which prevent people from having a healthy lifestyle. For example, industry and traffic have led to serious environmental pollution. What is more, we spend a lot of time sitting down, and this often means we have less time for activities which keep us fit. For example, there are many people who spend many hours sitting in front of computers working, studying, or playing computer games. In addition, many people do not eat the right sort of food.

LIVEWORKSHEETS