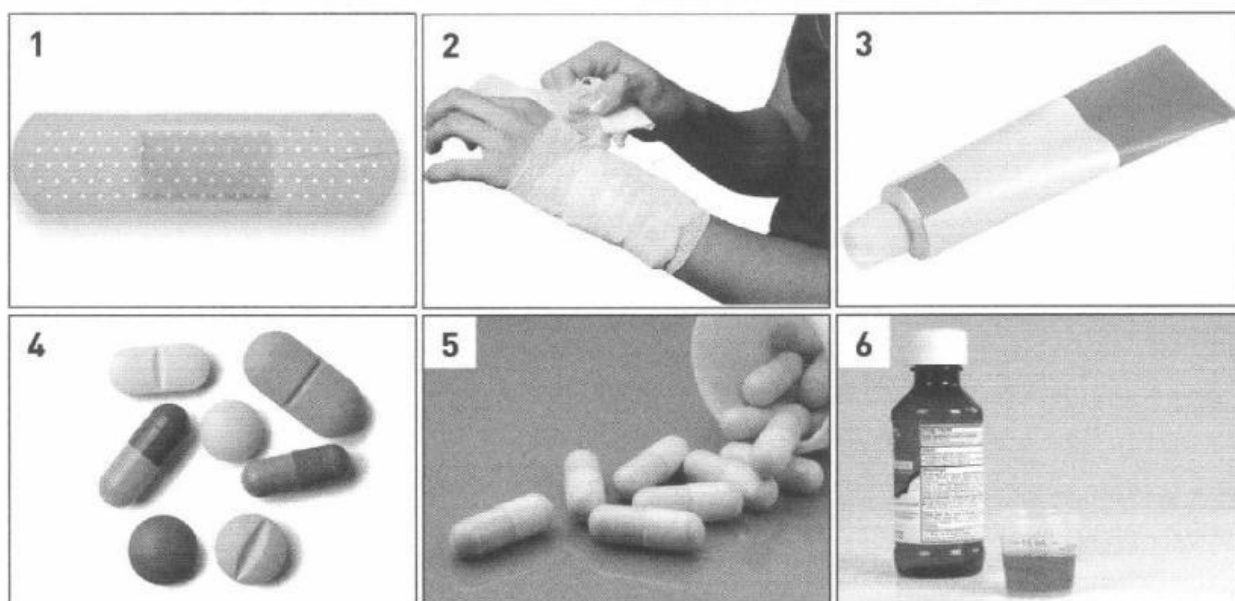


## 2 Healthcare

**Exam focus:** Completing tables and diagrams

**Aims:** Working out the meanings of words | Scanning a text for information  
Recognising synonyms and antonyms in a text

### Part 1: Vocabulary



1 Match the pictures 1–6 above with the words a–f.

- |                  |                  |                |
|------------------|------------------|----------------|
| a a bandage ____ | c cream ____     | e syrup ____   |
| b capsules ____  | d a plaster ____ | f tablets ____ |

2 Match the words 1–6 to the definitions a–f.

- |                      |                                                                                                                                                                                                 |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 a cuff ____        | a an instrument that a doctor uses to listen to your heart and breathing                                                                                                                        |
| 2 a jab ____         | b a small device that helps you to breathe more easily if you have asthma or a bad cold. You put it in your mouth and breathe in deeply, and it sends a small amount of a drug into your lungs. |
| 3 a stethoscope ____ | c a small tube with a thin hollow needle at the end, used for injecting drugs or for taking blood from someone's body                                                                           |
| 4 a syringe ____     | d an instrument for measuring temperature                                                                                                                                                       |
| 5 a thermometer ____ | e an injection of something into your blood to prevent illness                                                                                                                                  |
| 6 an inhaler ____    | f a device used for measuring blood pressure                                                                                                                                                    |

**Exam tip:** When you come across a word you don't know in a text, look at the context. It will often express the same idea in other words or give clues as to the meaning.

- 3 Work out the meaning of the words in italics 1–3 by studying their context in the passage below.

Many parents would not know what to do if their child fell and banged their head, (1) *choked* on a small toy or scalded themselves on a hot iron, research shows. The British Red Cross organisation, which (2) *commissioned* the survey, is so alarmed by the findings that it has created a cheap and easy computer-based training programme for parents called 'learn first aid fast'. The charity's first aid specialist said that learning basic rescue and recovery techniques could be the most important thing any parent did. About one million children under fifteen are admitted to accident and emergency (3) *units* every year after accidents in the home.

1 **choke**

- a to hit with a lot of force
- b to be unable to breathe because something is blocking the air passage to your lungs
- c to have health problems

2 **commission**

- a to order or authorize the production of something
- b to like something
- c to make a decision based on facts

3 **unit**

- a a department
- b a large number of something
- c a medical test

- 4 For each of the words in italics 1–4 in the passage below, find a synonym or antonym in the same sentence.

Accidents are the main reason for deaths in children aged more than twelve months, accounting for nearly 400 (1) *fatalities* a year. Falls are the most common accident, accounting for forty-three per cent of accidental injury to children at home. Burns are common, too, with ten children under five getting burnt or (2) *scalded* every day.

'Some people appear to be reassured by owning a first aid (3) *kit*, but if they are going to help someone then they must have first aid knowledge and skills as well as equipment,' a first aid specialist said. The results of the Red Cross survey revealed alarming levels of (4) *ignorance*, with many parents relying more on stories than on knowledge or common sense when faced with an emergency.

**Exam tip:** When you learn the meaning of a word which often occurs in academic texts, it is a good idea to look up and learn the different word forms as well.

- 5 Complete the table.

| Verb      | Noun         |
|-----------|--------------|
| 1 _____   | a commission |
| to survey | 2 _____      |
| 3 _____   | a recovery   |
| to injure | 4 _____      |
| 5 _____   | equipment    |
| to aid    | 6 _____      |
| 7 _____   | ignorance    |

## Part 2: Practice exercises



### Exam information: Completion tasks (1)

Completion tasks test your ability to find and understand detailed or specific information in a text.

**Completing a table, diagram, or picture:** You will have to read a passage and complete a table, diagram, or picture. The information in the passage will not necessarily be in the same order as the questions. The table, diagram, or picture may relate to a section of the passage rather than the whole.

You will be told how many words you should use (e.g. no more than two words, one word only, no more than two words and a number). Numbers can be written in numbers (e.g. 5) or words (e.g. five). Hyphenated words count as one word (e.g. *state-of-the-art* counts as one word).

**Exam tip:** When you are looking for specific information (e.g. places, names, phrases), move your eyes down the text, looking only for words and phrases related to the information you want. Do not read word for word, do not stop if there are words you do not know, and ignore any information you do not need. This technique is called 'scanning'. You can also use the text style or formatting to help you. Sometimes, numbers, uppercase letters, italics, bold print, quotation marks and other visual information within a text can help you locate the information you want.

- 1 Scan the passage below to find information about the topics 1–7 in the table. There are clues to help you find the information. The first one has been done for you.

| Questions                                              | Clues                                                                                                    | Specific information         |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------|
| What is another name for the Beveridge Report?         | Look for capital letters; find the words 'Beveridge Report' and scan the text around 'Beveridge Report'. | 1 Report on Social Insurance |
| Date of report:                                        | Scan the text for a four-digit number, which is how years are usually expressed.                         | 2 _____                      |
| What was the subject of the report?                    | Look at the name of the report.                                                                          | 3 _____<br>_____             |
| How many obstacles to progress did the report mention? | Scan the text for a number expressed in digits or in words.                                              | 4 _____<br>_____             |
| What were the obstacles to progress?                   | Look for a bulleted list.                                                                                | 5 _____<br>_____             |
| What is 'Squalor'?                                     | Scan the text for 'Squalor' and read the words in brackets: they explain the meaning.                    | 6 _____<br>_____             |
| Why was the report commissioned?                       | Scan the text for forms of the words 'commission', 'reason' or 'why'.                                    | 7 _____<br>_____             |

The 1940s saw the development of legislation that reflected an agreement across the main political parties that the state should take an increased responsibility for the funding and provision of welfare services. The specific measures taken were based on the proposals of Sir William Beveridge (1879–1963) and published in his *Report on Social Insurance* (1942), more commonly known as the Beveridge Report. Beveridge based his recommendations on his concern to defeat five 'giant evils' that, despite earlier measures, were still hindering social and economic progress in Britain. These were:

- Want (poverty)
- Disease (ill health and high mortality rates)
- Ignorance (inadequate education)
- Squalor (poor housing and homelessness)
- Idleness (unemployment)

The existence of poverty in Britain was the underlying reason for commissioning the report, but legislation was passed and services introduced that addressed each of the 'five giants'.

- 2 Scan the passage below about vulnerable people in society (i.e. those people who are in more danger of being harmed, physically or emotionally, than others). Then complete the table with notes.

| Care for vulnerable people |
|----------------------------|
| State responsibility:      |
| Support from the church:   |

- 1 In all societies there are groups of people who are potentially vulnerable. These include children, older people, people with disabilities, and the poor, for example. Whether they are supported and how they are supported, however, varies from society to society and at different times in history.
- 2 In some societies, the care of the vulnerable is seen as the responsibility of the family or the village. In others, it is principally the responsibility of the state, through community provision. In Israeli kibbutzim\*, for example, the care of children is seen as the responsibility of the whole community, and not principally the concern of the birth parents. In other societies the care of children is the prime responsibility of their parents, and in some it is the responsibility of the extended family. Attitudes to the vulnerable vary. Those on benefits may be seen as 'lazy scroungers', or their situation may be seen as the result of poor parenting or the inevitable consequence of economic changes. The response to their need will vary according to the dominant attitudes in the society, the views and priorities of government, the wealth of the nation, and how that wealth is distributed and managed.
- 3 In England, the state has had some involvement in providing for the poor since Elizabethan times. The 1601 Poor Law allowed officials to collect money from each household in their parish and to distribute it to the needy. However, it was thought that the poor only had themselves to blame. The political approach at the time was informed by a view that the government should not interfere in the workings of the economy or in the provision of welfare services. The church and other voluntary groups provided charitable support, but the state 'left well alone'. Not until the opening years of the twentieth century did the state begin to take a proactive role in the care and welfare of its citizens.

**Glossary:**

**kibbutzim:** (singular: kibbutz) communal settlements, typically farms in Israel

- 3 Look at the passage in Exercise 2. Write a sentence for each of the three paragraphs, summarising what its function is. The first one has been done for you.

Paragraph 1: This introduces the topic of vulnerable people (and the support they receive) by giving a definition.

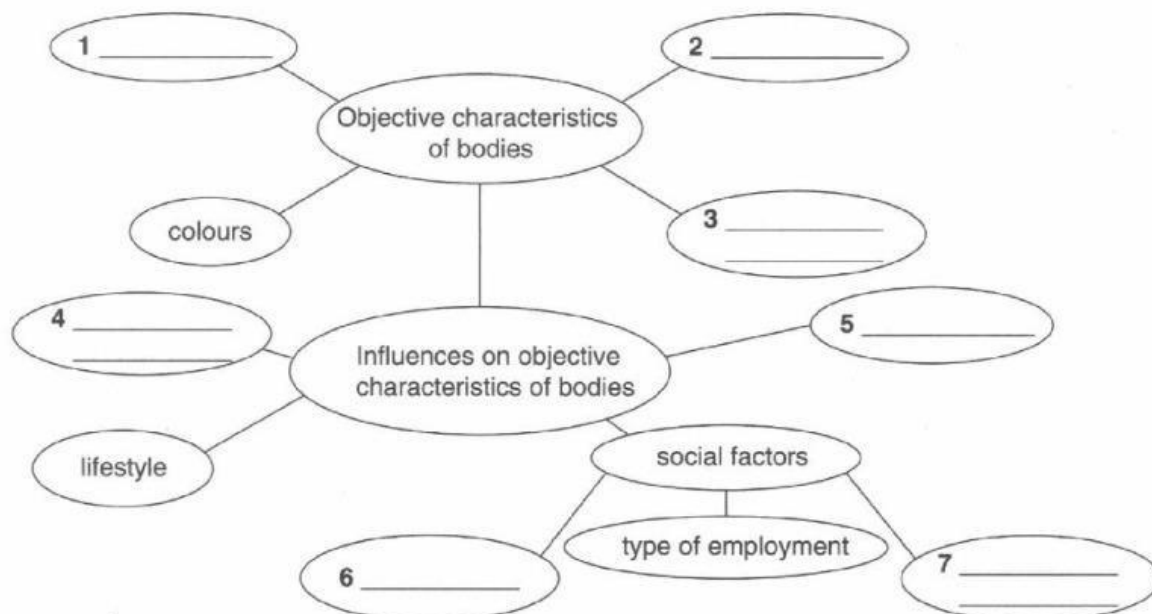
- 4 Imagine that you need to find information in the passage in Exercise 2 about the topics 1–4 below. Do not read the text again but use the summaries you wrote in Exercise 3 to decide in which paragraph you should look for the answer.

- 1 What do people think of 'vulnerable' people? Paragraph \_\_\_\_\_
- 2 What does 'vulnerable' mean? Paragraph \_\_\_\_\_
- 3 What support was provided in the twentieth century in England? Paragraph \_\_\_\_\_
- 4 Who is responsible for the care of vulnerable people? Paragraph \_\_\_\_\_

**Exam tips:**

- When you do a completion task, read the instructions carefully and note how many words you are allowed to write. Sometimes you will have to summarise the information in order to keep within the word limit.
- Charts or diagrams give a summary of the information and show visual links, so think about the relationship between the ideas in a text. The different parts of a chart/diagram may not be in the same order as the information in the text. The chart/diagram may not show all the information included in the text.
- The answers in a particular section of the chart/diagram must belong to the same grammatical category, e.g. they should all be nouns, or all verbs.
- The chart/diagram may not use the same words as the text but synonyms or paraphrases.

- 5 Scan the passage below and complete the diagram with the missing information. Write **NO MORE THAN FOUR WORDS** in each box.



So far in this chapter, we have questioned common-sense ideas held about what is sickness and health and have raised some challenging questions about these ideas. However, we can go further and question a closely related concept upon which notions of illness are ultimately based: the concept of 'the body'.

All of us exist in 'bodies' that are objectively different shapes, heights, colours and physical abilities; they are also subjectively valued as attractive or ugly, young or old, short or tall, weak or strong.

Let us look first at the objective differences. The two most common explanations for objective differences between bodies are, first, that people's bodies vary according to genetic differences (height, weight, etc.) and, second, that bodies change as people age. However, sociologists point out that the shapes of people's bodies are often actually linked to diets, type of employment and general quality of life. A huge range of research indicates that poorer people are more likely to:

- eat 'unhealthy' foods and to smoke cigarettes
- be employed in repetitive, physically demanding work or the other extreme of boring, sedentary employment
- have worse housing conditions
- live in more deprived neighbourhoods

All of these factors impact upon the condition of a person's body and health. We can see then that the physical shapes of bodies are strongly influenced by social factors.

6 Scan the passage below and complete the table with the missing information 1–8. The first one has been done for you.

| Legislation (laws)                     | Type of payment                                                                                                                                                                            | For whom?                                                                                    |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1 <i>The Family Allowance Act 1945</i> | financial payment                                                                                                                                                                          | 2                                                                                            |
| 3                                      | <ul style="list-style-type: none"> <li>• unemployment benefit</li> <li>• sickness benefit</li> <li>• retirement pension</li> <li>• maternity benefit</li> <li>• widow's pension</li> </ul> | 4                                                                                            |
| 5                                      | 6                                                                                                                                                                                          | people who did not pay into the national insurance scheme and did not receive those benefits |
| 7                                      | free health services at the point of delivery, based on need                                                                                                                               | 8                                                                                            |

The Family Allowance Act 1945 introduced a financial payment for children under 15. This did not apply for the first child but applied for all subsequent children.

The National Insurance Act 1946 allowed for the payment of unemployment benefit, sickness benefit and retirement pension, maternity benefit and widow's pension for all who, when in work, paid weekly from their wages into the national insurance scheme.

The National Assistance Act 1948 provided a 'safety net' – a minimum income for people who did not pay into the national insurance scheme and were, therefore, not eligible for those benefits.

The National Health Service Act 1948. Before the introduction of the National Health Service (NHS), if people needed to see a doctor or have hospital treatment they normally had to pay. A national service was central to the post-war welfare reforms and was based on three principles:

- 1 That health services should be free to all at the point of delivery (when they are actually used).
- 2 That the service would be truly national, covering the whole population in all parts of the country.
- 3 That access to services would be based on clinical need (not on the ability to pay).

## Part 3: Exam practice

Complete the tables on the next page.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

The rising problem of obesity has helped to make diabetes treatments the biggest drug bill in primary care, with almost £600 million of medicines prescribed by doctors last year, according to the NHS Information Centre.

Analysts said that young people contracting the condition, which is often associated with obesity, were helping to push up costs as doctors tried to improve their long-term control of the disease and prevent complications.

A total of 32.9 million diabetes drugs, costing £599.3 million, were prescribed in the past financial year. In 2004–05 there were 24.8 million, costing £458 million. More than 90 per cent of the 2.4 million diabetics in England have type 2 diabetes, with the remainder suffering from type 1, the insulin-dependent form of the disease. There are thought to be 500,000 undiagnosed cases of diabetes.

While rates of type 1 have shown slight increases in recent years, type 2 has risen far more rapidly — a trend linked to the increasing number of people who are overweight or obese. Almost one in four adults in England is obese, with predictions that nine in ten will be overweight or obese by 2050. Obesity costs the NHS £4.2 billion annually. This year the Government started a £375 million campaign aimed at preventing people from becoming overweight by encouraging them to eat better and exercise more.

An NHS Information Centre spokeswoman who worked on the report, which was published yesterday, said that diabetes was dominating the primary care drug bill as better monitoring identified more sufferers and widely used medications for other conditions such as statins became cheaper. She said that the data suggested a growing use of injectable insulin in type 2 diabetes care, which was helping to push up costs.

Doctors agreed that more expensive long-acting insulin, which can cost about £30 per item, was being used more often, as well as more expensive pills and other agents.

The report, an update of the centre's June publication *Prescribing for Diabetes in England*, shows that the number of insulin items prescribed last year rose by 300,000 to 5.5 million, at a total cost of £288.3 million. It marked an 8 per cent rise on the £267 million spent in the previous year. However, while the number of anti-diabetic drugs, which are mostly in tablet form, also rose, the cost dropped slightly to £168.1 million.

'Type 2 is increasing. We are seeing it in younger people, and because it is a progressive disease, people are needing an increasing number of interventions as time goes by,' the spokeswoman said, adding that long-acting insulins such as Glargine were now common. 'For people who are struggling to control their type 2 diabetes it makes sense, but it is quite a big clinical change from five or ten years ago.'

Other anti-diabetic items, such as use of the subcutaneous injection exenatide, have also increased and cost £14.3 million. Laurence Buckman, chairman of the British Medical Association's general practice committee, said that he had observed a trend with drugs such as exenatide, which costs £80 per item. He said that younger patients could start on cheaper tablets such as metformin, which costs £3.70 per box, but were needing increasingly sophisticated treatments to keep their condition in check.

'You are talking about an ever larger number of people getting a large range of drugs to reduce long-term complications. Type 2 is a common chronic illness that is getting commoner. It's in everyone's interest to treat people early and with the most effective drugs, and these are the more expensive tablets and long-acting insulins,' he said.

**Glossary:**

**primary care:** health care provided in the community, e.g. when people make a first appointment with a doctor

**insulin:** a hormone produced in the pancreas (an organ in the body) which regulates the amount of glucose (a type of sugar) in the blood.

Lack of insulin causes a form of diabetes.

**obese:** very overweight

**subcutaneous:** applied under the skin

**Exam tip:** For some texts there may be a glossary for words that IELTS candidates are not expected to know or have come across before. It is a good idea to check if difficult or technical terms are explained here.

| Name of drug | Cost per item |
|--------------|---------------|
| insulin      | 1             |
| exenatide    | 2             |
| metformin    | 3             |

| Total for ...       | Cost of medicine in million pounds |
|---------------------|------------------------------------|
| diabetes last year  | 4                                  |
| diabetes 2004–5     | 458                                |
| insulin last year   | 5                                  |
| insulin 2 years ago | 6                                  |