

Traditional and modern medicine

Part A

Objectives

In this part of Unit 3 you will:

- speak about treating some medical conditions
- listen to a traditional healer talking about his work
- discuss traditional versus modern medicine
- listen to a doctor of modern medicine talking about TB
- learn the names for different medical staff and medical equipment
- make sentences with *make* and *let*
- make sentences containing defining relative clauses and non-defining relative clauses
- give a one-minute talk to members of your group
- write a for and against essay
- read about a medical innovator and tell other members of your group about her / him
- read about and discuss some motivation problems you may face when studying
- read a poem.

A3.1 Introduction: How do you treat these medical conditions?

1 Work in a small group and discuss the medicines you use at home to treat the following medical conditions.

- a** burns
- b** earache
- c** colds and coughs
- d** snakebite
- e** headache
- f** stomach ache and diarrhoea

2 Do you know the names of plants used by traditional healers to treat different medical conditions? Make a list of the plants you know and the conditions they are used to treat.



A3.2 Listening: A traditional healer speaks

You are going to hear a traditional healer talking about his work

1 As you listen, complete the notes in the table.

Traditional plant name	Part of the plant used	How it is prepared	Use
a <i>umeeraa</i>		powdered and added to water to make a drink	
b <i>harmee</i>			ear ache (dhukuba guraa)
c <i>botoroo</i>	Bark		
d <i>wociinoo</i>	Leaves		
e <i>togoo</i>		boiled and mixed with sugar to make a drink	anaemia (hiireenaa daga)

2 According to the healer, why do people come to him for treatment? List the reasons he gives.

3 Discussion questions

- a** Do you know the names of these plants in your mother tongue? Add the names to the left-hand column of your table.
- b** How effective do you think these treatments would be? Do you know any other treatments for these conditions?
- c** Do you agree or disagree with the reasons the healer gave for why people go to him?



A3.3 Speaking: Traditional versus modern medicine

**What are your thoughts on this issue?
Do you prefer modern medicine or traditional medicine?**

Useful language

Expressing preferences

I'd prefer to go to a traditional healer because ...

I'd rather go to a doctor because ...

In my view traditional healers are preferable to doctors because ...

Expressing reservations

What worries me about traditional healers is ...

What bothers me about modern medicine is ...

I don't see how ...

I doubt that ...



Work in a small group. Discuss your answers to these questions.

- 1** Which of these statements do you agree with:
 - a I'd always prefer to see a doctor.
 - b I'd always prefer to see a traditional healer.
 - c I'd rather see a doctor for some conditions and a traditional healer for other conditions.
- 2** Make lists of:
 - a reasons why people like modern medicine
 - b concerns people have about modern medicine
 - c reasons why people like traditional medicine
 - d concerns people have about traditional medicine.
- 3** Do you think modern medicine and traditional medicine are compatible? Can they be used to treat the same patient for the same condition at the same time?
- 4** What do you think modern medicine and traditional medicine can learn from each other?
- 5** Be ready to report back to the rest of the class with a summary of your answers to these questions.



A3.4 Listening: A doctor of modern medicine speaks

- 1** What do you know about TB? Discuss these questions in small group. See how many you can answer.
 - 1 What does TB stand for?
 - 2 What causes the disease?
 - 3 What are the symptoms?
 - 4 Why do some people get it and not others?
 - 5 How can doctors be sure that you have TB?
 - 6 Is it a killer disease? Is there a treatment that can cure it?
 - 7 Why are there so many people with TB?
 - 8 Is there anything that can be done to stop people getting it?
 - 9 Is it advisable to go to a traditional healer if you have TB?
- 2** Now you are going to listen to a doctor talking about TB. As you listen, make notes of the answers to the questions above.
- 3** Explain these expressions from the listening text in your own words.
 - a side-effects
 - b immune system
 - c drug-resistant
- 4** Discussion questions
 - a Is TB a problem in your area?
 - b Do you know anyone who has had TB? What were their symptoms? Did they have treatment? Did they have someone to support them during their treatment?



A3.5 Increase your word power: Medical treatment

1 Medical staff

Make sentences about the roles of different medical staff with the words in the table. Put one word from each column in your sentences. You can make more than one sentence about each of the medical staff.

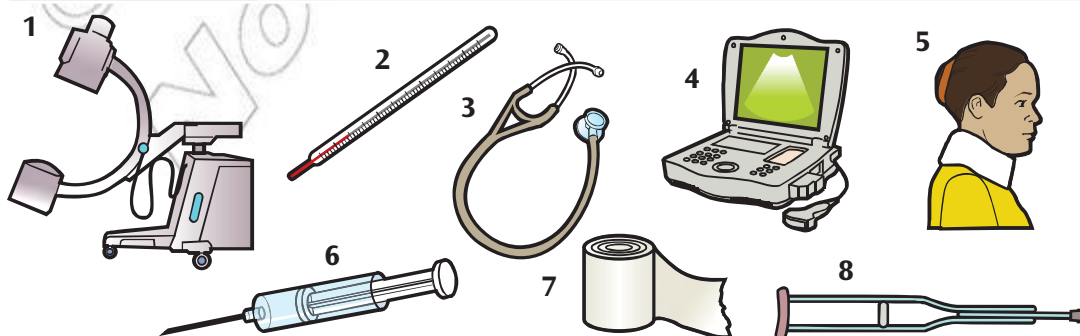
Example: *A dentist fills teeth.*

dentist	care for	animals
	check	operations
	cut open	babies
doctor	deliver	blood pressure
	diagnose	conditions
surgeon	examine	eyes
	extract	glasses
	fill	illnesses
midwife	look after	medication
	make	mental illness
nurse	perform	patients
	prescribe	teeth
	polish	temperature
optician	take	
	take care	
	test	
psychiatrist	treat	

2 Medical equipment

Match each piece of medical equipment on the left with its purpose on the right and then with the pictures below.

bandages	a uses sound waves to identify internal medical problems or look at an unborn baby
crutches	b used to cover and protect open wounds
neck brace	c supports a weak or broken neck
stethoscope	d used for listening to the heart or breathing
syringe	e used for taking blood from someone's body or putting liquid, drugs etc into it
thermometer	f put under your arms to help you walk when you have hurt your leg
ultrasound scanner	g used to photograph the inside of someone's body
x-ray machine	h used for measuring body temperature



A3.6 Increase your word power: *make* and *let*

make

One meaning of *make* is to force someone to do something or cause something to happen

Examples:

- *A policeman made me get off my bicycle as I was wobbling too much.*
- *The film made me cry it was so sad.*
- *My brother can make almost any broken car work.*
- *My mother doesn't make me work in the garden; I do it to help her.*

Note the structure:

Subject + MAKE + person or thing + infinitive without TO

let

The verb *let* can be used in this way, with the meaning of allow

- *I'm letting my hair grow.*
- *The librarian lets us study in the library until 7 p.m.*
- *The librarian doesn't let us bring food into the library.*

The structure is the same as make:

Subject + LET + person or thing + infinitive without TO

1 Complete these sentences in a logical way. Note: all the sentences must contain *make*, *let* or *doesn't + let*

- 1 Hot weather makes me ...
- 2 My mother lets me ...
- 3 My father doesn't let anyone in the family ...
- 4 Crutches let you ...
- 5 Our teachers don't let us ...
- 6 Regular exercise makes you ...
- 7 A neck brace makes you ...
- 8 An ultrasound scan ...
- 9 A mobile phone ...
- 10 The Internet ...

2 Compare your answers with those of other students.

A3.7 Language focus: Defining relative clauses**Adding information with relative clauses**

You already know some different ways of joining sentences using relative clauses.

Example:

a Many people can't afford to go to a hospital or buy medicines. They come to me as they have no choice.

The information in the second sentence tells us more about the first so we can join the two with a relative clause, introduced by a relative pronoun.

b Many people **who** can't afford to go to a hospital or buy medicines come to me as they have no choice.

In some cases you can omit the relative pronoun.

a *I received the message. You sent it to me last week.*

b *I received the message (which) you sent me last week.*

To do this, we may have to change the word order

a *We caught a lizard yesterday. It has escaped.*

b *The lizard (which) we caught yesterday has escaped.*

1 With a partner, discuss how you can join the following sentences using a relative clause. Omit the relative pronoun where possible.

- 1 Traditional healers use plants. They generally grow wild.
- 2 The woman has just left. She wanted to speak to you.
- 3 The road needs to be repaired. It leads to the school.
- 4 Our play was a great success. It had been written by the students without any help from their teacher.
- 5 We had *Qita* for lunch yesterday. It didn't taste good.
- 6 The mango tree stands outside our house. It is very shady.
- 7 John made a honey cake. It was the best cake in the class
- 8 My brother presents a radio programme. We listen to it every day.

Defining and non-defining relative clauses

Look at this sentence from the listening text.

Many people who can't afford to go to a hospital or buy medicines come to me as they have no choice.

The relative clause tells us exactly which kinds of people come to the healer as they have no choice. The relative clause serves to define or make clear what the sentence is about. We call this kind of relative clause a defining relative clause.

Note: Don't use commas in a sentence containing a defining relative clause.

We can replace *which* or *who* with *that* in a defining relative clause.

Many people that can't afford to go to a hospital or buy medicines come to me as they have no choice.

We said above that in some kinds of relative clauses, *which*, *who* or *that* can be omitted. In fact this can only happen in defining relative clauses in which *which*, *who* or *that* are the object not the subject of the clause.

a *I like the dress (which) you were wearing yesterday.* = we can omit **which**

b *I spoke to the woman who was wearing a black dress.* = we cannot omit **who**

Now look at this sentence.

I can treat hiireenaa daga or anaemia by making a drink with fresh togoo leaves, which I boil and mix with sugar.

The relative clause *which I boil and mix with sugar* is a non-defining relative clause. It does not tell us which togoo leaves we are talking about – it is talking about any togoo leaves. The words *which I boil and mix with sugar* add extra information.

Notes

1 Non-defining relative clauses are separated from the rest of the sentence by commas.

Compare these two sentences:

a *Atiga has two brothers who serve in the army.*

Without commas, this sentence means that Atiga probably has more than two brothers but only two of them serve in the army: it is defining the two brothers.

b *Atiga has two brothers, who serve in the army.*

With commas, this sentence means that Atiga has only two brothers, both in the army: it is adding information about the two brothers.

2 We cannot replace *who* or *which* with *that* in non-defining relative clauses.

2 Go back to exercise 1. Write the sentences you joined with relative clauses in your exercise book with or without commas.

3 Join the sentences on the left with an appropriate sentence on the right using *who* or *which*. Use commas and relative pronouns where necessary.

1 I ate all the porridge	who	a He became the Heavyweight Champion of the World for the third time in 1978.
2 The Nile flows through many different countries		b He is leaving this term.
3 A traditional healer prepared the umeeraa root	that	c It is one of the most important rivers in the world.
4 Mutiso has just won a scholarship		d You had prepared it.
5 Muhammed Ali was probably the greatest boxer the world has ever seen		e He writes only in his mother tongue, Gikuyu.
6 The planet Jupiter is nearly 800 million kms from the Sun		f It has twelve moons.
7 Everyone likes our sports teacher	which	g He is one of the hardest working students I know.
8 Ngugi wa Thiong'o is one of the most famous East African authors		h My mother believes it cured her tumour

4 Complete these sentences so that they are true for you.

- 1 The neighbours who live next door to us are ...
- 2 The subjects I like best are ...
- 3 My school, which is situated near..., is ...
- 4 My favourite music, which is ..., is ...
- 5 The athlete I admire most is... because ...

5 Compare your answers with those of other students.

We can use defining relative clauses to give definitions:

- *An x-ray machine is a piece of equipment which uses radiation to photograph the inside of someone's body.*
- *A surgeon is someone who performs operations.*

6 Work with a partner. Go back to the Increase your word power: Medical treatment section above. Student A should have the book open and ask Student B to give a definition of one of the medical staff or a piece of medical equipment.

Example: *Student A: Give me a definition of a nurse.*

Student B: A nurse is someone who looks after patients.

Student A: Correct.

Student A should ask four questions and then exchange roles with Student B, who should then ask four questions.

- The student giving the definition should do it from memory, without looking in the book.
- Use defining relative clauses in your definitions.



A3.8 Speaking: One-minute talks

Work in a small group (maximum four people) and follow these steps:

1 Choose one person to start. That person must choose one of these topics.

- a useful piece of equipment
- a job I would like
- hospitals
- traditional healers
- things to see in our area
- an interesting place I have visited.

2 When your teacher says 'start', speak for one minute on that topic.

- Do not pause!
- Do not go off the topic and start talking about something else.
- The other people in the group must listen and not interrupt you.
- Try to keep talking for one minute – until your teacher says 'Stop!'

3 You can get a maximum of three points:

- If you keep going for one minute = one point
- If you keep talking and don't pause = one point
- If you keep to your subject = one point

4 Now choose another person in your group to have a turn. Each person must choose a different topic.



A3.9 Writing: An essay – modern versus traditional medicine

1 Read this essay and answer the questions below.



“Life in the countryside is better than in the city”. Discuss the arguments for and against this statement.

Most people in this country live in the countryside. However, more of us are giving up our lives in the country, to go and live in the city, where it is commonly thought life is better.

Certainly life in the city has disadvantages. The cost of living is much higher with expensive market prices, bus fares and the high cost of buying or renting accommodation. In addition, the city is dirty: there are often piles of refuse on street corners and we can never be sure that our water is clean. Perhaps the worst thing about the city is the noise and the crowds; Sometimes you can't walk down the street, there are so many people and then there are police sirens, cars hooting, street vendors shouting. All of these can be very stressful and mean that it is difficult for people to relax.

On the other hand there are very good reasons why people come to the city. If you are willing to work hard and if you have ability, you can earn far more in the city than in the countryside. All the top jobs are in the city: in government, business, hospitals, education and so on. The countryside doesn't offer nearly the same opportunities for young ambitious people. One final point is that life is never dull in the city: there are cinemas, shops, cafés, stadiums and many other things to entertain us and where we can make new friends. In a village there is a little to do and you mostly only come across people you have known since you were born.

In conclusion, while cities can be expensive, dirty and stressful, in my opinion city life has a lot to offer, far more than can be found in the countryside.

This is an example of a formal for and against essay. This means that the writer presents both points for and against an opinion. Finally, in the conclusion, the writer clearly states which side s / he supports.

- 1 What is the topic of the essay?
- 2 What is the writer's opinion?
- 3 Do you agree or disagree with the writer's point of view?
- 4 Complete the notes about the article in this outline plan.

OUTLINE PLAN – A FOR AND AGAINST ESSAY

Title: Life in the countryside is better than in the city”. Discuss the arguments for and against this statement

Introduction: Most people live in countryside. Many are moving to cities as they think life is better there.

Main points:

- 1 For
 - a Cost of living higher than the countryside
 - b Dirty
 - c Noisy and crowded

2 Against

- 1 _____
- 2 _____
- 3 _____

Conclusion _____

- 2** In this unit we have discussed traditional and modern medicine. Using the ideas you that have come up in your discussions, and any other of your own ideas, write an essay in response to this statement:

We should not ignore traditional medicine because of modern developments

Follow these steps.

Step 1: Brainstorm ideas

Make notes of some ideas for and against this statement.

Step 2: Select your points

It is generally better to make a few good points (say, two or three) and to support each one very briefly by expanding it, explaining it or giving an example. So, your next step should be to decide which of the points in your list you are going to include and how you are going to support each one.

Step 3: Make a plan

- a** Copy the outline format into your exercise book.
- b** Begin by listing the main points and supporting points that you are going to make for and against.
- c** Think about how you are going to introduce the topic of your essay. You need a sentence or two about the role of traditional healers and modern medicine to begin your essay. Note this is a formal essay, so use a fairly formal style and tone. Don't give your opinion in the introduction.
- d** Now think about how you are going to conclude your essay. You go straight into the conclusions from paragraph 3, in which you make a strong case for the point of view you support. So in your conclusion you can state your viewpoint and summarise briefly the points you have made.

Step 4: Write your essay

Once you have written your plan, you can write your first draft. Use the essay above as a model. If you agree with the statement, put the points *against* first and then make a strong case for the points *for*. If you disagree with the statement, put the points *for* first and make a strong case for the points *against* second.

Don't forget to give your essay a title.

Step 5: Check and edit your essay

When you have finished, check your first draft thoroughly for ideas, accuracy, and length.

Step 6: Ask someone else to read your essay critically

Make any changes they suggest, if you agree with them!

Step 7: Write a neat, final version of your essay

Underline your title, and make sure there is a clear break between one paragraph and another.



A3.10 Reading: Medical innovators

1 Work in a group of four. Discuss whose name is most closely associated with the development of each of these medical innovations.

- modern nursing
- antibiotics
- x-rays
- heart transplantation

2 Make sure you understand the words on the left, which come from the texts you will read shortly. Match them to their meanings on the right.

1 culture	a clear and able to be seen through
2 mould	b a green or black substance that grows on old food or on wet things
3 mortality rate	c a serious infection of the lungs
4 transplant	d the number of people who die in a given period of time
5 pneumonia	e a crack in a bone
6 fracture	f a medical operation in which part of someone's body is put into the body of another person
7 cathode rays	g cells grown for scientific use
8 photographic plate	h negatively charged electrons floating in a tube
9 transparent	i glass plates on which a photographic image can be created when light shines on it them

3 Your teacher will give each person in the group the letter A, B, C or D. Working on your own and without talking to the other members of your group, read the relevant text, according to letter you have been given.

Each text is about a medical innovator. As you read make notes in the appropriate column of the table on the next page.

TEXT A

Alexander Fleming is known for his discovery of penicillin which led to the development of antibiotics. Until their introduction, infection was a major cause of death around the world.

Fleming was born in Scotland in 1881, but moved to London for his education. He trained as a doctor and worked in a large London hospital where he began to conduct research. While studying influenza, he noticed that mould had developed on some culture dishes which were being used to grow a staphylococci bacteria. What interested him was that the area around the mould was free of bacteria. He carried out further experiments on different kinds of bacteria, and found that the same thing happened. Testing it on small animals, he found they suffered no ill effects. Fleming named the active substance in the mould 'penicillin'.

However, Fleming moved on to other work and it was the Australian Howard Florey and the German, Ernst Chain who developed penicillin to make it into a drug. Penicillin was first manufactured in America during the Second World War. It saved the lives of an enormous number of wounded soldiers, who would otherwise have died of infection. After penicillin, many other types of antibiotics were developed.

In 1945 Fleming, Chain and Florey were awarded the Nobel Prize for medicine. Fleming died in 1955.



TEXT B

Having achieved fame for her work in military hospitals, Florence Nightingale is remembered for the establishment of nursing as a profession.

She was born in the Italian city after which she was named, in 1820. Her English parents were there on a tour of Europe. However, she grew up and spent most of her life in England. She was an intelligent girl and felt that God had called her to do important work. She was interested in nursing but at the time it was not considered a suitable job for a young woman from a good family. Her parents wanted her to marry well and be a conventional wife and mother. However, Nightingale was determined and in 1851 her parents allowed her to start work as a nurse in a hospital. In 1854, Britain and France went to war with Russia in the Crimea, in the Black Sea. There were soon reports of the lack of medical care for wounded soldiers. A few months later, Nightingale set out for the Black Sea with a team of nurses. They took over a hospital and through hard work: scrubbing the floors and walls, washing bed linen, keeping the patients and their wounds clean, not only improved conditions, but reduced the mortality rate.

When she returned to London at the end of the war, Nightingale established a nurses' training school, from where nurses were sent to hospitals all over Britain. Her ideas on sanitation and hospital planning are still influential today. She was awarded the Order of Merit by King Edward VII, shortly before her death, in 1910.

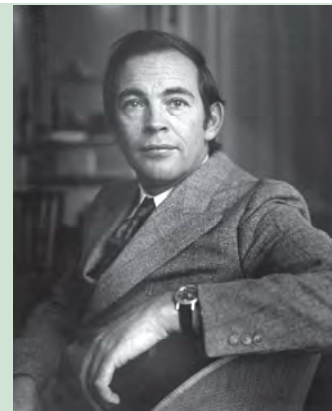
**TEXT C**

Christiaan Barnard is an important figure in medical history as he performed the first heart transplant operation in the world in 1967, a time when heart surgery in general was rare.

He was born in South Africa in 1922 and trained as a surgeon in Cape Town. After doing some further training in heart surgery at a hospital in the USA, when he returned to Cape Town, he became a leading heart surgeon. In December 1967 he transplanted the heart of a road accident victim into a 59 year old man suffering from heart failure. As a result of this operation, Barnard became an overnight celebrity.

Unfortunately, Barnard's patient died 18 days later of pneumonia, as the drugs he was taking to stop his body rejecting his heart, weakened his body. Another of Barnard's patients lived for over a year and a half after surgery. However, infection was a major problem: patients needed drugs to prevent the body rejecting the donor heart, but these left them open to infection and many died. Consequently, heart transplantation did not become widespread until a Norwegian researcher, HP Frey, discovered the drug Cyclosporin in 1974, which prevented the body rejecting the new organ and at the same time, protected against infection. Barnard continued performing heart transplants until 1985 and many of his patients survived for many years after the operation. He was forced to retire when arthritis in his hands meant he could no longer perform surgery.

Barnard continued to lecture and advise on heart surgery until his death in 2001.



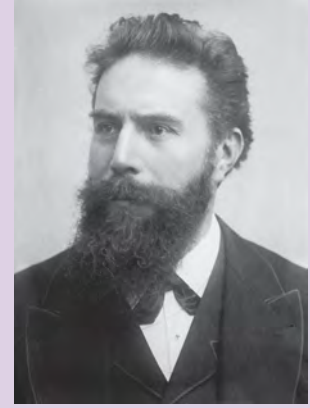
	ALEXANDER FLEMING	FLORENCE NIGHTINGALE	CHRISTIAAN BARNARD	WILHELM RÖNTGEN
Dates of birth and death				
Significant innovation				
Nationality				
Place where s / he did her / his most important work				
Education				
Early work				
How s / he made her / his innovation				
Others who contributed to her /his work and what they did				
Honours or recognition				



TEXT D

Wilhelm Röntgen's name is well-known as he discovered x-rays, which transformed the ability of doctors to diagnose internal illnesses and bone fractures.

Röntgen was born in Germany in 1845, but his mother was from the Netherlands and that was where he grew up. He studied mechanical engineering in Switzerland, although his real interest was physics. In 1895, while working at the University of Würzburg, in Germany, he was studying what happened when an electric current was passed through a gas of extremely low pressure and also on the properties of cathode rays. It was this work which led him to the discovery of x-rays.



While experimenting with cathode rays, he found that if he enclosed the tube which discharged the rays in a black carton and worked in a dark room, the rays could shine onto a photographic plate, through objects placed in their path. Not only that, but these objects became transparent. He shone the rays through his wife's hand, and when he developed the photographic plate, he found an image of her hand, showing the bones and a ring she was wearing as shadows. These special rays were produced by the impact of cathode rays on an object. He didn't know exactly what these rays were, so he called them 'x-rays'.

Röntgen won many honours as a result of his work, including the Nobel Prize for Physics.

He died of cancer in 1923.

4 Now team up with the rest of your group. Each person should tell the other members of the group about the medical innovator they have read about.

While each person is talking, the other members of the group should listen and make notes in their tables. Follow these guidelines.

- You should give the information about your medical innovator in the form of a short presentation; don't just read out your notes. For example, "I'm going to talk about X."
- Speak clearly so that everyone in the group can hear you, but not so loud as to disturb the other members of the class.
- When you are listening to other group members, take notes in the table. If you missed a piece of information, or didn't understand something, interrupt the speaker and ask him or her to repeat a point, or to explain it.
- This is quite a challenging speaking and listening and note-taking activity: so don't make it too easy by just showing your colleagues your notes and allowing them to copy what you have written.

When everyone has finished, compare your notes.

5 Discuss these medical innovators. Which of them:

- had to overcome prejudice against their work?
- achieved fame because others continued their work?
- has had the greatest impact?
- do you admire most?

A3.11 Study skills: How motivated are you?

In Units 1 and 2 we have looked at ways in which you can improve your independent study skills and reasons why you need to learn English. However, maintaining your motivation for study is not always easy.

1 Read what some Grade 11 students said about some of the difficulties they face with motivation.

A *There are always lots of reasons not to study. For example: I need to clean my room, I must go to football practice. I will study later. But somehow it doesn't happen later.*

B *When I'm reading something my mind wanders and after a few minutes I realise I have to start again as I haven't taken anything in.*

C *When I hear other members of my family talking and laughing in another room, I always want to go and join in.*

D *When I've got something boring to do, like a grammar exercise, I just fall asleep. It takes me hours to do.*

E *Sometimes my friends phone me to chat and we talk for ages. Suddenly I realise I've spent an hour on the phone which I should have used for study.*

F *My parents always watch TV at night. It's very hard for me to go on studying when the TV is on.*

G *When I'm working on a computer, I always think of interesting things to look up on the Internet which are not related to what I'm supposed to be studying.*

2 Work in a small group and discuss the following.

- a** Do you suffer from any of these motivation problems? Which ones are particular problem for you?
- b** Can you think of ways in which these students could overcome any of these problems?
- c** Now read these solutions to the motivation problems. Match each one to the relevant problem above.

- 1** You can waste hours doing this, so be careful. When you think of something you want to find out about, write it down. At your next break, reward yourself by giving yourself ten minutes to look up one of the things on your list.
- 2** When you have to study something you don't enjoy, a short burst is better than nothing. Say to yourself: "I'm just going to spend 30 minutes on this grammar exercise today". If at the end of that time, you haven't finished it, then do another 30 minutes the next day, or you may even find that once you have started it, it isn't so bad and you want to finish it in one go.
- 3** You must be strict with your phone. There is no law which says you must answer every call or read every text. Turn your phone off while you are studying. You can turn it on again during your breaks to see who has called you or texted. Call back but tell your friend you can only speak for ten minutes.
- 4** If you are studying in the living room and members of your family are around you, you need to find somewhere else to study. What about your bedroom? The school library? A relative's house where there is a quiet place? If you have to study in the living room then you need to find a time of day when there aren't many people around. What about very early in the morning? You could also try sitting at the table so that your back is to everyone else and at the same time you could listen to music with earphones, if you have them. Your family also need to understand your need for quiet, so talk to them about it.
- 5** It's easy to make other things a priority over studying. In senior secondary school you must have regular study time and it must come first over other things. That doesn't mean you can't do other things. It is important to share in family tasks and do some physical exercise. The key is to plan your independent study time and the other things you want to do every day so that you allow time for both. However, remember that independent study is your priority at the moment.
- 6** If you like watching TV then plan your independent study time so that you are not studying at a time when there is a programme you enjoy. What about studying immediately after school?
- 7** We often don't concentrate on something when the task seems too long. If you have some reading to do, limit the number of pages you read at a time. Don't say to yourself "I'm going to read 100 pages of this book today!" That is too much. Be realistic about how much you can do. If you find the subject or the language difficult, limit yourself to a few pages at a time.

3 Discuss with the other members of your group the extent to which you agree or disagree with the advice given.

4 Now discuss other problems that you face (not mentioned so far) with studying in general, or with learning English.

- a** Think of as many problems as you can.
- b** Choose two to three problems that most of you face and write them on a piece of paper.
- c** Don't write your names on the paper but fold it up and give it to your teacher.
- d** You will now receive a list of problems from another group. Discuss each one and try to come up with a solution to it.
- e** Write your solution to each problem on the piece of paper. Fold the paper and give it back to your teacher.
- f** Your teacher will now give you back your piece of paper containing your problems and the solutions put forward by another group. Read them and discuss how helpful the solutions are.

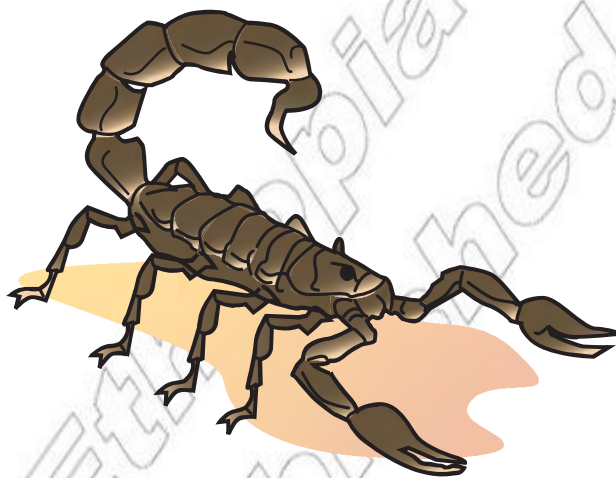


A3.12 Reading: Poem – Night of the Scorpion

This poem is written by one of India's most famous poets: Ezekiel Nissim. It describes what happened when the writer's mother was stung by a scorpion. Read the poem and then do the exercises below.

Night of the Scorpion

- 1 I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.
- 5 Parting with his poison – flash
of diabolic tail in the dark room –
he risked the rain again.
The peasants came like swarms of flies
and buzzed the name of God a hundred times
- 10 to paralyse the Evil One.
With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
- 15 They clicked their tongues.
With every movement that the scorpion made
his poison moved in Mother's blood, they said.
May he sit still, they said.
May the sins of your previous birth
- 20 be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world
- 25 against the sum of good
become diminished by your pain.
May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around
- 30 on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects, and the endless rain.
My mother twisted through and through,
- 35 groaning on a mat.
My father, sceptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
- 40 upon the bitten toe and put a match to it.
I watched the flame feeding on my mother.
I watched the holy man perform his rites
to tame the poison with an incantation.



- After twenty hours
45 it lost its sting.
My mother only said
Thank God the scorpion picked on me
And spared my children.

Nissim Ezekiel

1 Answer the questions.

- a** Why did the scorpion go under a sack of rice?
- b** Who is 'the Evil One'? Why did the neighbours want to 'paralyse him'?
- c** Did the neighbours find the scorpion?
- d** Which lines contain incantations or prayers made by the neighbours for the writer's mother?
- e** How many things did they ask for?
- f** What did the peasants hope the pain of the sting could do?
- g** Which lines describe the mother's pain?
- h** What did the writer's father do to help his wife?
- i** What did the holy man do?
- j** What happened after twenty hours?

2 Find quotations from the poem to support these points.

- a** The writer did not like all the villagers coming into the house.
- b** The writer's father did not believe in traditional medicine.
- c** The writer's mother was unselfish.

3 Find words meaning the following in parts of the poem indicated.

- a** Like a devil, cruel and wicked (lines 1-9)
- b** To make something unable to move (lines 10-19)
- c** To make a short hard sound (lines 10-19)
- d** To decrease (lines 20-29)
- e** To make something pure and clean (lines 20-29)
- f** The desire to achieve something (lines 20-29)
- g** Small lamps that you can carry (lines 30-39)
- h** Someone who disagrees with an opinion that most people have (lines 30-39)
- i** Someone who explains everything scientifically (lines 30-39)
- j** Words which are used to ask a religious or magical power to do something bad to someone or some thing (lines 30-39)
- k** A plant produced from two different species (lines 30-40)

4 Discussion questions

- a** Do you know why it would have been very serious if one of the children had been bitten by the scorpion rather than their mother?
- b** Why do you think the writer seems annoyed by the neighbours who have come into the house?
- c** To what extent do you think the traditional treatment for the scorpion sting cured the mother, and to what extent did her body cure itself?
- d** This poem is set in India. How similar is the scene described with the neighbours and the holy man around the mother in her agony similar to what happens in your culture?
- e** Have you or someone close to you ever been bitten by a scorpion, or dangerous insect, spider or snake? Describe what happened.
- f** What do you think of this poem? Do you like it, or not? Justify your answer.

Part B

Objectives

In this part of Unit 3 you will:

- find the names of illnesses in a puzzle
- read about killer diseases
- practise the pronunciation of words ending *-ough*
- make sentences in the past using the past simple, used to and would
- revise a variety of past verb forms
- talk about an experience of illness
- make third conditional sentences
- practise the pronunciation of contracted verb forms
- read a government health leaflet
- write a health leaflet
- talk about how to improve your speaking and pronunciation
- do a listening assessment task.

B3.1 Increase your word power: Illnesses

- 1** Identify the twelve illnesses in this word search puzzle. They are arranged horizontally, vertically and diagonally.

Y	M	B	L	E	P	R	O	S	Y	N	T
S	E	I	T	A	P	E	W	O	R	M	R
Y	N	L	S	C	M	A	L	A	R	I	A
P	I	H	L	H	I	V	A	I	D	S	C
H	N	A	D	O	E	R	T	Y	N	M	H
I	G	R	R	L	W	Y	K	Q	O	Y	O
L	I	Z	D	E	R	F	L	U	L	U	M
I	T	I	V	R	T	R	E	H	K	L	A
S	I	A	O	A	O	A	R	V	U	O	T
E	S	P	L	M	E	A	S	L	E	S	H
Y	E	L	L	O	W	F	E	V	E	R	M
R	H	E	U	M	A	T	I	S	M	T	S

3 Match each of the illnesses in the puzzle to the appropriate causes and symptoms.

Example: *Malaria – cause 1, symptoms K.*

CAUSE	SYMPTOMS
1 A parasite in the blood carried by a mosquito.	A After a long time, tiredness, weight-loss, dark patches on skin, pneumonia, TB or another disease.
2 A bacteria spread by dirty hands or flies.	B Stomach or abdominal pain, vomiting, diarrhoea, weight loss, dizziness, insomnia, fits, malnutrition.
3 Inflammation of soft tissue; many people say that cold, damp weather makes it worse.	C Red, infected eyes, eventually, blindness.
4 Flukes or worms carried by snails in lakes and rivers.	D Fever, headache, chills, back pain, loss of appetite, nausea and vomiting, which may progress to liver disease and jaundice.
5 A bacteria carried in food and water.	E Muscle pain, headache, diarrhoea, fever, vomiting, coughing, a burning sensation when passing urine, passing urine more frequently and blood in the urine.
6 A virus carried in body fluids, particularly blood.	F Fever, tiredness, irritability, a rash. Can progress rapidly and cause brain damage.
7 A virus in droplets from the nose and mouth that may be breathed in or spread by touch.	G Violent diarrhoea and loss of fluid.
8 A bacteria spread by sexual activity.	H Sores and possibly a rash, followed by tiredness and flu-like symptoms.
9 Eggs from the host are present in contaminated meat, which has not been fully cooked, and is then eaten.	I Chronic pain in joints or muscles.
10 A bacteria in droplets from the nose and mouth that may be spread by touch.	J Runny nose, cough, conjunctivitis and fever followed by a rash of white and red spots.
11 A virus carried by a mosquito.	K High fever and aches and pains.
12 An inflammation of the membranes that cover the brain and spinal cord, can be caused by infection with a bacterium or virus.	L Can cause nerve damage, leading to muscle weakness and permanent disabilities.



B3.2 Reading: Killer diseases

1 Work in a small group and discuss the following:

- a** Which are the major killer diseases in Ethiopia?
- b** Which are the major killer diseases in Western countries?

2 Now study these statistics and read the text below.

Top ten causes of death in low income countries in 2004

	Deaths in millions	% of deaths
Lower respiratory infections (e.g pneumonia)	2.94	11.2
Coronary heart disease	2.47	9.4
Diarrhoeal diseases	1.81	6.9
HIV / AIDS	1.51	5.7
Stroke and other cerebrovascular diseases	1.48	5.6
Chronic obstructive pulmonary disease (e.g. bronchitis and other conditions caused by smoking)	0.94	3.6
Tuberculosis	0.91	3.5
Neonatal infections	0.90	3.4
Malaria	0.86	3.3
Prematurity and low birth weight	0.84	3.2

Source: World Health Organisation

Top ten causes of death in high income countries in 2004

	Deaths in millions	% of deaths
Coronary heart disease	1.33	16.3
Stroke and other cerebrovascular diseases	0.76	9.3
Throat and lung cancers	0.48	5.9
Lower respiratory infections (e.g pneumonia)	0.31	3.8
Chronic obstructive pulmonary disease (e.g. bronchitis and other conditions caused by smoking)	0.29	3.5
Alzheimer’s and other dementias associated with old age	0.28	3.4
Colon and rectum cancers	0.27	3.3
Diabetes	0.22	2.8
Breast cancer	0.16	2.0
Stomach cancer	0.14	1.8

Source: World Health Organisation

During 2004, an estimated 59 million people died around the world according to the World Health Organisation (WHO). This figure is made up of patterns of deaths in different parts of the world which, while they remain very different, are becoming increasingly similar.

In high-income countries, that is mainly Western countries, more than two thirds of the populations live beyond the age of 70, and people predominantly die of chronic non-communicable diseases: cardiovascular disease, chronic obstructive lung disease, cancers, diabetes or dementia. Lung infection remains the only leading infectious cause of death.

On the other hand, in low-income countries, in Africa and other parts of the developing world, less than a quarter of all people reach the age of 70, and more than a third of all deaths are among children under 14. In these poorer countries people predominantly die of infectious diseases: lung infections, diarrhoeal diseases, HIV / AIDS, tuberculosis, and malaria. Complications of pregnancy and childbirth together continue to be leading causes of death, claiming the lives of both babies and mothers. Most of these conditions are preventable. Improved public health through clean water and sanitation, better diets, greater access to medical care and treatments such as vaccination and drugs, could save thousands of lives every year.

What is noteworthy, however, is that the problem of non-communicable diseases in poorer countries is growing. Diseases once thought of as a problem for the rich are now affecting the poor and disadvantaged. The WHO reports that people in lower income countries are increasingly getting sick and dying from heart disease and stroke, cancers, diabetes, chronic respiratory diseases and mental disorders, many of which are preventable. Tobacco use, unhealthy diets, physical inactivity, and the harmful use of alcohol are cited as the major risk factors. Many of the diseases caused by these factors can be prevented through changes in lifestyle. The WHO urges countries to enact measures that make it easier for people to adopt healthy lifestyles. Although non-communicable diseases can be managed, treated and sometimes cured, prevention is likely to bring the greatest gains, particularly in poor countries which can ill-afford the cost of long-term treatment of chronic conditions.

The fight against the traditional killer diseases in poor countries continues. As public health improves, governments, international agencies and the people themselves have to be aware that prosperity brings its own challenges.

3 Answer these questions

- 1 According to the tables, which of the top ten causes of death are found:
 - a only in rich countries?
 - b only in poor countries?
 - c in both rich and poor countries?

- 2** What is the significance of these numbers?
a 59
b 70
c 14
- 3** How could many deaths from infectious diseases in poorer countries be prevented?
- 4** How could many deaths from non-communicable diseases in both rich and poor countries be prevented?

4 **Using the information in the tables, make sentences comparing the incidence of these four diseases in high and low income countries (HICs and LICs). Use some of the language for making comparisons you practised in A2.6.**

- a** heart disease
b stroke
c pneumonia
d bronchitis and other conditions caused by smoking
e malaria
f cancer

E.g. *The incidence of cancer is far higher in HICs than LICs*

5 **Find words in the tables with these meanings:**

- a** relating to breathing or your lungs
b relating to the heart
c having an effect on the lungs
d relating to babies that have just been born
e a condition in which an artery in the brain suddenly bursts or becomes blocked, so that the victim may die or be unable to use some muscles
f an illness that affects the brain and memory, and makes you gradually lose the ability to think and behave normally
g a very serious disease in which cells in one part of the body start to grow in a way that is not normal

6 **Find words in the text with these meanings:**

- a** mostly or mainly (paragraph 2)
b relating to the heart and blood vessels (arteries and veins) (paragraph 2)
c a kind of illness that continues for a long time and cannot be cured (paragraph 2)
d a kind of illness that can be passed from one person to another, especially through the air you breathe (paragraph 2)
e a kind of illness that cannot be passed from one person to another (paragraph 4)
f mentioned as an example, especially one that supports, proves, or explains an idea or situation (paragraph 4)
g made into law (paragraph 4)
h when people have money and everything that is needed for a good life (paragraph 5)

7 **Discuss**

- a** Which of the diseases mentioned are most common in your area?
b Do you think that non-communicable diseases are becoming increasingly common in your area?
c Which of the following measures are needed in your area? Rank them in order of importance.
- Increase access to clean water
 - Improve the diet so that people have enough to eat
 - Improve sanitation (more drains and sewers)
 - Improve access to healthcare
 - Improve maternity care
 - Educate people to lead healthier lives through reducing smoking and alcohol
 - Getting more exercise, eating less salt and fatty foods.



B3.3 Speaking: Pronunciation -ough

- 1** The words in the table all contain the letter combination ough. This has several pronunciations. Put the words into the boxes below according to their pronunciation.

Note: in some boxes, there is only one word

bough bought brought dough fought hiccough nought ought plough
rough though through thorough tough

A /ʌf/ “uff” enough	B /ʊ/ “oh”	C /ɔf/ “off”	D /ɔː/ “or” thought
E /ə/ “er”	F /uː/ “ooo”	G /aʊ/ “ow”	H /ʌp/ “up”

- 2** Work with a partner.

- Make up a sentence containing as many of these words as possible.
- Read one of your sentences to another pair of students and they must write it down.
- Check the spelling by comparing it with your original.

Example: *I was sitting in the bough of a tree with an attack of hiccoughs watching a man plough a rough field.*

B3.4 Language focus: Talking about the past

1 Past simple, *used to* and *would*

- 1** Read this short text about vaccination.

During the last century vaccination programmes were introduced in most countries around the world. Before this, thousands of people, especially children, used to die of infectious diseases every year. For example, smallpox used to be a common cause of death. Outbreaks of this painful disease would occur regularly, every few years. Terrible scars used to cover the faces of survivors and it used to be a major cause of blindness. Since vaccination has been made widely available, the number of cases has gone down by 100 per cent, and, in addition, the disease has been totally eradicated. The last naturally-acquired case occurred in Somalia in 1977.



- 2** Now study the information in this box.

1 When we are talking about things that often happened in the past we can use these two patterns:

- thousands of people, especially children, **used to die** of infectious diseases every year
used to + infinitive of main verb
- Outbreaks of this painful disease **would occur** regularly,
would + infinitive of main verb

Both *used to* and *would* can be used to talk about past actions: things that you did. Only *used to* can be used to talk about past states or situations.

Example: *Smallpox used to be a common cause of death. ✓ (correct)*
Smallpox would be a common cause of death. ✗ (Not correct)

2 We can use *used to* in questions and negatives:

Did you use to be afraid of the dark?

I didn't use to like fish when I was a small child.

Would with this meaning is not usually used in questions and negatives.

3 Identify the sentences which contain mistakes. Write them correctly.

- 1 In Grade 10 we used to play football after school.
- 2 Yesterday our teacher used to give us a lot of homework.
- 3 I would often play with the dog when I was a small child.
- 4 I would hate maths but now I enjoy it.
- 5 Last year we used to go to the mountains during the holidays.
- 6 I had malaria when I was 8 years old.
- 7 I used to be very thin, then, when I was about 10, I got fatter.
- 8 Smallpox would be a major cause of death in the past.

4 Change these sentences where possible using *used to* or *would*.

Example 1: *Smallpox was a major cause of blindness.*

Smallpox used to be a major cause of blindness.

Example 2: *The last naturally-acquired case of smallpox occurred in Somalia in 1977. (Can't be changed).*

- 1 Terrible scars covered the faces of smallpox survivors.
- 2 The polio vaccine was introduced in the 1950s.
- 3 At primary school we didn't study Civics.
- 4 Did you live in this area when you were a child?
- 5 My brother and I stole mangoes from our neighbour's tree when we were small.
- 6 I often listened to my grandmother's stories when she was alive.
- 7 I started learning the guitar when I was about ten years old.

5 Work with a partner. Talk about what your mother or other family member used to do in the following situations, when you were a small child. Use *used to* and *would* where possible.

Example: *when you had an earache.*

When I had an earache, my grandmother used to boil some herbs in water, and when it was cool, she would pour it in my ear.

- a when you had a cold
- b when you had a bad cut
- c when you had a fever
- d when you twisted your ankle or foot
- e when you had toothache
- f when you had a headache
- g when you had a cough.

2 Revision of verb forms

Complete the gaps in this text with one of the options given below.

Like most people, I sometimes get colds and I (1) _____ the usual childhood illnesses such as chicken pox and measles. However, I am lucky as I (2) _____ any serious illnesses. My little brother, on the other hand, (3) _____ meningitis when he (4) _____ 2 years old and could have died. He (5) _____ from a runny nose for several days, and although normally a happy child, he (6) _____ bad tempered. One afternoon he (7) _____ to bed, which was very unusual,

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He quickly (8) _____ very ill and a rash (9) _____ all over his body. Fortunately my father (10) _____ a nurse, although at that time he (11) _____ in the office of an NGO. When he (12) _____ the rash, he (13) _____ a glass and (14) _____ it on some of the spots; the colour (15) _____ and my father immediately (16) _____ a classic symptom of meningitis. We (17) _____ my brother into hospital, which (18) _____ not far away, and he (19) _____ large doses of antibiotics. It (20) _____ a near thing, but as the doctor (21) _____, because of my father's swift action, my brother's life (22) _____.

1	a had	b have had	c was having	d had had
2	a have never had	b had	c was having	d had had
3	a had had	b has had	c was having	d had
4	a has been	b had been	c was being	d was
5	a suffered	b was suffering	c had been suffering	d has suffered
6	a has become	b was becoming	c had become	d had been becoming
7	a used to go	b went	c has gone	d had gone
8	a became	b has become	c was becoming	d had become
9	a used to develop	b has developed	c developed	d has been developing
10	a has been	b used to be	c would be	d was being
11	a would work	b was working	c had worked	d has worked
12	a would see	b was seeing	c has seen	d saw
13	a got	b had got	c used to get	d was getting
14	a would press	b had pressed	c pressed	d was pressing
15	a has not faded	b did not fade	c wasn't fading	d had not faded
16	a recognised	b was recognising	c used to recognise	d had recognised
17	a rushed	b has rushed	c was rushing	d had rushed
18	a had been	b has been	c was	d used to be
19	a was given	b gave	c has given	d had given
20	a had been	b has been	c was	d used to be
21	a has said	b said	c was saying	d would say
22	a saved	b has saved	c was saved	d had saved



B3.5 Speaking: An experience of illness

1 You are going to talk about a time when either you or someone you know well (for example a member of your family) was ill. Spend a few minutes on your own preparing what you are going to say by thinking about your answers to these questions.

- Whose illness are you going to talk about? What illness was it?
- When did it happen?
- How did it begin?
- What symptoms did you, or she or he show at first? (loss of appetite, tiredness etc)
- When did you, or she or he become really ill? What happened?
- What did the family do? Did the family use traditional medicine or go to a doctor or both?
- How did you, or she or he respond to the treatment?
- When did you, or she or he start to get better?
- How long were you, or she or he ill?
- Have you, or she or he had this illness again?

- 2** Practise your story on your own.
- 3** Now work in a group with two or three other people. Each person in the group should tell their story to the others. After each person has spoken, the others in the group can ask questions.

B3.6 Language focus: Third (or past) conditional

If- sentences

1 Look at these sentences.

- a** *If you eat or cook with dirty hands, you can get diarrhoea.*
- b** *If all children were vaccinated, the number of infectious diseases would decrease dramatically.*

These are *if* – sentences. Sentence **a** is an example of the likely conditional and sentence **b** is an example of the unlikely conditional.

2 Now look at these *if*- sentences.

- a** *If my father hadn't recognised the symptoms of meningitis, my brother would have died.*
IF + past perfect + WOULD HAVE
- b** *If my father hadn't been a nurse, he wouldn't have known about meningitis.*

These sentences are examples of the past conditional. We use this form to talk about past situations which didn't happen and therefore are impossible. It is often used to talk about regrets.

Example: *If I had worked hard, I would have passed my exams*

Note: *could have* and *might have* can also be used in past conditional sentences.

Example: *If you had come to the party, you could have met my cousin.*

- 1** Make correct sentences by matching the beginnings in box A with the endings in box B.

A	B
1 If it hadn't rained yesterday afternoon,	a you wouldn't have cut yourself with that knife.
2 If we had trained more,	b we might have won our last match.
3 If I had seen you yesterday	c I would have told you about my party.
4 If we had had breakfast,	d the bus would have been on time.
5 If the roads hadn't been so busy,	e we would have played football.
6 If you had been more careful,	f we wouldn't have been hungry.

- 2** Complete the sentences with the correct form of the verb in brackets.

- 1** If I (do) my homework, the teacher (be) pleased with me.
Example: *If I had done my homework, the teacher would have been pleased with me.*
- 2** If I (not be) ill, I (come) with you on your trip.
- 3** If Dawit (not have) such a big lunch, he (not fall asleep) in the afternoon.
- 4** If you (come) to the concert, you (enjoy) it very much.
- 5** If my brother (check) the car before we left, it (not break down).
- 6** If I (not be) tired, I (stay) at the party.

3a Make past conditional sentences from each of these situations.

- 1 Yesterday, Hammayu slept late and woke up late.
If Hammayu hadn't slept late yesterday, he wouldn't have woken up late.
- 2 He didn't have time to walk to school, so he took the bus.
If he had had time to walk to school, he wouldn't ...
- 3 There was a lot of traffic and the bus was caught in a traffic jam.
If there hadn't been ...
- 4 Hammayu jumped off the bus and hurt his ankle.
If he hadn't ...
- 5 He arrived at school late and his teacher told him off.
If he hadn't ...
- 6 Because his ankle was injured, he didn't go to football training after school.
If his ankle ...
- 7 The coach didn't pick Hammayu for the team because he didn't go to training.
If he had ...
- 8 He didn't play in the school team because he had slept late.
If he hadn't ...

3b Now make past conditional sentences from these situations.

- 1 One day last year, my brother found a hole in a water container and threw it into a corner of our yard.
If my brother hadn't found a hole in a water container, he wouldn't have thrown it into a corner of the yard.
- 2 A few days later it rained and the bottom of the container filled with water.
If it hadn't rained, the bottom of the container wouldn't have ...
- 3 Mosquitoes started breeding in the water in the old container.
If the container hadn't filled with water, mosquitoes wouldn't ...
- 4 I caught malaria.
If mosquitoes hadn't ...
- 5 I became very ill with a high fever.
If I hadn't caught ...
- 6 My mother took me to the clinic and I was given some tablets.
If I hadn't ...
- 7 I recovered.
If my mother ...
- 8 I got malaria because my brother threw an old water container into a corner of our yard.
If ...

4 Write a past conditional sentence about something you regret in your own life beginning *If I had...* or *If I hadn't ...*

When you have finished it, read it and explain it to some of the students sitting near you.



B3.7 Speaking: Pronunciation – contractions

Useful language

In natural, spoken English, a lot of verb forms are contracted. This means that they are reduced in some way.

- Main verbs are not usually contracted as they are normally stressed.
- The verb *to be* is not usually stressed, however, and it is often contracted.

So, *I am* becomes *I'm*.

- Auxiliary verbs and negatives are usually contracted in natural speech.

So, *I have had breakfast* becomes *I've had breakfast*.

I do not like fish becomes *I don't like fish*.

Note: Auxiliary verbs are not contracted at the beginning of a question or at the end of a sentence.

Have you been to Kenya?

Yes, I have.

Third conditional structures are usually contracted too.

- *had* and *would* are often contracted to *'d* so they sound the same.
- *have* is often contracted in past conditional sentences.

So, *If I had ...* becomes *If I'd ...*

I would have ... becomes *I'd've ...*

- in the negative, *would* and *had* are not usually contracted, but *have* is.

So, *If I had not ...* becomes *If I hadn't ...*

I would not have ... becomes *I wouldn't've ...*

- *could have* and *might have* become *could've* and *might've*, and in the negative, *couldn't've* and *mightn't've*.

Examples: *If you'd worked hard, you'd've passed your exams.*

If you'd gone to the party you might've seen my brother.

If I hadn't seen you, I wouldn't've stayed...

1 Rewrite these sentences, using the full forms of the contracted verbs.

- 1 They're not to go to the market. *They are not going to the market.*
- 2 He's been sleeping.
- 3 I'd like to see you tomorrow if you're free.
- 4 I'd've come home earlier if I'd known you were ill.
- 5 What could he've done in that situation, even if he hadn't been hurt?
- 6 If she'd known she was going to become a nurse, she'd've taken more interest in science at school.

2 Listen to your teacher reading this dialogue, and complete it with the missing words.

A: Hello Elsa.

B: Hi! How are things? Have you done your homework yet?

A: I'm stuck on writing up the experiment we did in chemistry. If I (1) _____ at the lesson when the teacher went through it, I (2) _____ what it was all about.

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B: I was there, but I (3) _____ it very well. If I (4) _____ attention to what the teacher said, I (5) _____ notes.

A: So what (6) _____ do?

B: I don't know. If you come over, I (7) _____ you what I (8) _____ so far.

A: Oh, what shame. If my mother (9) _____ out, I could. But I (10) _____ look after my brothers. Why (11) _____ over here?

B: Okay. I (12) _____ you in about half an hour.

A: Great. Bye for now.

B: Bye.

- 3** Go back to exercise 3 in the previous section. With a partner, practise reading the sentences you have made with contractions for situations a) and b).

Example: *If Dawit hadn't slept late yesterday, he wouldn't've woken up late.
If he'd had time to walk to school, he wouldn't've taken the bus.*



B3.8 Reading: A government health leaflet

- 1** Work in a group. Talk about what you know about malaria.
- 2** Now read the leaflet on the next page about malaria and check to see if you were correct.
The leaflet gives information to the public about malaria. It is written and set out to make it easy for people to get a good understanding of the disease.
 - The style is not too formal.
 - There is some but not too much scientific and medical information.
 - It is organised in sections and each section has a sub-heading so that it is easy to see what kind of information is included.
- 3** The sub-headings have been removed. What do you think they should be? With a partner write the six missing sub-headings.
- 4** What do you think of the leaflet? Can you think of any ways in which it could be improved?

Factsheet: MALARIA

Find out about one of Ethiopia's major killer diseases

1

Malaria is a serious illness caused by a parasite spread by the Anopheles mosquito. Like all mosquitoes, the Anopheles lives on blood. The parasite is called Plasmodium and it is so small it can only be seen through a microscope.

2

If you are bitten by an Anopheles mosquito, a small bit of its saliva goes into the hole it has made before it sucks up the blood. The parasite is in the mosquito's saliva and it is carried in your blood to your liver, where it reproduces itself many times. As large numbers of the parasites start to invade the bloodstream, the disease starts and you will start to feel ill.

3

Symptoms of malaria include fever, shivering, pain in the joints, vomiting and anaemia. Typically you feel sudden coldness followed by shivering and then fever and sweating lasting four to six hours, every 36–48 hours, or an almost continuous fever. Severe malaria may lead to coma and even death, if untreated.

4

There are between 200-300 million cases of malaria every year around the world. About a million of those people die. It affects people of all ages but most victims by far are babies and young children. Malaria is found in 90 countries in the hot regions of the world. However, ninety per cent of cases are found in Africa, where it is a major cause of death.

5

If you think you have malaria, you should go to a clinic to be tested. You can also get anti-malarial drugs to treat the illness. You may feel very ill and have to stay in bed. If you become seriously ill, you will have to go to hospital. With the right treatment, you will make a full recovery.

6

Drugs

There are drugs which can be taken to prevent and treat malaria. However, in many areas the disease has developed resistance to these drugs, which means that they do not work.

Vaccination

Scientists have been trying to develop a vaccine which can be given to people living in areas affected by malaria. So far none has yet been developed that works on humans, although there are some that work on animals.

Controlling the Anopheles mosquito

The best way to prevent the disease is to remove the places where they breed. Mosquitoes breed in still water, so the local community can help by covering open ditches, and repairing holes in the road where rain water collects. But you can do a lot yourself.

- Around your house you can clean your yard when it has rained to make sure there are no puddles or containers full of water.
- In the evenings make sure your arms and legs are covered with long sleeves and long trousers. The Anopheles mosquito is most active between sunset and sunrise.
- Doors and windows can be covered with nets.
- Sleep under nets. These are particularly effective when they are soaked in insect repellent.
- For extra help, bedrooms can be sprayed with mosquito killer before bedtime or a mosquito coil can be burnt next to the bed.





B3.9 Writing: A government health leaflet

1 Work with a partner. You are going to write a government health leaflet about a disease or illness. Follow these steps.

- 1 Decide which illness you are going to write about: it could be TB as you have a lot of information about it in Part A of this Unit. Or, it could be another illness. You may need to find some information about it in a library or on the Internet.
- 2 Decide what sections you want to include – they can be the same as those in the leaflet about malaria, or you may want different ones.
- 3 Find the information you need.
- 4 Make notes of the information you want to include in each section.
- 5 Divide up the sections between the two of you. Each person should now write a draft of the information to go in each section.
- 6 Look critically at your own draft and make sure it:
 - gives all the necessary information
 - is written in the correct style
 - doesn't contain any mistakes in grammar, spelling or punctuation.
- 7 Now look critically at your partner's draft and suggest any changes that need to be made.
- 8 To make a brochure, take a piece of plain A4 paper and fold it twice, so that it looks like a leaflet, with a front cover and five pages.
- 9 Now design each page: decide what information you are going to put on each one. Include some illustrations if you can.
- 10 Finally write the final version of your leaflet and do your illustrations.
- 11 Display your leaflet for other members of the class to look at.

B3.10 Study skills: Focus on speaking

How do you feel about speaking English? How do you think you could improve yours?

1 Work in a small group. Read the statements in the table.

For each statement agree, disagree or change according to your own opinion. Justify your choice: discuss why you agree or disagree or how you want to change the statement.

	Agree	Disagree	Change
1 When I speak English I am a different person.			
2 I want my spoken English to be perfect. I don't like making mistakes.			
3 British English is best. I want to learn British English.			
4 When I speak English, I just speak without thinking about it: just as I do in my mother tongue. If I make mistakes, I don't mind.			
5 I need to work out what to say in my head before I speak.			
6 I don't like translating from my mother tongue to English. It is better to think in English when you are speaking English.			

2 Now think specifically about your pronunciation. In your group, think about the aspects of pronunciation that you find difficult. Before you start, copy the table into your notebook

- a** Make a list of pronunciation problems you face in the top of the table.
E.g. I can't say 'th' as in 'the'
- b** Share your ideas with the rest of the class.
- c** With the other members of the class, discuss ways in which you can overcome each of these problems. Make notes in the bottom of the table of the ideas you like.
E.g. Practise saying 'th' by putting your tongue against the back of your teeth and blowing.

**English pronunciation
problems I face**

**Ways of improving
my pronunciation**

3 What do you understand by the words 'fluency' and 'accuracy'? Discuss this in your group.

- a** Do you think you are more accurate or fluent? Or vice versa?
- b** In what situations do you think it is better to be accurate? In what situations is it better to be fluent?

B3.11 Assessment

1 Listening

Your teacher is going to read you an article about an interview with a girl who has TB. Listen and choose the best option to complete these sentences.

- 1 Lydia knew she had TB because ...
 - a her mother had just died of TB.
 - b she felt unwell and had coughed up blood.
 - c she had been told she had it.

- 2 Lydia had to leave school as ...
 - a her father had died.
 - b she herself had TB.
 - c her mother was ill.

- 3 Lydia's mother stopped her treatment as ...
 - a she didn't like the treatment.
 - b the treatment was difficult.
 - c she didn't know it was a dangerous thing to do.

- 4 Lydia's mother died ...
 - a even though she went back to the clinic.
 - b because she didn't go back to the clinic.
 - c because she was ashamed of her illness.

- 5 Lydia probably caught TB ...
 - a from her mother.
 - b on the bus.
 - c from anywhere in her area.

- 6 Lydia is luckier than her mother because ...
 - a she has a volunteer TB supporter to help her.
 - b she hasn't stopped her treatment.
 - c she has learned her lesson about TB.

2 Writing

Your teacher will assess the essay on modern versus traditional medicine that you wrote in A3.9.

Revision 1 (Units 1–3)



Reading

Survey the text and then answer the questions below.

1 At the end of the third year I took the examinations for a certificate of proficiency. We were told that a minimum of sixty per cent was required to pass the tests in technical and classical subjects and that the Conakry engineers were to be our examiners. Then the school designated the fourteen most likely candidates. Fortunately my name was among them. I was determined
5 to pass. I had worked hard for three years. I had never forgotten my promise to my father, nor the one I had made to myself. I had always been among the three highest students and hoped to maintain my rating. But I wrote to my mother to see the marabouts and get their help. Was I especially superstitious at that time? I do not think so. I simply believed that nothing could be obtained without God's help, and that, even if His will were predetermined, our actions,
10 though these too were predetermined, influenced it. And I felt that the marabouts were my natural intermediaries.

My aunts offered up sacrifices and presented kola nuts to the various persons the marabouts indicated they had consulted. I could see they were very anxious about me. I believe they were as anxious as my mother. Maria was even more so, if possible. She didn't set much store by
15 her own studies, but she would have been deeply distressed not to see my name in the list of successful candidates in the official newspaper of French Guinea. My aunt told me that Maria also had been to the marabouts, and I really think that touched me more than anything else.

Finally the examination came. It lasted three days. Three days of agony. But the marabouts must have given me all the help they could. Of the seven candidates who passed I was first.

20 When I returned to Kouroussa with my proficiency certificate in my pocket and feeling, I must confess, a little swollen with my success, I was greeted with open arms, with the same eagerness and affection that had awaited me at the end of every school year. This time I had a fresh sense of pride. On the road from the station to our concession there had been the most enthusiastic demonstrations of welcome, and they had all sprung from the same love
25 and friendship. But while my parents embraced me, my mother was probably rejoicing more over my return than over the diploma – my mind was uneasy, especially so far as she was concerned.

Before I had left Conakry the director of the school had sent for me and asked me if I would like to go to France to finish my studies. I had blithely answered yes, but I had said it without
30 having consulted my parents, without having consulted my mother. My uncles in Conakry had told me that it was a unique opportunity and that I didn't deserve to live if I turned it down. What would my parents say? Especially my mother? I did not feel at all comfortable. I waited until the first ecstatic greetings were over and then announced loudly, as if the news would be a source of delight to everyone.

35 "And that's not all: the director wants to send me to France!"

"To France?" my mother said.

From *The African Child* by Camara Laye

1 Choose the best answer to the questions.

- 1 What information were the students given about their certificate of proficiency examination?
 - a The mark they needed to pass.
 - b That 14 students would pass the examination.
 - c The minimum number of students who could take it.
 - d The mark the examiners thought they were likely to get.
- 2 How confident was the writer that he would pass?
 - a He knew he would pass.
 - b He was fairly confident.
 - c He had no idea if he would pass or not.
 - d He wasn't at all confident he would pass.
- 3 How did the writer feel about his request for help from marabouts?
 - a He thought it would be of some help.
 - b He didn't believe it would be of any help.
 - c He thought his mother would expect him to make the request.
 - d He didn't really believe it could help, but thought it was worth a try.
- 4 Whose visit to marabouts had the most significance for the writer?
 - a His father's visit.
 - b Those of his aunts.
 - c That of another student.
 - d That of one of his aunts
- 5 How did the exam go for the writer and his colleagues?
 - a The fourteen candidates passed.
 - b Only one candidate passed.
 - c Most of the candidates passed
 - d The writer was not the only one who passed.
- 6 Why did people along the road warmly welcome the writer when he got back to Kouroussa?
 - a He was their friend.
 - b They felt uneasy about his return.
 - c They knew he was going to France.
 - d They hadn't seen him for three years.

2 What were the writer's feelings when he returned to Kouroussa.

**3 What do you think was the promise the writer had made to his father and to himself?
(lines 5–6)**

4 Explain the meanings of these words as they are used in the text.

- a designated (line 4) _____
- b marabouts (line 7) _____
- c superstitious (line 8) _____
- d distressed (line 15) _____
- e blithely (line 29) _____
- f ecstatic (line 33) _____

Pronunciation

With a partner, choose an extract from the reading text above. It should be about 10 lines. Practise reading it aloud. Divide it up so that you each read half of your chosen text.



Speaking

Work in a group of three. Prepare a short role-play (about four to five minutes long) of the conversation between the writer, his mother and his father that continues after the end of the text in which he tells them that he is going to study in France.

- Decide who is going to play each role and the opinion each person has of the writer's decision to go to France. To make your role-play interesting, one person must have an opinion which is different from the other two.
- Prepare your own role: think about the points you want to make for or against the writer's decision.
- Practise your role-play a few times and then present it to the class.

Dictation

Listen to your teacher reading a short dictation passage and write it down.



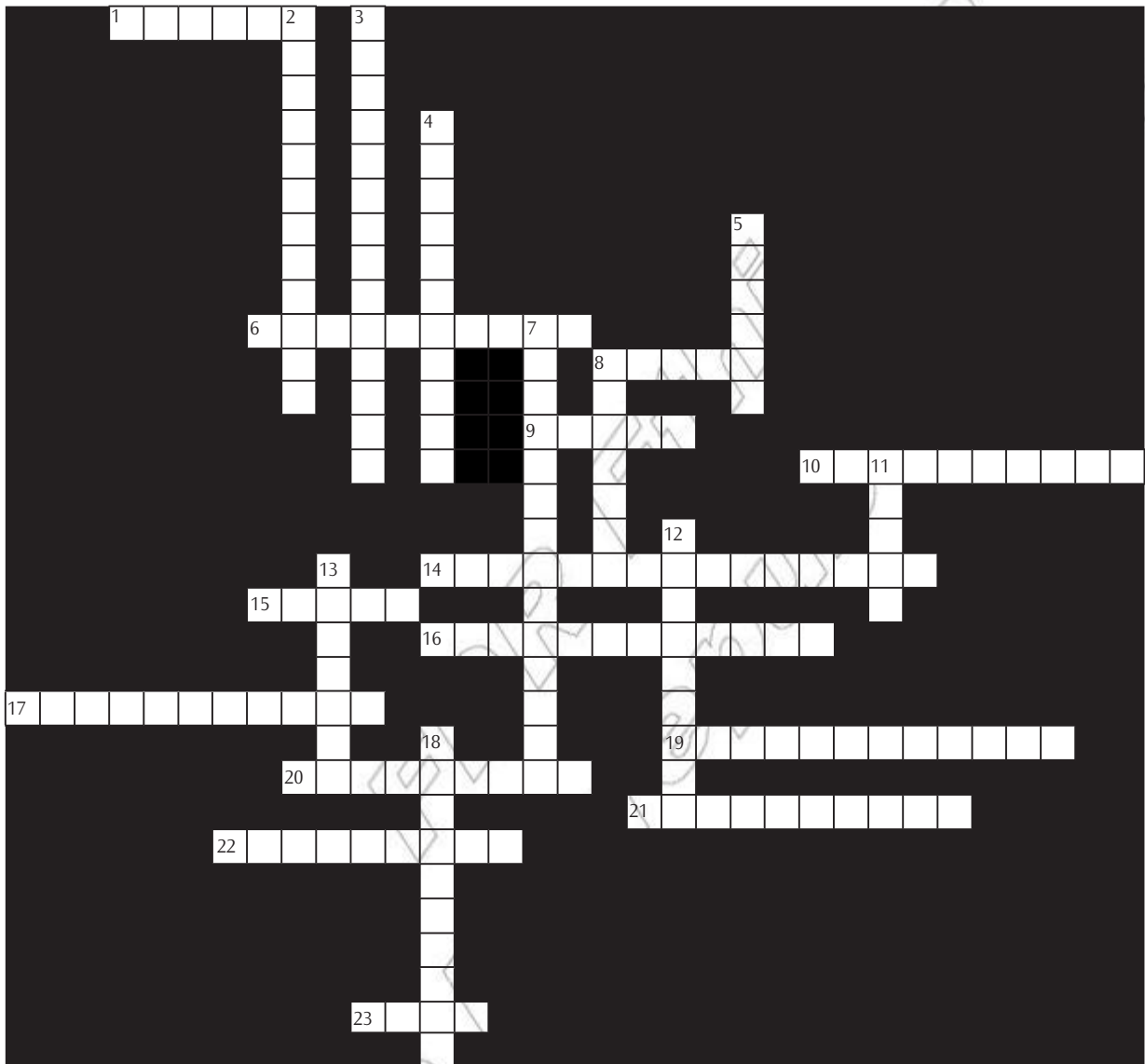
Writing

Write a *for* and *against* essay on the subject of studying abroad.

To review how to write this kind of essay ⇒ A3.9

Vocabulary

1 Complete the crossword with words from units 1-3.



Across

- 1** One of a pair of long sticks that you put under your arms to help you walk when you have hurt your leg
- 6** Drugs given to people who are ill
- 8** A short, hard sound
- 9** To arrange to join a school or university or a course
- 10** Rich and successful
- 14** Not part of the course that a student is doing at a school or college, but may be something organised after school
- 15** To suddenly push air out of your throat with a short sound, often repeatedly
- 16** Able to speak several languages
- 17** A person who is interviewed by another person
- 19** A doctor trained in the treatment of mental illness
- 20** The nationality of someone from Congo
- 21** Unable to read or write

- 22** The nationality of someone from Burkina Faso
23 A beam of radiation that can go through solid objects and is used for photographing the inside of the body

Down

- 2** The main building or offices used by a company or organisation
3 Having the knowledge that you can do things well, that people like you etc
4 Not given its full importance or value
5 An illness that occurs when an artery in your brain suddenly bursts or becomes blocked, so that you may die or be unable to use some muscles
7 The position of the AU at the United Nations
8 Describes an illness that continues for a long time and cannot be cured
11 An institution or organisation which is part of a bigger institution; also a part of the body with a particular purpose
12 The head of a school or college
13 When the temperature is below zero degrees
18 Describing a college or course which prepares people for a particular job

2 Crossword competition

- Work in a group of 2, 4 or 6 people and divide into two teams: A and B.
- Each team will be given a crossword grid in which half the words have been written in the grid. Team A will look at grid A and Team B at grid B. The two halves make the completed puzzle. The aim is for one team to complete their grid before the other team.
- You must not let the other team see your grid so each team must sit facing each other, not next to each other or in a circle
- Each team takes it in turns to ask a question of the other in order to try to complete their grid.

Example:

Team A: What is 15 across, please?

The other team must give a definition of the word or an example WITHOUT saying the word.

Example:

Team B: It's a building where young people go to study

Team A: Is it a library?

Team B: No!

Team A: Is it a school?

Team B: Yes!

- If one team can't answer the question, you must leave it and move on and go back to it later on. The other team should not give the answer.
 Team A your grid is on page 312
 Team B your grid is on page 327

Language use

Choose the best option to complete the sentences.

Note: / = nothing is required

- 1** I ... home when I met Juma's brother.
a walked **b** have walked **c** have been walking **d** was walking
- 2** I ... to Addis in my life.
a never go **b** have never been **c** never went **d** was never going

- 3 We ... all the work when you arrived.
a had already finished **b** have already finished **c** were already finishing **d** already finished
- 4 I ... the clothes before I swept the floor.
a had washed **b** was washing **c** washed **d** wash
- 5 You ... too much recently. Your eyes look very tired.
a studied **b** study **c** have been studying **d** have studied
- 6 Samima ... when I visited her brother yesterday.
a didn't study **b** hasn't been studying **c** hasn't studied **d** wasn't studying
- 7 I don't know why but we ... any homework today.
a haven't given **b** haven't been given **c** didn't give **d** are not given
- 8 Farmers ... to grow more cassava this year.
a ask **b** had been **c** asked **d** are being asked
- 9 Coffee ... on hillsides in southern Ethiopia. It is an important export.
a grows **b** has been grown **c** was growing **d** will be grown
- 10 The school ... and we are ready for our visitors.
a has swept **b** has been swept **c** had been swept **d** swept
- 11 Our house ... ten years ago.
a was built **b** built **c** would be built **d** had been built
- 12 ... I like music, I also enjoy peace and quiet.
a Consequently **b** However **c** Because **d** Although
- 13 ... the fact that she had a bad cold, Amina played well in the netball match.
a Although **b** However **c** While **d** In spite of
- 14 The woman ... lives next to the school, doesn't like students sitting on her wall.
a whom **b** whose **c** that
- 15 The woman ... I told you about is waiting outside.
a / **b** which **c** whose **d** where
- 16 The sun, ... was a bright orange ball, sank behind the hills
a that **b** which **c** where
- 17 Juma has a sister ... husband is a radio presenter.
a that **b** who **c** which **d** whose
- 18 If you want me to, I ... home with you.
a will walk **b** walk **c** am walking **d** walked
- 19 We won't catch the bus ... we leave now.
a if **b** if not **c** unless **d** when
- 20 If you heat water to 100° C, it ...
a boils **b** is boiling **c** boiled **d** boil
- 21 If you had come to school yesterday, you ... the test.
a would take **b** would have taken **c** had taken **d** took
- 22 Juma asked me yesterday if I ... the night before.
a went out **b** will go out **c** had gone out **d** go out
- 23 Amina said this morning that she ... us tomorrow in front of the railway station.
a will meet **b** met **c** will have met **d** meets
- 24 The test we had yesterday was difficult, but the one we had last week was ...
a most difficult **b** the more difficult **c** difficult **d** more difficult
- 25 My sister is as tall ... me.
a than **b** more **c** as **d** that