

Unit 3 A healthy life

Starting off

1 Work in small groups. Complete the photo captions with these phrases (a-f).

- a to inoculate her against disease.
- b to relieve her headache.
- c to treat an injured knee joint.
- d to set a broken bone.
- e to check his sight.
- f to cure his migraine.

2 Which photo illustrates:

- i an alternative form of medical treatment?
- ii large-scale preventative medical treatment?
- iii the use of medication to alleviate pain?
- iv the treatment of a muscle injury?
- v treatment following an accident in the playground?
- vi a routine check-up?

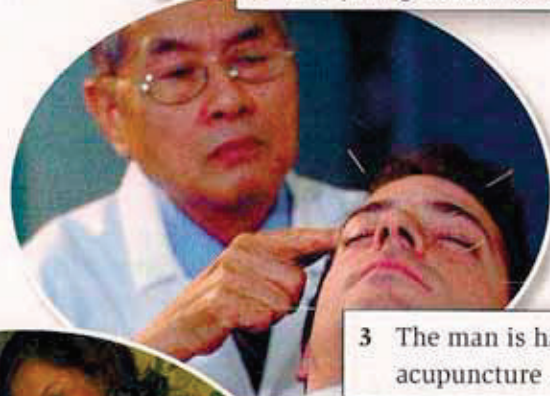
3 Have you or someone you know ever experienced any of these treatments? When and where?



1 The boy is having a plaster cast put on his leg ...



2 The young woman is taking a tablet ...



3 The man is having acupuncture ...



4 The elderly man is receiving physiotherapy ...



5 The girl is being given an injection ...



6 The man is having an eye test ...

Listening Section 3

Exam information

- You hear a conversation between two or more speakers on a study-based topic.
- The questions may cover both factual information and opinions.

1 Work in pairs. You are going to hear two students talking to a physiotherapist. Discuss these questions before you listen.

- What does a physiotherapist's work involve?
- When might someone need a physiotherapist?

2 Look at Questions 1–5 below and the comments. Underline the key ideas in options A–F.

Questions 1–5

What comments do the speakers make about each treatment or service?

Choose **FIVE** answers from the box and write the correct letter, **A–F**, next to Questions 1–5.

Treatments and Services

- Manual therapy
- Stability training
- Electrotherapy
- Video analysis
- Workstation analysis

Comments

- A It strengthens the whole body.
- B It is the most popular.
- C It requires special sportswear.
- D It is the most effective.
- E It is best done in the evening.
- F It is rarely used.

3 ¹³ Now listen and answer Questions 1–5.

Exam advice Matching

- Underline the key ideas in the questions and/or options.
- You will hear the questions in the same order as they are written on the question paper.
- Write your answers as you listen.

4 Look at Questions 6–10 below (ignoring the underlined words for now).

- What does the flow chart describe?
- What type of information is needed to complete each gap?

Questions 6–10

Complete the flow chart below.

Write **NO MORE THAN TWO WORDS** for each answer.

Example of patient route

Arrives at clinic with an 6



Physiotherapist evaluates 7 to ankle.



Treatment is given, and an 8 is prepared.



Return trips are made to check joint 9



A 10 supervises activity in the gym.

5 ¹⁴ Now listen and answer Questions 6–10.

Exam advice Flow-chart completion

- Use the title and the words around the gaps to decide what you need to listen for.
- Quickly read through the chart afterwards to check your answers make sense.

6 Look at the recording script on page 152.

- For Questions 1–5, underline the words that gave you each answer.
- For Questions 6–10, note down the words the speakers use that mean the same as the underlined verbs in Questions 6–10.

7 Work in pairs. Take turns to speak for a minute or two on this topic.

Describe a time when you or a friend experienced a minor injury. Say how it happened, what you did about it, and who helped you.

Reading Section 3

Exam information

- Reading Section 3 is generally more challenging than the other two sections.
- There are 14, rather than 13 questions.

1 Work in small groups. You are going to read an article about the 'placebo effect'. Before you read, discuss these questions.

- 1 Why do pharmaceutical companies have to test the drugs they are developing?
- 2 How do you think they do this?

2 Look at the illustration in the article and read the title and subheading. What does the 'placebo effect' refer to? What do you expect to read about?

3 Now skim the article and decide whether your answers to Exercise 2 were correct.

4 Underline words in Questions 1–5 below which will help you scan to find the relevant parts of the passage. Then read those parts of the passage and answer the questions.

Questions 1–5

Do the following statements agree with the claims of the writer?

Write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 1 Merck's experience with MK-869 was unique.
- 2 These days, a small number of unsuccessful test results can ruin a well-established drugs company.
- 3 Some medical conditions are more easily treated by a placebo than others.
- 4 It was to be expected that the third group in Kaptchuk's trial would do better than the other two groups.
- 5 Kaptchuk's research highlights the fact that combined drug and placebo treatments should be avoided.

Exam advice Yes / No / Not Given

- You should use the same approach for *True / False / Not Given* and *Yes / No / Not Given* questions (see page 12). However, *True / False / Not Given* questions refer to information stated in the article, whereas these questions refer to the writer's opinions or claims.
- Remember that 'NO' statements say the opposite of what is stated in the passage, while the idea in 'NOT GIVEN' statements is not mentioned at all.



Examining the placebo effect

BY STEVE SILBERMAN

The fact that taking a fake drug can powerfully improve some people's health—the so-called placebo effect—was long considered an embarrassment to the serious practice of pharmacology, but now things have changed.

Several years ago, Merck, a global pharmaceutical company, was falling behind its rivals in sales. To make matters worse, patents on five blockbuster drugs were about to expire, which would allow cheaper generic products to flood the market. In interviews with the press, Edward Scolnick, Merck's Research Director, presented his plan to restore the firm to pre-eminence. Key to his strategy was expanding the company's reach into the anti-depressant market, where Merck had trailed behind, while competitors like Pfizer and GlaxoSmithKline had created some of the best-selling drugs in the world. "To remain dominant in the future," he told one media company, "we need to dominate the central nervous system."

His plan hinged on the success of an experimental anti-depressant codenamed MK-869. Still in clinical trials, it was a new kind of medication that exploited brain chemistry in innovative ways to promote feelings of well-being. The drug tested extremely well early on, with minimal side effects. Behind the scenes, however, MK-869 was starting to unravel. True, many test subjects treated with the medication felt their hopelessness and anxiety lift. But so did nearly the same number who took a placebo, a look-alike pill made of milk sugar or another inert substance given to groups of volunteers in subsequent clinical trials to gauge the effectiveness of the real drug by comparison. Ultimately, Merck's venture into the anti-depressant market failed. In the jargon of the industry, the trials crossed the "futility boundary".

MK-869 has not been the only much-awaited medical breakthrough to be undone in recent years by the placebo effect. And it's not only trials of new drugs that are crossing the futility boundary. Some products that have been on the market for decades are faltering in more recent follow-up tests. It's not that the old medications are getting weaker, drug developers say. It's as if the placebo effect is somehow getting stronger. The fact that an increasing number of medications are unable to beat sugar pills has thrown the industry into crisis. The stakes could hardly be higher. To win FDA* approval, a new medication must beat placebo in at least two authenticated trials. In today's economy, the fate of a well-established company can hang on the outcome of a handful of tests.

Why are fake pills suddenly overwhelming promising new drugs and established medicines alike? The reasons are only just beginning to be understood. A network of independent researchers is doggedly uncovering the inner workings and potential applications of the placebo effect.

A psychiatrist, William Potter, who knew that some patients really do seem to get healthier for reasons that have more to do with a doctor's empathy than with the contents of a pill, was baffled by the fact that drugs he had been prescribing for years seemed to be struggling to prove their effectiveness. Thinking that a crucial factor may have been overlooked, Potter combed through his company's database of published and unpublished trials—including those that had been kept secret because of high placebo response. His team aggregated the findings from decades of anti-depressant trials, looking for patterns and trying to see what was changing over time. What they found challenged some of the industry's basic assumptions about its drug-vetting process.

Assumption number one was that if a trial were managed correctly, a medication would perform as well or badly in a Phoenix hospital as in a Bangalore clinic. Potter discovered, however, that geographic location alone could determine the outcome. By the late 1990s, for example, the anti-anxiety drug Diazepam was still beating placebo in France and Belgium. But when the drug was tested



in the U.S., it was likely to fail. Conversely, a similar drug, Prozac, performed better in America than it did in western Europe and South Africa. It was an unsettling prospect: FDA approval could hinge on where the company chose to conduct a trial.

Mistaken assumption number two was that the standard tests used to gauge volunteers' improvement in trials yielded consistent results. Potter and his colleagues discovered that ratings by trial observers varied significantly from one testing site to another. It was like finding out that the judges in a tight race each had a different idea about the placement of the finish line.

After some coercion by Potter and others, the National Institute of Health (NIH) focused on the issue in 2000, hosting a three-day conference in Washington, and this conference launched a new wave of placebo research in academic laboratories in the U.S. and Italy that would make significant progress toward solving the mystery of what was happening in clinical trials.

In one study last year, Harvard Medical School researcher Ted Kaptchuk devised a clever strategy for testing his volunteers' response to varying levels of therapeutic ritual. The study focused on a common but painful medical condition that costs more than \$40 billion a year worldwide to treat. First, the volunteers were placed randomly in one of three groups. One group was simply put on a waiting list, researchers know that some patients get better just because they sign up for a trial. Another group received placebo treatment from a clinician who declined to engage in small talk. Volunteers in the third group got the same fake treatment from a clinician who asked them questions about symptoms, outlined the causes of the illness, and displayed optimism about their condition.

Not surprisingly, the health of those in the third group improved most. In fact, just by participating in the trial, volunteers in this high-interaction group got as much relief as did people taking the two leading prescription drugs for the condition. And the benefits of their "bogus" treatment persisted for weeks afterward, contrary to the belief—widespread in the pharmaceutical industry—that the placebo response is short-lived.

Studies like this open the door to hybrid treatment strategies that exploit the placebo effect to make real drugs safer and more effective. As Potter says, "To really do the best for your patients, you want the best placebo response plus the best drug response."

adapted from Wired Magazine

* *The Food and Drugs Administration (an agency in the United States responsible for protecting public health by assuring the safety of human drugs)*

line 80

5 Work in pairs.

- 1 Read the title of the summary below. Which paragraphs in the passage will you need to read carefully to do this task?
- 2 Read the summary and underline words around the gaps that express key ideas.

Questions 6–10

Complete the summary using the list of words, A–I, below.

Merck and MK-869

As a result of concerns about increasing **6** in the drugs industry, the pharmaceutical company Merck decided to increase its **7** in the anti-depressant market. The development of the drug MK-869 was seen as the way forward.

Initially, MK-869 had some **8**, but later trials revealed a different picture. Although key **9** could be treated with the drug, a sugar pill was proving equally effective. In the end, the **10** indicated that it was pointless continuing with the development of the drug.

A activity	D patients	G symptoms
B prices	E tests	H competition
C success	F diseases	I criticism

- 6** Now read the paragraphs you identified in Exercise 5 and complete Questions 6–10 in the summary.

Exam advice Summary completion with a box

- The answers may come from more than one part of the passage.
- Use the title and words in the summary to help you find the right parts.
- Underline the words in the passage that provide the missing information – you need to match these to the correct option in the box.

- 7** Underline the key ideas in Questions 11–14 (not the options). Then scan the passage to find the relevant parts and read each part carefully to choose the correct options.

Questions 11–14

Choose the correct letter, A, B, C or D.

- 11 Which of the following is true of William Potter's research?
 - A It was based on recently developed drugs that he had recommended.
 - B It included trial results from a range of drugs companies.
 - C Some of the trial results he investigated had not been made public.
 - D Some of his findings were not accepted by the drugs industry.
- 12 What did William Potter's research reveal about the location of drugs trials?
 - A The placebo effect was weakest in the US.
 - B Results were not consistent around the world.
 - C Results varied depending on the type of hospital.
 - D The FDA preferred drugs to be tested in different countries.
- 13 What does the *tight race* refer to in line 80?
 - A the standard tests
 - B consistent results
 - C ratings by trial observers
 - D testing sites
- 14 What significant discovery was made by Ted Kaptchuk?
 - A The effects of a placebo can last longer than previously thought.
 - B Patients' health can improve while waiting to undergo a trial.
 - C Patients respond better to a placebo if they are treated by the same clinician throughout the trial.
 - D Those conducting a placebo trial need to know the subjects' disorder well.

Exam advice Multiple choice

- Use names and other words to scan to find the right place in the passage.
- Read above and below that part of the passage and underline the words that answer the question.

Vocabulary

Verb + noun collocations

- 1 Some verbs and nouns are often used together. Scan the passage on pages 32–33 for these verb + noun collocations (1–8). Then match each verb in bold with its meaning (a–h).

- 1 **promote** feelings
 - 2 **gauge** the effectiveness (of something)
 - 3 **overlook** a factor
 - 4 **challenge** an assumption
 - 5 **determine** an outcome
 - 6 **yield** results
 - 7 **devise** a strategy
 - 8 **outline** the causes (of something)
- a to invent – cleverly or imaginatively
b to supply or produce something positive, such as information
c to encourage the development or existence of something
d to give a general idea of the main items or parts of something
e not to notice, or to pretend not to notice
f to calculate or make a judgement about something
g to question or express doubt about the truth, legality or purpose of something
h to control or influence directly; to decide

- 2 Choose the correct verb in *italics* to complete these sentences.

- 1 Seventy years ago, a nurse *devised* / *determined* a method of alleviating pain during operations without the use of an anaesthetic.
- 2 Using a placebo in trials allows scientists to *determine* / *yield* the true success of a drug.
- 3 Prior to the official use of placebos, researchers sometimes *gauged* / *overlooked* negative results.
- 4 Researchers have found that taking a sugar pill while believing it to be a medicine can *promote* / *outline* a sense of well-being.
- 5 In *gauging* / *devising* a patient's reaction to treatment, it is always important to look at side effects as well.
- 6 Some alternative medical treatments have *challenged* / *overlooked* conventional practice.
- 7 During a consultation, medical practitioners should *outline* / *promote* their treatment strategy.
- 8 A trial should be abandoned if the treatment is not *yielding* / *promoting* any real gains.

Speaking Part 2

- 1 Work in pairs. Read this Speaking task and briefly discuss what you could say for each point. Make brief notes as you talk.

Describe something you would like to do in the future that would be good for your health.


You should say:

what you would like to do

what it would involve


when you would like to do it

and explain why it would be good for your health.

- 2  Listen to Faris doing the task in Exercise 1 and complete his notes.

what ... like to do a triathlon
what ... involve
when ... do it
why ... good for my health



- 3  Complete these sentences by putting the verb in brackets into the correct form. Then listen again to check your answers.

- 1 I've always dreamed of (*take part*) in a triathlon.
- 2 There's an Olympic distance, which I wish I (*can*) do.
- 3 I think I'm likely (*finish*) if I choose a shorter course.
- 4 I don't expect I'll be able (*tackle*) it until my academic year's ended.
- 5 I'm actually looking forward to (*do*) a triathlon.
- 6 I just hope I (*be*) successful at it.

 page 120 *Talking about ambitions and aspirations*

- 4 Work in pairs. Take turns to complete these sentences about yourself.

- 1 When I have taken my IELTS test, I expect ...
- 2 I have always dreamed of ...
- 3 I hope one day I ...
- 4 This year, I am looking forward to ...
- 5 If I have a holiday next year, I am likely to ...
- 6 I have always wished I , but I might find too difficult.

- 5 Work in small groups. Take a minute to review the notes you made in Exercise 1, then take turns to give your talk. As you listen, complete this checklist.

Did your partner ...

- introduce the topic?
- talk about the points in the task?
- use the points to structure the talk?
- use vocabulary related to the task?
- end the talk appropriately?

- 6 Pronunciation: *Linking and pausing*

- 6 Read this Speaking task and spend one minute preparing notes for each point. Then take turns to do the task with a partner. When your partner has finished, ask them for brief replies to the two questions below.



Describe your ideal healthy living environment.

You should say:

where it would be

what features it would have

how easy it would be to live there

and explain why this would be your ideal environment.

- 1 Do you know many places like this?
- 2 Do you think you will live in this type of place in the future?

Exam advice Speaking Part 2

- Use your notes and the task to give your talk a clear structure.
- Use linking and pausing to give your speech a natural-sounding rhythm.
- Be prepared to answer one or two questions on your talk when you have finished. (You only need to give very brief answers.)

Pronunciation

Linking and pausing

Linking certain words together and then pausing between groups of words helps a speaker achieve the natural rhythm of English speech. The way words are linked depends on the letters that come at the end of one word and the beginning of the next.

- 1 16 Listen to these extracts from Faris's talk. When is the *t* pronounced in the underlined words, and when is it silent? Why?
 - 1 Well, I'm quite fit ...
 - 2 ... taking part in a triathlon.
- 2 17 Work in pairs. Decide whether the underlined consonants in these sentences should be pronounced or silent. Then listen and check your answers.
 - 1 ... a triathlon's a multi-sport event, but rather a hard o.
 - 2 As for when I'd take part in it, I'm not sure.
 - 3 I'm actually looking forward to the triathlon.
- 3 Take turns to read the sentences from Exercise 2 aloud.
- 4 18 Work in pairs. Look at this longer extract and underline the words that you think Faris links together. Listen and check your answers. When you have finished, take turns to read the extract aloud.

That would be realistic because I'd need time to train and really get into shape. It's not something that I could do in a hurry! Um, obviously it would be a really healthy thing to do because it would force me to get even fitter than I am now. Plus I'd have to eat well during the training period and get plenty of sleep and that sort of thing.

Writing Task 1

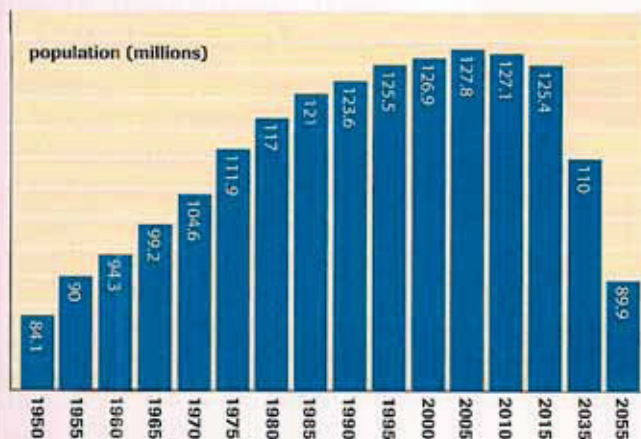
1 Work in pairs. Look at the task below.

- 1 How is the table linked to the chart?
- 2 Select the key features in the chart and table.
- 3 What general trends can you identify in the data as a whole?

The chart and table below give information about population figures in Japan.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Japan's population: past, present and future trends



over-65s	population (millions)	percentage of total population
1950	4.1	4.9%
2005	25.7	20.0%
2035	37.2	34.0%
2055	36.5	41.0%

- 2 Work in pairs. How would you organise the information and plan the paragraphs in your answer?
- 3 Read the sample answer in the next column and complete this writer's plan. How does it compare with your plan?

Paragraph 1 (Introduction): Topic and time period

Paragraph 2:

Paragraph 3:

Paragraph 4 (Overview):

The table and chart provide information regarding population growth and the proportion of the population over 65 over a 100-year period in Japan.

According to the information, Japan's general population figures in 1950 were very different from those in 2005, and future predictions show even greater differences. In 1950, the number of people was just over 84 million, and only 4.9 percent (4.1 million) of these people were above the age of 65. By 2005, the percentage of older people had risen considerably to 20 percent, while the overall population had shown a parallel increase to nearly 128 million.

However, total population figures peaked in 2005, and it is expected that the number of people living in Japan will fall substantially over the next 50 years to a little below 90 million. In spite of this fall, the rise in the ageing population will continue, and at a faster rate, so that by 2055, 41 percent (36.5 million) of Japanese people will be over 65.

These statistics show two contrasting trends in Japan's demographics that will result in fewer citizens, but greater numbers of elderly people.

4 Answer these questions about the sample answer.

- 1 What figures does the writer quote? Why?
- 2 What is the purpose of the first sentence in paragraph 2?
- 3 What similarities does the writer mention? What linker does she use to compare the points?
- 4 What differences does the writer mention? What linkers does she use to contrast the points?
- 5 What is the purpose of the overview at the end?

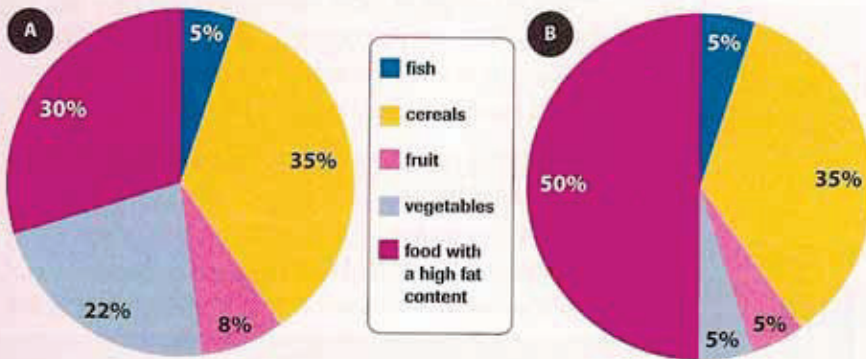
5 Work in pairs. It is important to paraphrase words and phrases in the task and use precise language in your answer.

- 1 Find as many alternative expressions as you can in the sample answer for these phrases.
 - a aged 65 and older
 - b Japan's population
- 2 Find more precise words or phrases in the sample answer for these expressions.
 - a more than
 - b a lot (two expressions)
 - c similar
 - d under
 - e more quickly
 - f opposite
 - g more

6 Work in pairs. Look at this Writing task and answer the questions below.

The charts below give information about the diet and general health of two groups of students.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.



	Group A (%)	Group B (%)
overweight	10	20
illness in the past year	5	12
attendance at classes	90	75

- 1 What are the key features?
 - 2 What comparisons could you make?
 - 3 What should the overview contain?
 - 4 Suggest two different ways you could organise the information.
- 7 Now read this sample answer, ignoring the gaps, and identify features 1–4 from Exercise 6: the key features, the comparisons, the overview and the organisation of the information.

The pie charts provide a breakdown of the 1 of food eaten by two groups of students, while the table highlights some 2 of their health. The data suggest that diet may have an impact on 3 of absenteeism and on student's ability to stay healthy.

The pie charts show that there are similarities and differences with regard to the two groups' diets. In both groups, about a third of the food students eat consists of cereals such as pasta, bread and rice. Similarly, they eat an equal 4 of fish (5 percent). However, the 5 of high-fat food eaten by Group B is considerably higher than in Group A, at 50 percent, while students in Group B eat far fewer vegetables than Group A and a slightly smaller 6 of fresh fruit.

The table indicates that there are twice as many overweight people in Group B (20 percent) as in Group A. What is more, Group B has experienced a much higher 7 of illness over the year, with over double the 8 of students being absent from classes. This has resulted in a 15 percent lower attendance 9

8 When answering Task 1, you often need to use phrases that express amount, extent or categories. Complete the sample answer in Exercise 7 by writing one word from the box in each gap. In some cases, more than one answer may be possible, and you may need change the word to its plural form.

amount	aspect	incidence
level	number	proportion
quantity	rate	type

9 Match six of the words in the box in Exercise 8 with what they are used to express (1–6).

- 1 the speed at or frequency with which something happens
- 2 an amount or number of something material or abstract
- 3 the number or amount of a group or part of something when compared to the whole
- 4 one part of a situation, problem, etc.
- 5 the occurrence of something
- 6 the position of something abstract or concrete on a scale

10 Choose the correct option in *italics* in each of these sentences written by IELTS candidates.

- 1 It is important to control the *quantity* / *amount* of sunshine children are exposed to.
- 2 To discourage driving, certain *aspects* / *qualities* of the public transport system should be improved.
- 3 The *proportion* / *rate* of smokers to non-smokers is greater in some parts of the world than in others.
- 4 The *quantity* / *number* of workers doing shifts is very high.
- 5 The water *levels* / *percentages* were highest at midday.
- 6 This solution will reduce the unemployment *rate* / *number*.

Exam advice Writing Task 1

- If there is more than one chart, decide how they relate to each other.
- Ensure key features are clearly expressed.
- Include an overview, summarising the main trends or features.
- Vary your vocabulary and use your own words as far as possible (e.g. do not lift long phrases from the task instructions).

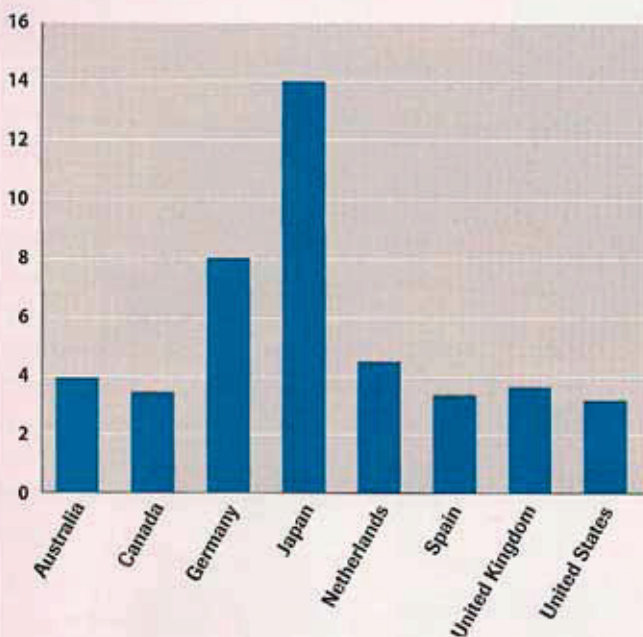
Key grammar: *Expressing large and small differences*

Write your answer to this task in at least 150 words.

The chart and table below give information about healthcare resources and life expectancy in different countries.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Hospital beds per thousand of the population



Government health spending

	Japan	Netherlands	US
health spending per person	\$2,581	\$3,481	\$6,719
average life expectancy	83	80	78

Key grammar

Expressing large and small differences

Answer these questions relating to comparisons in the two sample answers on pages 37 and 38.

- 1 Which adverb is used to emphasise *different* in the first sample answer?
- 2 What are the two opposites of *more*? Which is used with countable nouns?
- 3 Which adverbs are used to emphasise *higher* in the second sample answer?
- 4 Which two adverbs are used with *fewer* and *smaller* in the second sample answer? Which adverb expresses a big difference, and which one expresses a small difference?
- 5 What phrase does the writer use to compare the incidence of illness in the two groups?

page 113 *Expressing large and small differences*

Rewrite these sentences so that they have the same meaning, using the words in brackets. Emphasise the adjectives where necessary.

- 1 My brother eats less food than I do. (*quantity*)
My brother eats a smaller quantity of food than I do.
- 2 Some people's sleep patterns are not at all the same as mine. (*different*)
- 3 There are nowhere near as many injuries among pedestrians now. (*fewer*)
- 4 A much greater number of people are choosing alternative medical treatment in my country. (*popular*)
- 5 Now that I'm seeing a physiotherapist, I don't have nearly as much pain. (*less*)
- 6 Inoculations have resulted in fewer childhood illnesses. (*incidence*)

IELTS candidates often make mistakes making comparisons. Choose the correct alternative in *italics* in each of these sentences.

- 1 Group A's statistics are *much more* / *very different* from the others.
- 2 The number of working women is much *less* / *lower* than it used to be.
- 3 Men need to consume twice as *many* / *greater* calories a day as women.
- 4 The gap between the different cultures is growing *less and less* / *smaller and smaller*.
- 5 Living for a long time is not nearly as important *as* / *than* staying healthy.