



CONVERSATION

Preview this handout for next week.

Listen to the instructor read the conversation between the doctor and the patient. Then, act it out with some of the suggested variations below.

Doctor: You say you fell?

Patient: Yes. I messed up my foot. My ankle hurts when I put weight on it.

Doctor: Is this **tender**?

Patient: Yes, but not so bad.

Doctor: It is a bit **swollen**, but there is no **discoloration**. When did this happen?

Patient: Last night. I put ice on it several times.

Doctor: I suspect it's a mild **sprain**. I think we can just wrap it with an **ace bandage** and have you stay off of it for a while. This is what we call a Grade 1 Sprain and we recommend "RICE."

Patient: I need to eat rice?

Doctor: No, R-I-C-E. RICE stands for: Rest, Ice, **C**ompression and Elevation. So, try not to walk around when you don't have to. And...alternate: wrapping your ankle with the ace bandage and putting ice on it. Also, keep your foot **elevated** above your heart as often as possible.

VOCAL VARIATIONS

1. The patient speaks with a deep voice and the doctor speaks very softly.
2. The doctor is very excited, but the patient is calm.
3. The patient touches the doctor's arm every time s/he speaks.
4. Your variations

WORKING with WORDS

Use the words in bold above in the blanks in the following sentences below.

1. If you can't wrap it yourself, see if you can get someone else to reapply the _____ to your ankle.
2. Dr. Peters said that her wrist was not broken—it was just a _____.
3. They used traction* to keep his leg _____ in the hospital.
4. When she told the doctor that her arm and neck were always _____, the doctor thought she might have fibromyalgia (chronic pain disorder).
5. "After a long flight, my feet are usually _____ for a few days."
6. We should wrap your arm to provide _____.
7. I can see that you have skin allergies by the _____ of the skin on your back—it's very dark in some places.

Advice from the Mayo Clinic:

For a Grade 1 sprain, use R.I.C.E (rest, ice, compression and elevation):

Rest your ankle by not walking on it.

Ice should be immediately applied. It keeps the swelling down. It can be used for 20 minutes to 30 minutes, three or four times daily. Combine ice with wrapping to decrease swelling, pain and dysfunction.

Compression dressings, bandages or ace-wraps immobilize and support the injured ankle.

Elevate your ankle above your heart level for 48 hours.

Usage and Word-building Notes:

1. As the Mayo Clinic information indicates, compression is something that supports and immobilizes (makes it hard to move).
2. The picture below shows a patient whose leg is elevated using traction*.

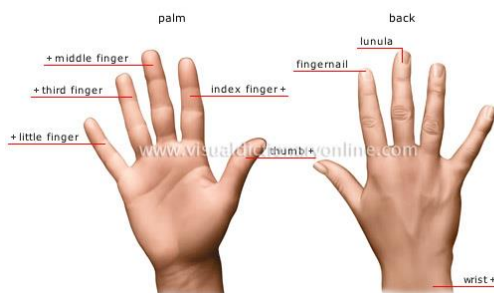


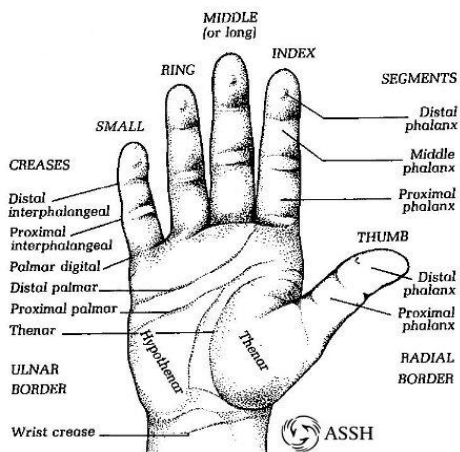
3. ACE (above) is a brand name of bandages that has become the preferred term for these types of bandages. In the US, other words like this are Kleenex = any tissue, Jell-O = any gelatin dessert, saran wrap = any plastic wrap.

Arms and Legs Part 1

Lay terms and neutral terms used in conversation--

In the diagrams, you can see some of the everyday words for parts of the hand. From palmar, for example, we get "palm." The little finger is also called your "pinkie."





Everyday hand words:

Fingers: **thumb, index finger, middle finger, ring finger, little finger/pinkie**

Joints: **knuckles** Nails: **cuticles**

Example sentences:

1. The guy looked like a gangster--he was wearing a baggy, brown pinstripe suite and he had on a **pinkie** ring!
2. The teacher told Bill to stop cracking his **knuckles** in class.
3. The manicurist pushed back Elaine's **cuticles** for her French manicure.

READING

Preexisting Condition? 20th Century Japanese Thinking (Some have heard me talk about this.)

Russell, a young American man that worked for an insurance company visited a small English class in Tokyo taught by his sister. The students were three MDs at an elite government hospital: Dr. M was an internist; Dr. Y was a psychosomatic medicine specialist; and Dr. T. was an anesthesiologist. Russell was trying to explain the American system of insurance to the group. Russell said that the insurance company could refuse to grant a health insurance policy to someone who had a preexisting condition.

Dr. T., a very intelligent man who graduated from University of Tokyo, asked Russell to explain the meaning of a "preexisting condition" in the American insurance world. Dr. T. understood that words beginning with "pre-" have the meaning of "before." He also knew what the word existing meant. He just didn't follow the American logic and didn't know exactly before what point such preexistence was being considered. The system didn't make sense to him. Russell tried to explain it, but Dr. T. remained confused. "Existing before what?" he asked.

Traditionally, American insurance companies have not wanted to take people with health problems into their program. Insurance companies save a lot of money when their members are healthy. In the American system if a patient, let's call him Joe, has asthma and he applies for insurance, Joe must list his asthma as a preexisting condition. The before point they are referring to is before Joe applied for the insurance. This system seems unfair and doesn't make sense to a lot of Americans, either. Because of this method of excluding members, some Americans very much in need of insurance could not get it. This changed in 2014 under Obamacare, but recent politics continue to make it an issue again in the US. It is also an issue today with some private Japanese insurance!

Stoplight Comprehension

Remember that **Green** questions are general, and you should *go with the flow*. **Yellow** questions are detailed, so you should cautiously comb through the information. **Red** questions are about what will happen next, so stop, think and draw a conclusion.



What is the passage mainly about?

- A) The job situation at US insurance companies.
- B) The methods of US insurance companies.
- C) The backgrounds of the three doctors.
- D) The policies at Tokyo government hospitals.



What was difficult for Dr. T to understand?

- A) Russell's English pronunciation.
- B) The idea of when a condition starts.
- C) The type of job duties that Russell had.
- D) The cost system of American insurance.



What does the author imply about American insurance?

- A) It's a good system for the country.
- B) It hurts people with diseases.
- C) It makes more sense than other systems.
- D) It is quite easy to understand.

Everyday Expressions

Idioms, Metaphors and Frequent Sayings

Read the expressions in context and guess the meaning:

cost an arm and a leg

I want to buy an electronic medical dictionary, but they cost an arm and a leg.

pull someone's leg

I thought that the guy was filming us for a TV show, but it was just another student pulling my leg.

up in arms

The government stoppage has everyone up in arms in the immigration office.

put one's finger on ____

I know that I forgot to put one ingredient in this curry, but I can't put my finger on it.

leg up

Yes, he's young to be the head of the hospital, but his father owns this place, so that's how he got a leg up.

Medical Terms

-ics

an area of study

Another suffix used for a specific area of study is -ics. Below are some very common examples. Write additional ideas in the spaces provided.

A) physics

D) politics

B) economics

E) genetics

C) robotics

F) statistics

G) pediatrics

-iatr- = healing -ics = field of study

Find out what these mean and fill in these sentences:

Pediatrics is the area of study related to the healing of _____.

Geriatrics is the area of study related to the healing of _____.

Your words: _____

Interesting Viewing

1) A 45-minute Documentary:

Getting Better: 200 Years of Medicine

<http://www.youtube.com/watch?v=Qxx14RCxblg>

2) A short PechaKucha Slide Presentation on 3D Printing Biology

<http://www.pechakucha.org/presentations/3d-printing-biology> **How is this changing medicine?**

ROLEPLAY Choice 1:

- **Player A (patient/patient's relative) describes some sort of fall and injury to the doctor (theirs or C's).**
- **Player B (doctor) gives the patient some advice.**
- **Player C (for groups of 3) is the young/elderly patient and may help Player A explain.**
- **Player A responds (possibly along with C) to the advice.**

ROLEPLAY Choice 2:

- **Player A is the doctor. The doctor wants to know how a problem with the patient's arms or legs, which s/he has treated earlier, is doing.**
- **Player B (patient or relative) describes his/her experience [(or his/her child's/parent's experience) (successful/unsuccessful) with the condition and treatment since the last visit to the doctor.**
- **Player C is the young/elderly patient that Player B is describing, and C may make comments based on what B says.**
- **Player A gives the patient some additional advice about what to do to improve the situation further. (For groups of 3, both B and C may comment.)**

Remember to upload your meeting recording to the main folder (everyone's face showing). WRITE DOWN YOUR CLEVEREST LINES TO UPLOAD TO MOODLE:

Teacher's notes: We started doing more role plays after a visit from Professor Rod Ellis. Some students want more freedom. Before we start role plays, I suggest we do word substitution.

Book Assignments and Test Prep

Review pages **98** to page **145** and study pages 146-173, listening to the CD, for December 19

Study pages 174-261, listening to the CD for January 16

Study pages 262-290, listening to the CD for January 23

Review the book looking for information useful in many situations for the marathon on January 30.

(Test will also include all conversations on all handouts up to January 30.)