

7

Progress

DISCUSSION POINT

Discuss with a partner.

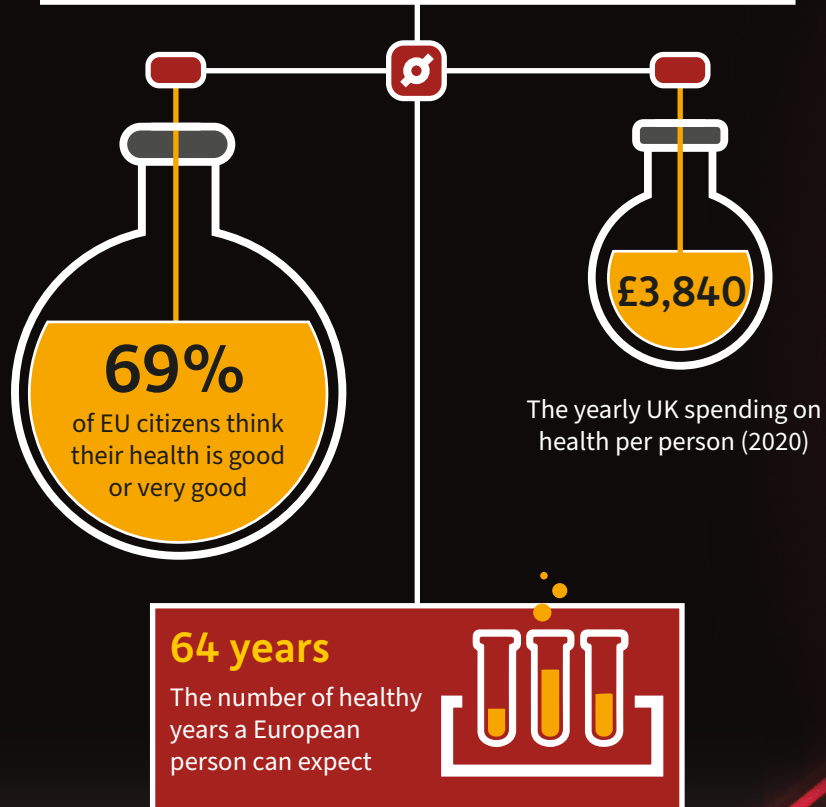
- 1 Which of these statistics were you most surprised by? Why?

I was most surprised by ... because ...

- 2 Do you think taking care of your health was easier or more difficult in the past?

I think it was easier / more difficult because ...

MEDICINE by the numbers



BEFORE YOU WATCH

Work with a partner. Which of the sentences are true for you? Why?

- 1 I probably use my smartphone too much.
- 2 I use my smartphone more than my friends do.
- 3 I don't check my smartphone very often.
- 4 I sleep with my smartphone near me.
- 5 I don't own a smartphone.

UNIT AIMS

READING 1 Identifying names and achievements

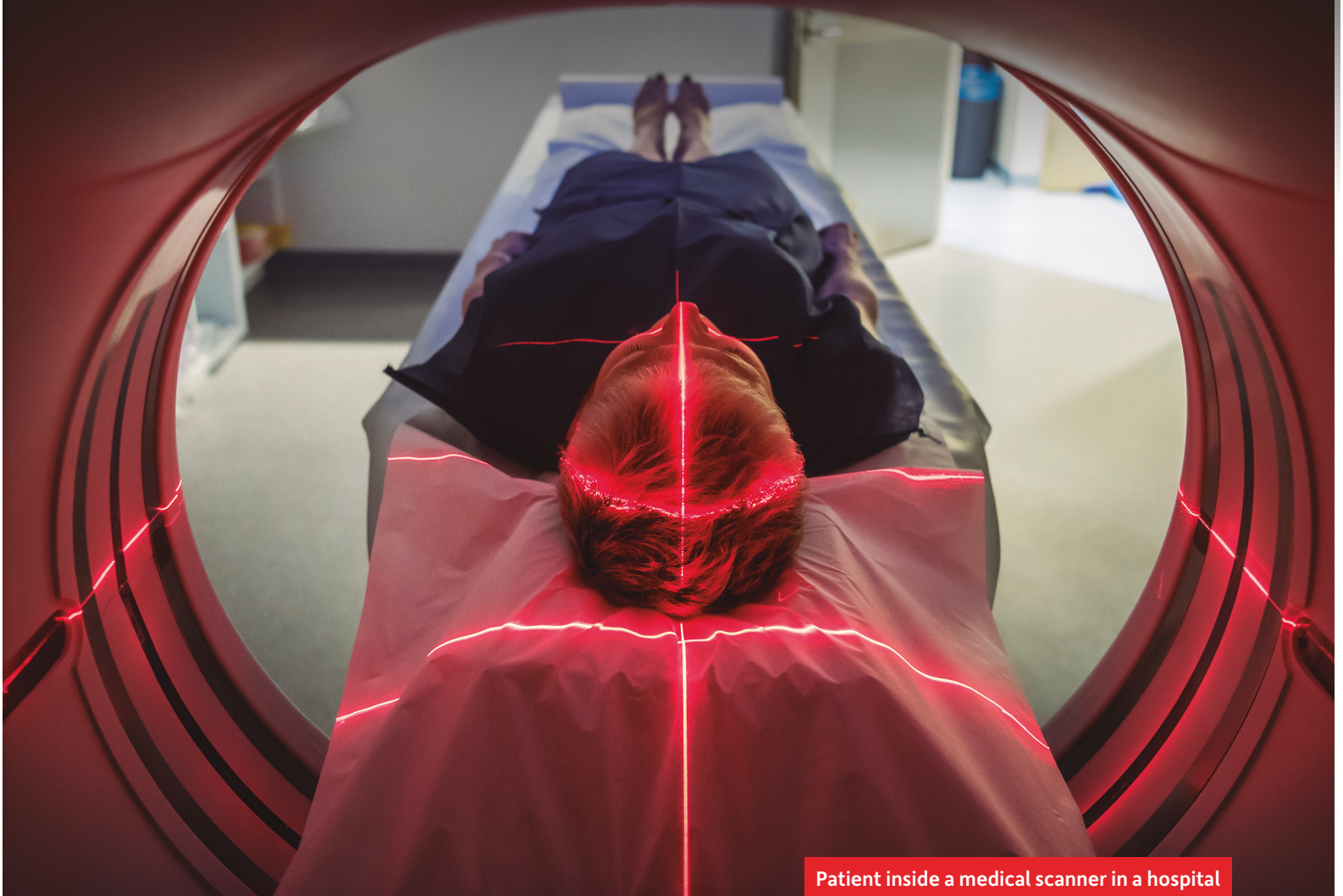
READING 2 Summarizing information

ACADEMIC SKILL Describing a process

VOCABULARY Words that indicate sequence


GRAMMAR Using the simple past in active and passive forms

WRITING Describing a sequence of past events



Patient inside a medical scanner in a hospital

WHILE YOU WATCH

 Read the sentences, and then watch the video.
Complete the sentences with one word or number.

- 1 The team at the university has developed a new _____.
- 2 The team installed the app on the phones of _____ students.
- 3 People looked at their phones every _____ minutes.
- 4 People didn't spend much time making _____.

AFTER YOU WATCH

Answer the questions with a partner.

- 1 Do you know anyone who uses their smartphone too much?
Yes, I do! My ... No, I don't think so. ...
- 2 What is the most helpful app you use?
The most helpful app I use is ...
- 3 What is the worst thing about smartphones?
I think the worst thing is ...

ACCIDENTAL INVENTIONS

A VOCABULARY PREVIEW

1 Choose the correct words to complete the definitions.

- 1 **anatomy** (n) the study of *human behavior / the human body*
- 2 **drug** (n) something used *for food / as medicine*
- 3 **medieval** (adj) related to the period of European history between *500 CE – 1500 CE / 1500 CE – 1900 CE*
- 4 **patient** (n) a person who is *studying to be / cared for by* a doctor
- 5 **physician** (n) a *medical student / doctor*
- 6 **process** (n) a *series of actions / set of suggestions* to achieve a result
- 7 **question** (v) to *insist on / express doubt about* the truth of something
- 8 **staff** (n) people who *work for an organization / don't use technology*

2 Use the words from Exercise 1 to complete the sentences.

- 1 All members of the _____ are required to take a class in human _____.
- 2 The _____ of studying to become a _____ can take many years.
- 3 If a _____ that a doctor gave you isn't working, _____ him or her about it.
- 4 A _____ doctor in Europe often treated a _____ according to earlier Greek beliefs.

B BEFORE YOU READ

Discuss these questions with a partner.

- 1 What are the most important inventions from the 20th century? Why?
- 2 Which of these things do you think are the most important for an inventor to have? Why?
creativity luck talent money intelligence a good idea

C GLOBAL READING

1 Scan *Accidental inventions*. Write the two inventions that are discussed.

2 Skim the text. Choose the correct words to complete the summary.

First, the article says that ¹**inventors / inventions** usually happen because of the need to make something ²**creative / useful**. Then it discusses two things that were invented by accident. One invention ³**records sounds / saves lives** and the other is a popular way of ⁴**cooking / helping patients**. Both inventions are still in use today.

Scanning

Skimming



Accidental INVENTIONS

An implantable pacemaker

1 From medieval times to the present, inventions have usually been the result of wanting to create something that someone needs. These inventions include drugs to cure diseases, machines to do difficult work, and everyday items to make our lives easier. Inventions like these usually take time—often the inventor needs to go back to square one and start again later with a fresh idea. But did you know some inventions were invented completely by accident?



A microwave oven

The heartbeat of invention

2 A pacemaker is a device that uses electricity to help the heart beat in the right way. The external pacemaker—one located outside the body—was invented by a scientist named John Hopps in 1950. Although he didn't mean to, an engineer named Wilson Greatbatch invented the world's first successful *implantable* pacemaker—one placed inside a patient's body by a physician—an early challenge in terms of human anatomy.

3 In 1956, Greatbatch was in the process of building a device to record heart sounds when he used the wrong piece of equipment. He then saw that instead of recording sounds, his device gave off an electrical pulse, similar to a human heartbeat. Greatbatch and his staff worked on his invention for several years and in 1960, he finished creating the world's first implantable pacemaker. The implantable pacemaker has helped save millions of lives around the world.

What happened to my chocolate?

4 One day in 1945, an engineer named Percy Spencer was trying to develop energy sources for radar equipment. He stopped in front of a magnetron, a device that creates high-frequency radio waves. He noticed that the chocolate bar in his pocket was melting. He had an idea why, but he couldn't quite put his finger on it. He questioned how other things might react near the radar equipment.

5 First, he put uncooked popcorn near the magnetron, and soon there was popcorn all over the lab floor. He next put a raw egg in a pot in front of the magnetron. The egg exploded in just a few seconds. This showed Spencer that microwaves could cook food quickly. The following year, the first microwave oven, called the "Radarange," went on sale. It was 1.8 meters tall and weighed 340 kilograms. It cost several thousand dollars.

6 In 1967, the first kitchen microwave that sat on the counter was introduced by Amana, an appliance company. It cost \$500. This was still too expensive for most people. Before that, the price of microwaves stayed in the same ballpark for many years, but then began to drop as a new generation of microwaves came onto the market in the 1970s. Today, microwave cooking is a common method of cooking used by professional and home cooks around the world.

GLOSSARY

pulse (n) a short burst of sound, electricity, or light

radar (n) a system that uses radio waves to find the position and movement of objects

Identifying names
and achievements

D CLOSE READING

Texts that describe historical events often contain the names of people and their findings, discoveries, and other achievements. Scan for the names of people as well as dates so you can better understand the sequence of these achievements.

1 Read *Accidental inventions* on page 127. Match the name to the achievement.

- | | |
|---------------------|-----------------------------------|
| 1 Amana | a first external pacemaker |
| 2 John Hopps | b first kitchen counter microwave |
| 3 Perry Spencer | c first implantable pacemaker |
| 4 Wilson Greatbatch | d first microwave oven |



2 Add the events from Exercise 1 above to the timeline.

3 Answer these questions. Use one or two words in your response.

- 1 What does a pacemaker use to help the heart beat in a healthy way?

- 2 What was Greatbatch trying to record when he made his accidental discovery? _____
- 3 How long did it take Greatbatch and his team to finish their implantable pacemaker invention? _____
- 4 After the chocolate bar melted, what did Percy next use to test the magnetron? _____
- 5 What kind of company is Amana? _____

E CRITICAL THINKING

1 Do you think the invention of the pacemaker or the microwave oven is more important? Why?

I think the invention of the ... is more important because ...

2 Which other inventions help save lives? Which make cooking easier?

A ... also helps save lives / makes cooking easier ...

3 What is something that you wish someone would invent? Why?

I wish someone would invent ... because it would save / improve / help me ...

ACADEMIC SKILLS

DESCRIBING A PROCESS

A process is a series of steps that you take in order to do something, for example, use a new app, make a snack, play a game, or write a report. When describing a process, it's important to include every step, and to put the steps in order so they are easy to follow. It's common to use words like *first*, *then*, *next*, *after that*, and *finally*.

To write about a process, a useful strategy is to first think of the main steps, and then add further details under those. For example:

How paper is recycled

Collecting and sorting 1) Paper is sent to recycling center 2) Paper is sorted and separated 3) Unrecyclable materials are removed

Breaking down the old paper 1) Paper is cut into tiny pieces 2) Water and chemicals are added 3) The mix is heated and whitened

Making new paper 1) Water is removed 2) Material is made flat 3) Paper is made into large rolls

1 Put the steps for canning fruit in order from 1–7.

- ___ It is then put into cans by machine.
- ___ Then the fresh fruit is taken by truck to the factory.
- ___ Finally, they are stored until they are sent out.
- ___ To can fruit, it first has to be hand-picked.
- ___ After that, the fruit is then cut into pieces.
- ___ The cans are closed and made safe through a special heating process.
- ___ In the factory it is cleaned and checked for freshness.

2 Read the paragraph below. Add the four sentences (a–d) to the correct places.

- a** Continue for a few minutes, until all the popcorn is popped.
- b** Pour the popcorn into a large bowl.
- c** This makes sure every piece is covered in hot oil.
- d** Cover it with a glass lid.

How to make popcorn

To make popcorn, first add some popcorn to a large pan. ¹____. Shake the pan and move the popcorn around. ²____. Wait until the first piece pops. As more starts to pop, shake the pan back and forth. ³____. Remove from the heat, and then take off the lid. Be careful of the hot steam! ⁴____. Add melted butter and salt. Mix gently and serve.

3 Think of something you can explain how to do. Tell a partner.



GAMING TO FEEL BETTER

A VOCABULARY PREVIEW

1 Match the words to their definitions. Use a dictionary to help you.

- | | |
|-------------------|--|
| 1 client (n) | a unable to think clearly or to understand something |
| 2 confused (adj) | b to order or rule something or someone's behavior |
| 3 control (v) | c unhappy and without hope |
| 4 depressed (adj) | d a customer or someone who receives services |
| 5 injury (n) | e a task or job someone is given to do |
| 6 mission (n) | f how things are, not how they are imagined |
| 7 reality (n) | g any sign or feeling of illness caused by a disease |
| 8 symptom (n) | h harm done to someone by an accident or attack |

2 Use the words from Exercise 1 to complete the sentences.

- Many people who feel sad and _____ feel that they cannot _____ certain parts of their life.
- I told the doctor that one _____ I'm experiencing is that I get _____ easily and can't think clearly.
- Our _____ is to inform each _____ of the best care available so they can make informed decisions for their loved ones.
- The _____ of my situation is that I have a foot _____ and I won't be able to do things I normally did.

B BEFORE YOU READ

1 Discuss these questions with a partner.

- Do you like to play games? If so, what kinds?
- What are some benefits of playing games?

2 Read the title of the article. What do you think the article is about?

C GLOBAL READING

Skim the text. Choose the statement that best describes Jane McGonigal.

- She's a doctor who suggests people play more games to feel better.
- She's a game designer who created a game that helps depressed people.
- She's a teacher who says gaming is for both children and adults.
- She's a professional gamer who wants to share her love of games with others.

Previewing

GAMING

to feel better

1 In 2009, Jane McGonigal fell in her office and hit her head. Her doctors told her that she was suffering from a concussion. She had the usual symptoms—feeling confused and depressed. For several weeks, the symptoms didn’t go away. Jane felt much worse, and the concussion made her very sad, passive, and worried about her life. But then, she decided to help herself by doing something new: she designed a game to feel better.

2 Game design was already something Jane knew well. Her first games appeared in 2004, and they were popular with her clients. She often created games which showed a different reality of the world people lived in—for example, a world without oil. These were called Alternate Reality Games. Jane became one of the most successful new game designers. She earned her PhD in 2006 and afterward spoke about her ideas to college students. But this time, the challenge felt much more important, and much more personal.

3 Thirty-four days after her concussion, Jane was ready to test her game. Her first partners in the game were her twin sister and her husband. The instructions were simple: Jane was sent a set of “missions” to complete every day. By doing these simple things—like getting out of her house for a short walk, or spending time with her dog—she was trying to beat the “bad guys”: her depression and worrying thoughts. It worked—once she played the game with her family and friends, Jane didn’t feel as worried about her injury. She was still in pain, but she felt much more relaxed.



Jane McGonigal

- 4 The next step for Jane was to share what she found. She wrote some blog posts and put some videos online, explaining how to play her new game. Soon, people around the world started to write her back. They were explaining how playing Jane’s game helped them kill time in hospitals, or get back to normal life after their illness. They said that completing “missions” helped them fill their day with little things they could control more often. The game helped many people, and their stories were similar to Jane’s.
- 5 This meant that Jane’s idea could help many more people. Jane began work on the app version of the game. It went on sale in 2012 and was called *SuperBetter*. It was downloaded over 100,000 times.

Jane also wrote a book about her experiences. It was published in 2015. *SuperBetter* is now her best-known game, and she has spent her time since 2012 talking to people about the ideas behind it.

- 6 But can Jane’s game really help patients in hospitals, or people who deal with everyday problems? Some scientists decided to test this idea. The study was made by the University of Pennsylvania and published in 2015. The research showed that depressed people who played the game felt that it helped them with some of the symptoms.
- 7 The success of *SuperBetter* does not mean that people can now be healed by games instead of drugs. And much more research is needed before doctors start seriously using these games. But Jane McGonigal is happy with the progress so far; she believes that game designers should start aiming for Nobel Prizes next!



D CLOSE READING**1 Read *Gaming to feel better*. Write T (True), F (False), or NG (Not given).**

- 1 Confusion and depression are typical symptoms of a concussion. _____
- 2 When McGonigal first started designing games, they were unpopular with clients. _____
- 3 People responded positively when McGonigal shared what she found with them. _____
- 4 The name of the app McGonigal created is called *SuperBetter*. _____
- 5 Depressed people who played the game felt that it helped them. _____
- 6 McGonigal is working on a new game to help people. _____

When we summarize a text, we reduce it to its key points. Writing a summary helps you determine essential ideas and understand important details. Study these tips for writing effective summaries:

- Identify the main ideas and key details. Ignore irrelevant information.
- Use your own words. Do not copy or just change a couple of words.
- Try to keep the same order as the original information.

2 Complete these summary sentences with two or more words.

- 1 In 2009, Jane McGonigal decided to deal with her concussion symptoms by _____.
- 2 McGonigal was already a successful game designer, but this game was more _____ for her.
- 3 McGonigal tested her game by completing _____, which she found helped her relax.
- 4 After McGonigal shared what she was doing, other people wrote to her to say the game _____.
- 5 When McGonigal's game was tested, people _____ found it helped with some symptoms.
- 6 Although the game was a success, it does not _____, so drugs may still be needed.

E CRITICAL THINKING

Discuss these questions in a group.

- 1 Can you think of any other medical conditions that games might help with?
I think games could help people who ...
- 2 The author writes, "she believes that game designers should start aiming for Nobel Prizes next!" What is meant by this?
I think it means that ...

Summarizing information

VOCABULARY DEVELOPMENT

Words that indicate sequence

Words that indicate sequence help readers follow steps or events in your writing more easily. Use words such as *first*, *next*, *then*, *later*, *afterward*, and *in the end* to order events.

1 Choose the correct word.

- 1 She wrote some blog posts and put some videos online, explaining how to play her new game. **Lastly**, / **Soon**, people around the world started to write her back.
- 2 **At first**, / **Then** the concussion made Jane very sad, passive, and worried about her life. But **first** / **then** she decided to help herself by doing something new.
- 3 **First**, / **Finally**, he put uncooked popcorn near the magnetron, and **to conclude** / **soon** there was popcorn all over the lab floor.
- 4 **Next**, / **First**, a doctor takes a drop of blood and mixes it with a chemical. This mixture is **at last** / **then** placed into the machine. After 20 minutes the results appear on screen. **At first**, / **Finally**, the doctor records the bar codes on a smartphone or tablet.

2 Add the words in bold from Exercise 1 to the best place in the chart.

| Beginning | Middle | End |
|-----------|--------|-----|
| | | |

3 Read the sentences. Then match the words in bold to their definitions.

- 1 **Before that**, the price of microwaves stayed in the same ballpark for many years, but then began to drop as a new generation of microwaves came onto the market in the 1970s.
 - 2 Inventions like these usually take time – often the inventor needs to go back to square one and start again **later** with a fresh idea.
 - 3 **Once** she played the game with her family and friends, Jane didn't feel as worried about her injury.
 - 4 Jane wrote a book about her experiences. **Meanwhile**, her game app continued to be used and enjoyed by people all over the world.
- 1 before that a after that
 2 later b as soon as
 3 once c earlier in time
 4 meanwhile d at the same time but in a different place

ACADEMIC WORDS AND IDIOMS

1 Match the words to their definitions. Use a dictionary to help you.

- | | |
|-------------------------------------|--|
| 1 channel (n) | a all the people who were born at around the same time |
| 2 generation (n) | b to be close to a specific cost or amount |
| 3 go back to square one (id) | c a long narrow area through which things pass; also a TV station |
| 4 instructions (n) | d words or documents which explain how to do something |
| 5 in the same ballpark (id) | e a way of doing something, especially if it's planned |
| 6 method (n) | f to start over at the very beginning |
| 7 passive (adj) | g accepting what happens, without trying to change it. |
| 8 professional (adj) | h done as a job, not a hobby |
| 9 publish (v) | i to identify something exactly |
| 10 put your finger on (id) | j going through one place on the way to another place |
| 11 relaxed (adj) | k calm and not worried |
| 12 via (prep) | l to produce something that people want to read, watch, or play |

2 Use the words from Exercise 1 to complete the sentences.

- 1 Dr. Nadiya is kind to her patients—they are smiling and _____ after seeing her.
- 2 There is something strange about these figures, but I can't quite _____ it.
- 3 The plan was to go from New York to Delhi _____ Frankfurt.
- 4 If my plans don't work, I'll have to _____.
- 5 Nora got a very high mark on her exam, and I'm happy to hear Rex's is _____.
- 6 The nurses were given _____ not to leave the hospital.
- 7 If you want to stop disease, a vaccine is still the best _____.
- 8 Her podcast is a big hit with every _____.
- 9 Watching TV is a very _____ thing—you just have to sit there, nothing else.
- 10 He always dresses in such a _____ way. He looks good.
- 11 She decided to _____ her book in 2022—it sold really well, and people loved it.
- 12 He changed the _____ to a news show.

ACADEMIC IDIOMS

PUT YOUR FINGER ON

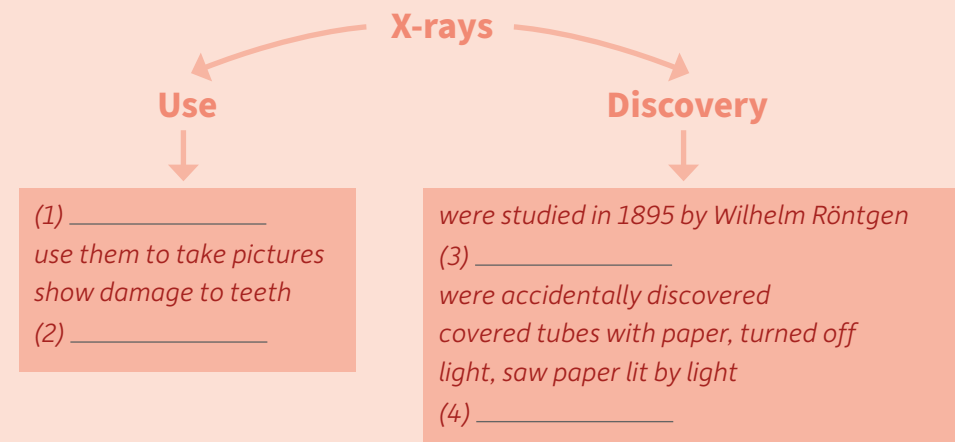
We usually use the idiom to *put your finger on* something in the negative, especially with *can't* and *quite*. (*I feel like I know Allie from somewhere, but I can't quite put my finger on it.*) We use it in this way to say we can *almost* identify something exactly, but not quite.

WRITING MODEL

You are going to learn about using the active and passive forms of the past tense and how to describe a sequence of past events. You are then going to use these to write a paragraph describing an important discovery.

A ANALYZE

- 1 Look at the word web. A student brainstormed some ideas about the use and discovery of X-rays.



- 2 Add these missing notes to the best place in the brainstorm.

- a show broken bones
- b were seen by others before Röntgen
- c later took picture of wife's hand
- d used by people in medical profession

B MODEL

Read the student model. Add the words below to the correct blanks.

before first later once then

X-rays are very useful in medicine. Doctors use them to take pictures of teeth and bones as they can easily and safely show if there is damage. X-rays were first studied in 1895 by Wilhelm Röntgen, a German scientist. They were seen by others ¹_____ this, but not studied. Röntgen found them by accident. He was doing an experiment with vacuum tubes. ²_____, he covered them with black paper and ³_____ turned off the light. ⁴_____ he did this, he noticed that the light appeared on paper, even in the dark. He did more experiments and ⁵_____ realized that many things could be seen by these rays, including his own hand.



Röntgen discovered X-rays when studying vacuum tubes



GRAMMAR

The simple past tense

| | |
|---|---|
| Form | |
| Affirmative Subject + base form of verb + <i>-ed</i> | <i>designed</i> |
| Negative Subject + <i>did not (didn't)</i> + base form of verb | <i>didn't design</i> |
| Spelling | |
| Regular verbs not ending in <i>-e</i> , <i>-y</i> , or vowel + consonant | verb + <i>-ed</i> <i>work</i> → <i>worked</i> |
| Regular verbs ending in <i>-e</i> | verb + <i>-d</i> <i>create</i> → <i>created</i> |
| Verbs ending in <i>-y</i> | verb <i>-y</i> + <i>-ied</i> <i>try</i> → <i>tried</i> |
| Verbs ending in vowel + consonant | verb + double consonant + <i>-ed</i> <i>stop</i> → <i>stopped</i> |
| Irregular verbs do not follow a pattern. You have to memorize them. | <i>fall</i> → <i>fell</i> |
| Use | |
| 1 A specific, completed past action: <i>I tried a new game last night.</i> | |
| 2 A series of completed past actions: <i>She wrote a blog. Then she posted it.</i> | |
| 3 Past actions over a period of time: <i>She worked on the game for a month.</i> | |
| 4 Habits or repeated past actions: <i>She sometimes felt confused.</i> | |
| Active vs. passive | |
| Use the active form when the “doer” of the action is important. (see above) | |
| Use the passive form (past of <i>be</i> + past participle) when the doer is not important or known. | |
| The app was downloaded over 100,000 times. | |
| Her games were called Alternate Reality Games. | |

1 Complete these sentences about medical firsts. Use the simple past form of the verb in parentheses.

- In 1816, René Laennec _____ (invent) the stethoscope.
- In 1840, the UK _____ (provide) the first free vaccinations for the poor.
- In 1881, Clara Barton _____ (establish) the American Red Cross.
- In 1922, doctors _____ (use) insulin to treat diabetes for the first time.
- In 1952, Jonas Salk _____ (develop) the first polio vaccine.
- In 2015, Youyou Tu _____ (win) a Nobel Prize for her new malaria drug.



2 Complete the summary. Use the simple past forms of the words below.

become build come make publish question stay study

Many of the medical improvements that we know today ¹_____ to us from the Arab World. For example, Al-Walid ibn Abd al-Malik ²_____ the first bimaristan in 707 CE. These were places where sick people ³_____ in order to get well. There were many famous doctors from this region. Ishāq ibn ‘Alī al-Ruhāwī ⁴_____ the important book *Ethics of the Physician* in the 9th century. Ibn al-Nafis ⁵_____ blood flow in the heart, and Ibn al-Haytham ⁶_____ the first person to view the eye as an optical instrument. All of these doctors ⁷_____ old ideas and ⁸_____ important contributions to the field of medicine.

3 Unscramble these words to make passive sentences. Change each *be + verb* to the correct passive form.

for sick people / the first bimaristan / be + build

The first bimaristan was built for sick people.

1 Jane’s first games / be + call / Alternate Reality Games

2 a set of “missions” / be + send / Jane

3 be + publish / in 2015 / Jane’s book

4 her best-selling game / be + create / in a month

5 the University of Pennsylvania / by / be + make / a study

6 Jane’s game / many people / be + help / by

4 Correct the mistake in each sentence.

- 1 He didn’t performed surgery last week.
- 2 The vaccine for yellow fever was develop in 1935.
- 3 I didn’t knew that you wanted to be a doctor.
- 4 They tried to find the reason for his headaches.
- 5 These articles was published in 2014.
- 6 Our town build its first hospital in 1975.
- 7 The long wait at the hospital maked me angry.
- 8 That game downloaded 50,000 times last year.

WRITING SKILL

When we describe a series of past events, we usually (but not always) put the events in the order they happened. Using words that indicate sequence (see *Vocabulary*) helps readers follow events more easily.

Describing a sequence of past events

1 Choose the correct words.

I had a medical checkup yesterday. ¹ **Meanwhile / First**, the nurse weighed me and checked my height. ² **Prior / Then** she took my temperature. ³ **Once / Next** that was done, she took my blood pressure, asked me some questions about my allergies, and filled in a form. ⁴ **Then / Once** I was told to wait. ⁵ **Soon / Before** the doctor came in. She listened to my heart and lungs. ⁶ **Before / Finally**, the doctor gave me some medicine to help with my allergies.



2 Rewrite the two sentences using the word in parentheses. Decide which sentence goes first. In one case, either sentence can go first, depending on the placement of the word in parentheses.

- 1 I began to feel better. I took the medicine. (once)

- 2 The last case of smallpox was in 1978. It caused many deaths. (before that)

- 3 She sent the blood sample to the lab. She took a sample of my blood. (then)

- 4 The results came in. We waited patiently for the results of my medical test. (soon)

- 5 Some doctors were trying to find a cure. Other doctors were focusing on relieving the symptoms. (meanwhile)

- 6 The scientists made an important discovery. They were awarded the Nobel Prize in Medicine. (later)

3 Complete these sentences with your own ideas.

- 1 Once I got home yesterday, I _____.
- 2 I'm studying at this school. Before that I _____.
- 3 I traveled to class today. Meanwhile, _____.

Small portions produced in Oxford in 1939

Antibiotic—means that it kills bacteria

If you use too often, it stops working (penicillin resistance)

In June 1942, first 10 patients healed



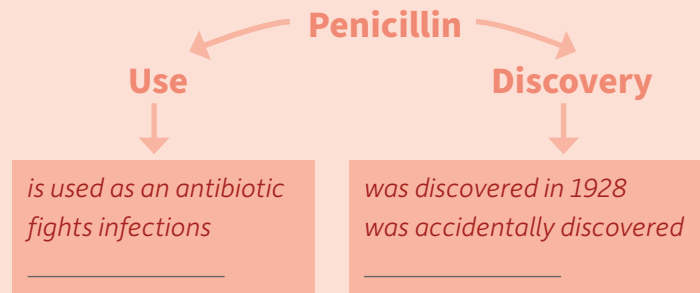
Penicillin

WRITING TASK

You are going to write about the use and discovery of penicillin.

Brainstorm

- 1 Complete the word web with the missing notes about penicillin.



- 2 Compare with a partner. Add anything else you know about antibiotics.

Plan

- 1 Write a topic sentence.
- 2 Decide what information from your brainstorm to include in your paragraph. Write any sentences that you can put in order later.
- 3 Add any words that can indicate sequence to the sentences.

afterward before first lastly later meanwhile next once soon then

- 4 Write your concluding sentence.

Write

Write your paragraph. Pay attention to your use of past tense active and passive sentences, and words for sequencing.

Review

Exchange your paragraph with a partner. Review the following together:

- Does your paragraph contain a topic / concluding sentence?
- Does your paragraph use words to describe a past sequence?

Rewrite and edit

Consider your partner's comments. Before writing the final draft of your paragraph, check whether your paragraph:

- uses the simple past active form when the “doer” of the action is important.
- uses the simple past passive form when the “doer” is not important or known.

WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

| | | | |
|------------------|-------------------|----------------|-----------------|
| anatomy (n) | depressed (adj)** | mission (n)** | question (n)*** |
| client (n)*** | drug (n)*** | patient (n)*** | reality (n)*** |
| confused (adj)** | injury (n)*** | physician (n) | staff (n)*** |
| control (n)*** | medieval (adj)* | process (n)*** | symptom (n)** |

Vocabulary development

| | | | |
|--------------------|----------------|--------------------|--------------------|
| afterward (adv)*** | in the end (v) | meanwhile (adv)*** | soon (adv)*** |
| before that (v) | lastly (adv)* | next (adj, adv)*** | then (adj, adv)*** |
| finally (adv)*** | later (adv)*** | once (adv, n)*** | to conclude (v) |
| first (adv, n)*** | | | |

Academic words and idioms

| | | | |
|----------------------------|---------------------------|-----------------------|-------------------------|
| channel (n)*** | in the same ballpark (id) | passive (adj)** | put your finger on (id) |
| generation (n)*** | instructions (n)*** | professional (adj)*** | relaxed (adj)* |
| go back to square one (id) | method (n)*** | publish (v)*** | via (prep)*** |

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences using the words below.

expert go back to square one in the same ballpark link
 put my finger on previously relaxed

- The new bridge will _____ the island with the rest of the country .
- This isn't going to work, we'll just have to _____ and think again.
- _____, people didn't talk about mental health but now we do.
- When I am _____ and not worrying, I get more work done.
- I think I've seen that teacher before, but I can't _____ where.
- I wanted \$450 and you're offering \$100? We're not even _____!
- I think you should see an _____ who knows a lot about this.

UNIT REVIEW

- Reading 1 I can identify names and achievements.
- Reading 2 I can summarize information.
- Academic skill I can describe a process.
- Vocabulary I can use words to indicate sequence.
- Grammar I can use the simple past in active and passive forms.
- Writing I can describe a sequence of past events.