

3.3 Extending skills

stress within words • using information sources • reporting findings

A Listen to some stressed syllables. Identify the word below in each case. Number each word.

Example:

You hear: 1 *no* /nəʊ/ You write:

- | | | | | | |
|-------------|-----|-------------|-----|------------|----------|
| allergic | ___ | culture | ___ | diagnosis | <u>1</u> |
| diagnostic | ___ | diseases | ___ | disorders | ___ |
| infectious | ___ | measurement | ___ | mineral | ___ |
| mortality | ___ | morbidity | ___ | patients | ___ |
| personnel | ___ | pulmonary | ___ | regulation | ___ |
| respiratory | ___ | scientist | ___ | vascular | ___ |

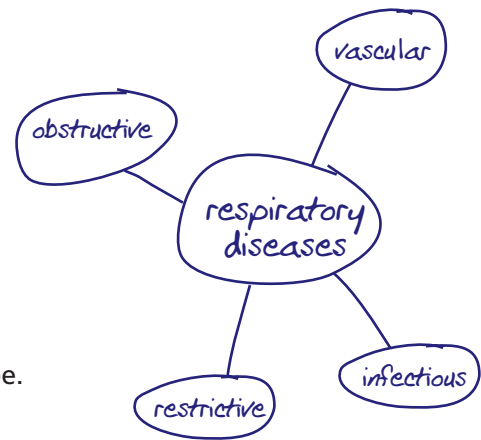
B Where is the stress in each multi-syllable word in Exercise A?

- 1 Mark the main stress.
- 2 Practise saying each word.

C Work in pairs or groups. Define one of the words in Exercise A. The other student(s) must find and say the correct word.

D Look at the spidergram on the right.

- 1 State a possible cause for each type of disease.
- 2 Give an effect on the body's respiratory system for each type.



Type	Cause	Effect
obstructive	smoking	airway blocked or narrowed



Faculty: Biomedical Sciences

The respiratory system

- 1 Respiratory tract infections
- 2 Treatment of respiratory diseases
- 3 Asbestosis
- 4 Respiratory physiology

E Before you attend a lecture, you should do some research.

- 1 How could you research the lecture topics on the right?
- 2 What information should you record?
- 3 How could you record the information?

F You are going to do some research on a particular lecture topic. You must find:

- 1 a dictionary definition
- 2 an encyclopedia explanation
- 3 a useful internet site

Student A

- Do some research on **asbestosis**.
- Tell your partner about your findings.

Student B

- Do some research on **respiratory physiology**.
- Tell your partner about your findings.