



Department of biology

(English Language)

Stage -1-

Lecture 4

Pain

By

MSc. Raqib abbas jrew

5 Pain

Scrub up

- 1 Work with a partner. Which of these parts of the body do you think is the most sensitive to pain? Number them from 1 (the most sensitive) to 10 (the least sensitive).

_____ back of hand	_____ forehead
_____ cheek	_____ nose
_____ fingertip	_____ palm
_____ foot	_____ upper arm
_____ forearm	_____ upper lip

- 2 You need a paperclip and a ruler. Bend the paperclip into a U shape. With the points of the U about 10mm apart, touch your partner on the back of the hand with both points at the same time. Can they feel one or two points? Adjust the distance between the points and do the test again until you find the shortest distance where they can feel two points. Write down the result and repeat on the other parts of the body listed in 1. To make it more difficult, sometimes touch your partner with just one point.



- 3 Look at your answers for 1. Did the experiment give the same results?

Vocabulary

Describing pain

- 1 Discuss these questions with a partner.
- Are you good at dealing with pain?
 - Do you have any special techniques to help you deal with pain?
 - What is your experience of looking after people in severe pain?
- 2 Match these words for types of pain with their descriptions.



- | | |
|--------------------|--|
| 1 a throbbing pain | a feels like it is eating you |
| 2 a sharp pain | b travels fast along part of your body |
| 3 a burning pain | c is steady and not too painful |
| 4 a stabbing pain | d feels like a muscle is being squeezed |
| 5 a shooting pain | e feels like something sharp is stuck into you |
| 6 a dull ache | f comes and goes rhythmically |
| 7 a gnawing pain | g feels like fire |
| 8 a cramping pain | h is strong and sudden |

- 3 Faces like these are used to help children and people who cannot speak a language say how much pain they feel. Join each adjective to the face it belongs with best.



agonizing	moderate	quite bad	slight
mild	not bad	severe	unbearable

In this unit


- describing types of pain
- describing degrees of pain
- comparing things
- asking about pain
- referred pain


Listening 1


A pain chart


- 1 Listen to four patients describing their pain. Tick (✓) the boxes that describe the pain, and mark the position on the body.

	Patient 1	Patient 2	Patient 3	Patient 4
burning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stabbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
throbbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shooting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
constant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
frequent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
occasional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mild	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
moderate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
severe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
getting better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
getting worse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staying the same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1


2


3


4


- 2 Work with a partner. Try to complete these phrases, then listen again and check.

- Are you still _____ pain?
- Well, _____ pain around my stomach.
- I _____ a slight pain, just here _____ my right side.
- I've _____ this throbbing pain _____ my head.
- I _____ getting this terrible pain _____ my left arm.

- 3 What kind of pain do you think these conditions might cause. Discuss your thoughts with a partner.

- a deep cut
- a stomach ulcer
- migraine
- kidney stones
- a tumour
- a broken ankle
- labour
- a severed finger

Language spot

Making comparisons

- 1 Match these examples with the rules below.

- It's much less sore than yesterday, thanks.*
- They have more beds in the City Hospital.*
- This is the strongest painkiller available without a prescription.*
- Most women choose to have pain relief when giving birth.*
- Last night the pain was more severe than this morning.*

- We use comparatives to say how things are different. These painkillers are **milder than** those.

1 _____

- To make a comparative stronger, we often use *much* or *a lot*.
You look **much better** today.

- The opposite of *more* is *less*.

2 _____

- We can use *more* and *less* with a noun to talk about quantity.

3 _____

- We use superlatives to compare something to all other things of the same type.

4 _____

- The opposite of *the most* is *the least*.
This is the least serious type of fracture.

- We can use *most* with a noun to talk about a large proportion of something.

5 _____

>> Go to Grammar reference p.118

- 2 Look at the information about these three painkillers. Complete the sentences, then write three more of your own.



	Effective	Cost	Side effects
Nuradeine	✓✓✓✓	€€	✓
Ibroxen	✓	€	✓✓✓
Solpafen	✓✓	€€€€	✓✓

- Nuradeine is much _____ (effective) than Ibroxen.
- Ibroxen is _____ (cheap) than Nuradeine.
- Ibroxen has _____ (side effects) than Nuradeine.
- Nuradeine is _____ (effective).
- _____
- _____
- _____

» Go to **Grammar reference** p.118

Listening 2

Pain relief

- 1 Listen to Janice and Karen talking about their experiences of pain relief in labour. Underline the part of the sentence in *italics* that is true.



- Their babies are *different sexes* / *the same sex*.
- Karen started with *gas and air* / *Pethidine*.
- Gas and air *made* / *didn't make* her feel good.
- The epidural relieved *all* / *some* of the pain.
- Janice *had* / *didn't have* gas and air.
- Janice lost *no* / *all* feeling during her previous birth.

- 2 Complete these sentences with verbs below, then listen again to check.

became got took away
cope with losing wears off
feel relieve

- It does _____ the pain a bit ...
- ... the effect _____ very quickly.
- It made me _____ sick too.
- ... when the pain _____ unbearable, I had an epidural.
- Did that help you _____ the pain?
- It _____ the pain completely!
- I decided to have gas and air if the pain _____ worse ...
- I didn't like _____ all sensation.

Pronunciation

/ɜ:/, /eə/, /ə/

- 1 Work in pairs. Put each word below into one of the three columns according to the sound of the underlined vowel. Look at the pronunciation guide on p.132 to help you. Try to pronounce the words.

/ɜ:/	/eə/	/ə/
		<i>ulcer</i>

air hurt doctor
care nurse appointment
first hair tumour
~~ulcer~~ worse where


- 2 Listen to the words and repeat them.

Reading

- 1 Before you read the article, discuss these questions with a partner.
 - Can you give a definition of 'pain'?
 - Why do we feel pain?
 - What would happen if you could feel no pain?
- 2 Read the article, and decide if these statements are true (T) or false (F).
 - 1 People who are born unable to feel pain are unlucky. _____
 - 2 Pain starts in the brain. _____
 - 3 Chronic pain lasts longer than acute pain. _____
 - 4 All drugs which stop pain work directly on the brain. _____
 - 5 'Phantom limb' pain is felt by people who have lost an arm or leg. _____

- 3 Complete the gaps using verbs from the article. You may need to change the tense.

- 1 She wears a mask to p _____ the area of burnt skin.
- 2 The pain in your legs should go when we t _____ your back problem.
- 3 She used breathing exercises and gas and air to m _____ the pain of childbirth.
- 4 A local anaesthetic will p _____ you feeling any pain during the operation.
- 5 Breathing exercises help c _____ the pain to some extent.
- 6 When you s _____ a serious injury, you may not feel pain immediately.



Pain is a vital part of our body's defences, and without it we could not survive.

Pain warns us what things are dangerous, and so helps us avoid damage to our body. If the body is already damaged, pain helps with healing because it makes us protect our injuries. Some babies are born with a rare condition that makes them unable to feel pain. They do not learn the lessons that pain teaches, and as a result suffer many fractures and infections.

Pain happens when nerve endings in our skin and our internal organs send messages through the central nervous system to our brain. The brain itself cannot feel pain. There are two types of pain – acute pain, which lasts a short time and is removed when the cause is cured, and chronic pain, which can last a lifetime and cannot usually be treated. Chronic pain must be managed using drugs or other methods.

Drugs relieve pain in two ways. Some block the nerves' messages and prevent them getting to the brain. Others change the way the brain receives the messages, reducing their effect. Many methods of controlling chronic pain without drugs have been developed. These include hypnosis, acupuncture, massage, and electronic stimulation of nerves.

Pain sometimes works in strange ways. It is possible, for example, to suffer a serious injury but not feel any pain – soldiers in battle may not feel pain from wounds until after the battle. The opposite can happen too – patients who lose a limb can continue to feel pain in the limb long afterwards, even though it is missing. This 'phantom limb' pain is an example of neuropathic pain, caused by damage to the remaining nerves.

Patient care

Questions to assess pain

Here are some basic questions to ask a patient when assessing pain. Match the beginning of each sentence to the end.

- | | |
|----------------------|-------------------------------------|
| 1 Where does | a worse? |
| 2 Does it | b it hurt? |
| 3 When did it start | c does it hurt? |
| 4 Does the pain | d describe the pain? |
| 5 How much | e hurting? |
| 6 Can you | f hurt all the time? |
| 7 Does anything make | g stay in one place or move around? |
| 8 What makes it | h the pain feel better? |

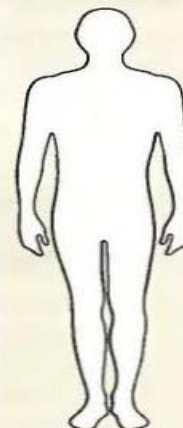
Speaking

Work in pairs. Student A look at this page. Student B go to p.111.

Student A

- You have a problem with your liver which is causing you pain. Imagine the pain you might feel, and be ready to answer the nurse's questions. Think about the following details.
 - where?
 - when?
 - how bad?
 - type of pain?
 - same place or moving?
 - getting better / worse?
 - what helps / makes it worse?
- You are the nurse. Ask Student B about the pain they are experiencing, and fill in the chart at the top of the next column.
- Change roles. Answer the nurse's questions.

	1	2	3	4
burning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stabbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
throbbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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getting worse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staying the same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Writing

Pain report

- Read this report on a patient's pain. Can you find and correct five mistakes in it?

The patient has abdominal pain. It begin suddenly last night as mild but constant pain all over abdomen. Now it is more bad, and is on the right-hand side to the abdomen. The pain has worse when he coughs.

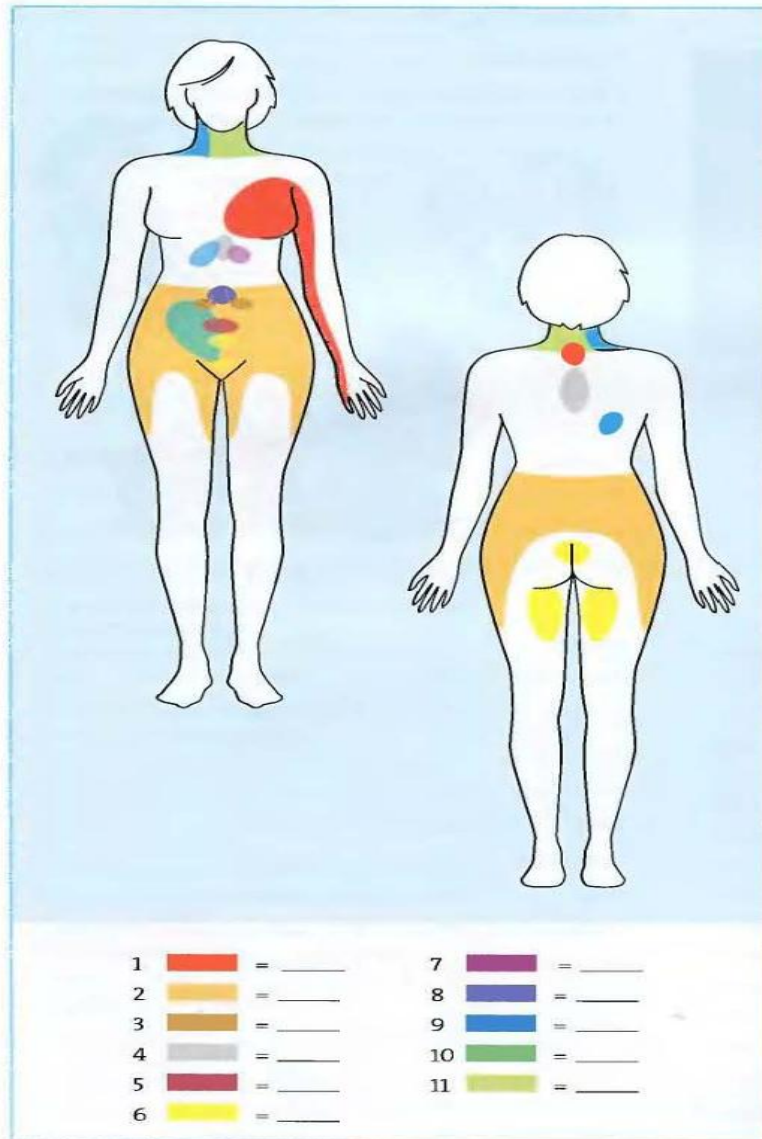
- Write a report about the pain your partner described in *Speaking*. Use the chart you filled in to help you remember the details.

Body bits

Areas of referred pain

Look at the diagrams showing areas of **referred pain**. Work with a partner. Discuss which colour you think refers to each of the following parts of the body.

- | | |
|-------------------------|----------------------|
| a kidney | g stomach |
| b appendix | h colon |
| c ovary | i bladder |
| d liver and gallbladder | j lung and diaphragm |
| e small intestine | k heart |
| f pancreas | |



Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- ☐ I can understand a patient describing pain
- ☐ I can ask a patient about their pain
- ☐ I can understand an article about pain
- ☐ I can write a report on a patient's pain
- ☐ I can name the main internal organs

Key words

Adjectives

agonizing
cough
mild
severe
severed
slight
sore
unbearable

Nouns

gas and air
labour
local anaesthetic
migraine
pain relief
stomach ulcer
tumour

Look back through this unit. Find five more words or expressions that you think are useful.

**THANK
YOU!**

