

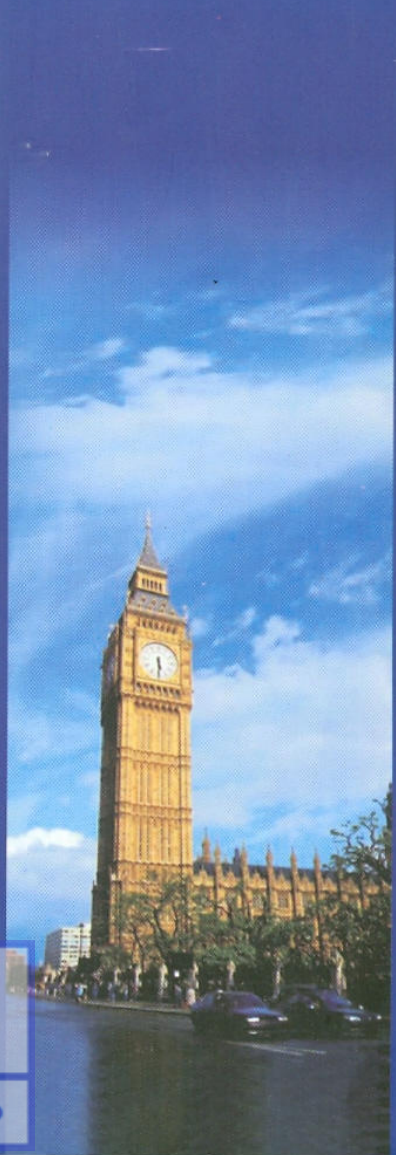
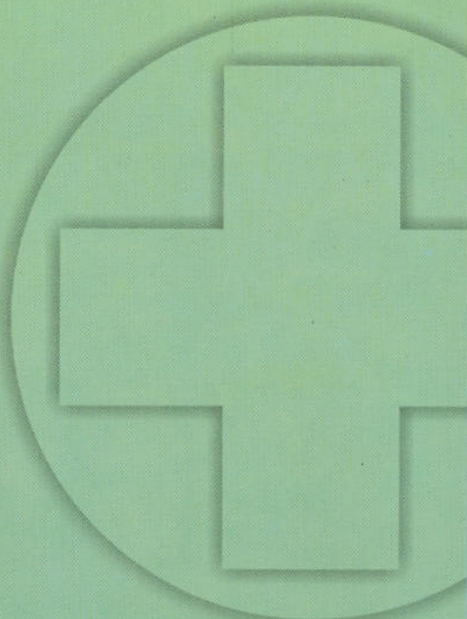
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BỘ Y TẾ

TIẾNG ANH CHUYÊN NGÀNH

(DÙNG CHO SINH VIÊN KHỐI NGÀNH KHOA HỌC SỨC KHOẺ)

Chủ biên: TS. VƯƠNG THỊ THU MINH



NHÀ XUẤT BẢN



THƯ VIỆN
Y DƯỢC HỌC TẬP
HUBTAM

TÀI LIỆU PHỤC VỤ THĂM KHẢO NỘI BỘ

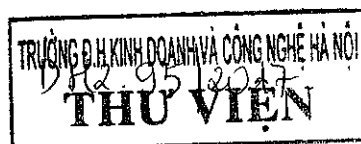
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MÃ SỐ: Đ08.X11

(Tái bản lần thứ hai có sửa chữa)



Chỉ đạo biên soạn:

VỤ KHOA HỌC VÀ ĐÀO TẠO – BỘ Y TẾ

Chủ biên:

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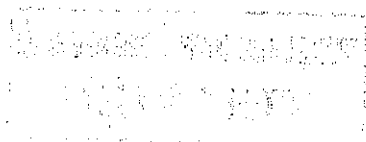
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LỜI GIỚI THIỆU

Thực hiện một số điều của Luật Giáo dục, Bộ Giáo dục & Đào tạo và Bộ Y tế đã ban hành chương trình khung đào tạo khối ngành Khoa học sức khỏe. Bộ Y tế tổ chức biên soạn tài liệu dạy–học các môn học chuyên môn, cơ bản chuyên ngành theo chương trình trên nhằm từng bước xây dựng bộ tài liệu dạy–học chuẩn về chuyên môn để đảm bảo chất lượng đào tạo nhân lực y tế.

Sách “*Tiếng Anh chuyên ngành*” đã được biên soạn dựa trên chương trình Giáo dục của trường Đại học Y Hà Nội trên cơ sở chương trình khung đã được phê duyệt. Sách được các nhà giáo giàu kinh nghiệm và tâm huyết của bộ môn Ngoại ngữ Trường Đại học Y Hà Nội biên soạn với phương châm: Kiến thức cơ bản, hệ thống, nội dung chính xác, khoa học, cập nhật các tiến bộ khoa học, kỹ thuật hiện đại và thực tiễn Việt Nam.

Sách “*Tiếng Anh chuyên ngành*” đã được Hội đồng chuyên môn thẩm định sách và tài liệu dạy–học khối ngành Khoa học Sức khỏe của Bộ Y tế thẩm định năm 2009. Bộ Y tế quyết định ban hành là tài liệu dạy–học đạt chuẩn chuyên môn của ngành Y tế trong giai đoạn hiện nay. Trong quá trình sử dụng từ 3 – 5 năm sách phải được chỉnh lý, bổ sung và cập nhật.

Bộ Y tế xin chân thành cảm ơn các tác giả và Hội đồng chuyên môn thẩm định đã giúp hoàn thành cuốn sách. Cảm ơn ThS. Nguyễn Bá Học và ThS. Nguyễn Đỗ Thu Hoài đã đọc, phản biện để cuốn sách sớm hoàn thành, kịp thời phục vụ cho công tác đào tạo nhân lực Y tế.

Chúng tôi mong được ý kiến đóng góp của đồng nghiệp, các bạn sinh viên và độc giả để lần tái bản sau sách được hoàn thiện hơn.

VỤ KHOA HỌC VÀ ĐÀO TẠO – BỘ Y TẾ





**THƯ VIỆN
HUBT**

TÀI LIỆU PHỤC VỤ THAM KHẢO NỘI BỘ

LỜI NÓI ĐẦU

Để đáp ứng nhu cầu học tập của sinh viên, Bộ môn Ngoại Ngữ đã biên soạn cuốn “*Tiếng Anh chuyên ngành*” dùng làm tài liệu để phục vụ công tác đào tạo khối ngành Khoa học Sức khỏe cho các đối tượng là sinh viên Y–Dược.

Mục tiêu của cuốn sách này nhằm giới thiệu các cấu trúc ngữ pháp cơ bản, các thuật ngữ và các cấu trúc trong y học thông dụng thông qua các bài đọc hiểu, bài hội thoại, bài tập ngữ pháp và bài đọc thêm.

Mục tiêu cụ thể của các bài học như sau:

1. Nắm vững các thuật ngữ chuyên ngành Khoa học Sức khỏe.
2. Nắm vững các cấu trúc ngữ pháp, các cấu trúc cơ bản trong bài học.
3. Áp dụng được cấu trúc câu trong các tình huống thăm khám, chẩn đoán và điều trị bệnh.
4. Đọc hiểu được các đoạn văn phong chuyên ngành Khoa học Sức khỏe.

“*Tiếng Anh chuyên ngành*” bao gồm 19 bài. Mỗi bài gồm ba phần (Section 1, 2, 3). Nội dung các phần như sau:

- + **Section 1:** Các bài đọc hiểu và các câu hỏi kiểm tra kỹ năng đọc hiểu.
- + **Section 2:** Các bài hội thoại có cấu trúc câu để luyện kỹ năng giao tiếp trong văn phong Khoa học Sức khỏe.
- + **Section 3:** Các bài tập ngữ pháp đi từ dễ đến khó, bao trùm các cấu trúc ngữ pháp cơ bản của tiếng Anh và bài đọc thêm để học viên tự nghiên cứu.

Nội dung cuốn sách được biên soạn dựa trên cơ sở tham khảo các tài liệu tiếng Anh (có ghi trong tài liệu tham khảo cuối cuốn sách).

Bộ môn Ngoại ngữ xin chân thành cảm ơn Ban Giám hiệu Trường Đại học Y Hà Nội, Vụ Khoa học và Đào tạo Bộ Y tế đã tạo điều kiện để cuốn sách được hoàn thành.

Chúng tôi hy vọng cuốn sách sẽ mang lại nhiều điều bổ ích cho các bạn sinh viên.

Trong quá trình biên soạn, chắc chắn không tránh khỏi thiếu sót, chúng tôi mong nhận được các ý kiến đóng góp của đồng nghiệp, cùng các độc giả để có thể sửa đổi, bổ sung cho cuốn sách hoàn chỉnh hơn trong lần tái bản sau.

TS. VƯƠNG THỊ THU MINH



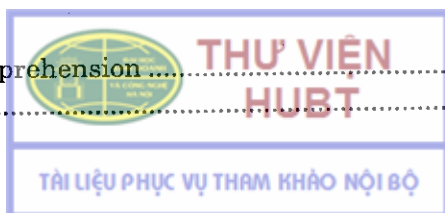


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Unit 1

STRESS

Section 1: READING COMPREHENSION

Maria is a single mother who often feels stressed. She is a computer programmer with a thirteen year old son. At work she sits in front of a computer for most of the day. While sitting at work, her lower back often hurts and her eyes get tired from looking at the screen for long periods of time.

During her lunch break she enjoys taking a walk with a couple of friends. She enjoys the fresh air and talking with her friends. For lunch she usually eats something light like a salad and fruit. At work she drinks water instead of coffee or soda.

She worries about her son since she cannot be there when he arrives home from school. She also worries about not having enough money to pay the bills.

Maria suffers from migraine headaches. When this happens she feels severe pain on both sides of her head, loses her appetite, feels nauseous and sometimes even vomits. She can feel this way for three or four days.

Maria also has high blood pressure. High blood pressure is when the heart works harder to pump blood through the arteries. Maria watches her weight and takes medicine for this disease. She realizes she must be concerned about her high blood pressure otherwise she could have a heart attack, stroke, or suffer from kidney disorders.

Maria also realizes that she needs to manage her stress. Therefore she walks with her friends during the week. On weekends she often goes bike riding with her son. She knows she needs to eat a sensible diet to maintain the energy needed to cope with her stress.

She sets her priorities to avoid unnecessary time pressures. In the evenings she does stretching exercises. Then she relaxes in a warm bath before going to bed. Maria tries to get eight hours of sleep a night.

Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences.

1. What does Maria drink at work?

.....

2. Give two reasons why Maria feels stressed.

.....

3. How does Maria feel when she has a migraine headache?

.....

4. What is high blood pressure?

.....



5. List three health problems that high blood pressure can cause.

6. List three things that Maria does to manage her stress

7. What are a couple of things you do to manage your stress?

Section 2: SPEAKING

2.1. Discuss problems on “Stress” based on the suggested questions and answers.

1. What is stress? (Stress is the emotional and physical strain caused by our response to pressure from the outside world. Common stress reactions include tension, irritability, inability to concentrate, and a variety of physical symptoms that include headache and a fast heartbeat).
2. What causes stress? (Major life changes like marriage, divorce, overwork, relationships with colleagues, sudden and unexpected pressure, too much responsibility... etc...).
3. What are the signs of stress? (Stress can cause both mental and physical symptoms. The mental symptoms of stress include: tension, irritability, inability to concentrate, feeling tired, insomnia. The physical symptoms of stress include: dry mouth, a pounding heart, difficulty breathing, stomach upset, frequent urination, sweating palms, tight muscles that may cause pain and trembling).
4. What effects does stress cause? (Health issues: headaches, muscular tension, backache or neckache, tiredness and sleep problems, inability to concentrate, disturbed eating patterns; chronic stress may cause depression, nervous breakdown).
5. Have you ever experienced stress? Is stress avoidable?
6. What can you do to manage stress? (Take a walk; have a balanced life and a good diet with plenty of fruit and vegetables; family fun; healthy activities such as listening to music, yoga: breathing exercises, meditation, imagery and movement).
7. Is there any medication for stress?

2.2. Practise: parts of the body.

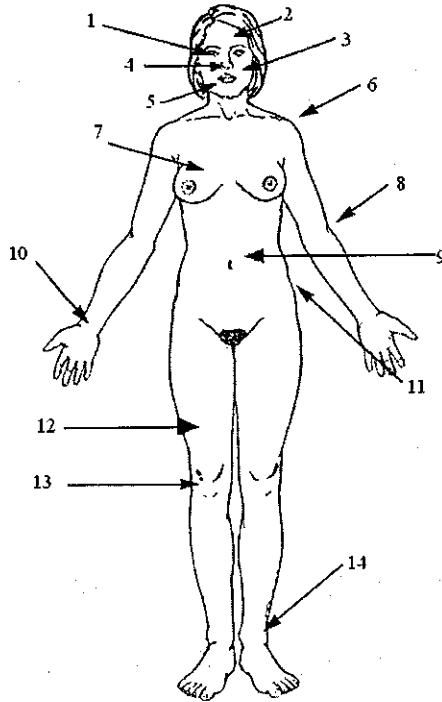
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|----------------|------------|--------------|----------|-----------|-----------|
| 1. ankle | 2. chin | 3. forehead | 4. leg | 5. thigh | 6. arm |
| 7. ear | 8. hand | 9. thumb | 10. back | 11. elbow | 12. head |
| 13. mouth | 14. toe | 15. buttock | 16. eye | 17. heel | 18. neck |
| 19. tooth | 20. calf | 21. face | 22. hip | 23. nose | 24. waist |
| 25. cheek | 26. finger | 27. jaw | 28. shin | 29. wrist | 30. chest |
| 31. fingernail | 32. knee | 33. shoulder | | | |



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2.3. Practise to get to know parts of the body.



2.4. Practise the dialogue: Making a Doctor's Appointment.

Doctor's Assistant: Good morning, Doctor Jensen's office. How may I help you?

Patient: Hello, I'd like to make an appointment to see Doctor Jensen, please !

Doctor's Assistant: Have you been to see Doctor Jensen before?

Patient: Yes, I have. I had a physical last year.

Doctor's Assistant: Fine, what is your name?

Patient: It is Maria Sanchez.

Doctor's Assistant: Thank you Ms Sanchez, let me pull up your file.

Patient: I haven't been feeling very well lately.

Doctor's Assistant: Do you need urgent care?

Patient: No, not necessarily, but I'd like to see the doctor soon.

Doctor's Assistant: Of course, how about next Monday? There's a slot available at 10 in the morning.

Patient: I'm afraid I'm working at 10. Is there anything available after three?

Doctor's Assistant: Let me see. Not on Monday, but we have a three o'clock opening next Wednesday. Would you like to come in then?

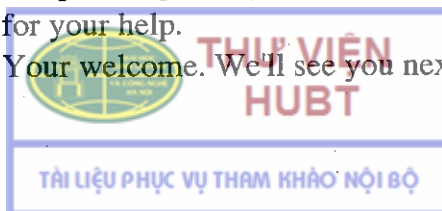
Patient: Yes, next Wednesday at three would be great.

Doctor's Assistant: Alright, I'll pencil you in for three o'clock next Wednesday.

Patient: Thank you for your help.

Doctor's Assistant: Your welcome. We'll see you next week. Goodbye.

Patient: Goodbye.



Key Phrases

How may I help you?
I'd like to make an appointment
Have you been before?
I had a physical (examination)
It is ...
to pull up a file
I haven't been feeling very well.
urgent care
a slot available
Is there anything open (available) ...
to pencil someone in

SECTION 3: GRAMMAR AND VOCABULARY PRACTICE

3.1. Write the words on the right in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.....	school
2.....	tense
3.....	tired
4.....	gym
5.....	escape
6.....	mental
7.....	physical
8.....	pressure
9.....	stretching
10.....	meditate
11.....	yoga
12.....	minutes
13.....	hobby
14.....	relax
15.....	scenery

3.2. Choose “is”, “am” or “are” to complete the sentences.

1. Mark a volunteer.
2. I very tired.
3. Susan infected with the virus.
4. Mark and Jim brothers.
5. I not hungry.
6. There no cure for AIDS.
7. Matthew a good friend of Mark’s sister.
8. I fifteen years old.
9. Luis and Maria social workers.
10. I reading a book.
11. A hospice a special home.
12. Mary and Martha seventeen years old.
13. The lymph glands in my neck sore.
14. There several doctors in the clinic.
15. The hypodermic needles on the table.
16. Alex a drug user.

3.3. Choose “I’m”, “he’s”, “she’s”, “it’s”, “you’re”, “we’re” or “they’re” to complete the sentences. Remember to start each sentence with a capital letter.

1. *Mary* is at home. sick.
2. *I* do not drink. the designated driver.
3. *Mark and Susan* are hiking. thirsty.
4. *You* made a wrong turn. lost.
5. *Lynn and I* were in an accident. at the hospital.
6. *Mark* drinks a lot. an alcoholic.
7. *Tom and Lori* take drugs. drug users.
8. *Mom* is mad at you. in trouble.
9. *We* live in an apartment. on Elm Street.
10. *Sally* just finished high school. eighteen.
11. *Ann and I* are friends. going to the movies.
12. *Silvia* is an alcoholic. a member of Alcoholic Anonymous.
13. *I* do not want a drink. pregnant.
14. I have a new *book*. on the table.
15. I like my *neighbours*. friendly.



3.4. Choose “my”, “your”, “his”, “her”, “our” or “their” to complete the sentences.

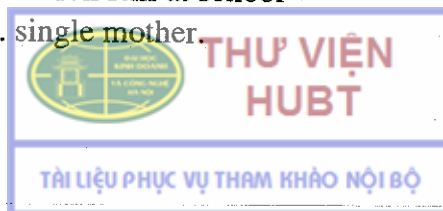
1. Ann has three children.children like to read books.
2. We have a dog.dog is big.
3. The boys have new shoes. shoes are brown.
4. You have long hair. hair is pretty.
5. Silvia has a new coat. coat is blue.
6. I have a sister. sister is younger than I.
7. Mike and I have cars.cars are red.
8. Jose has a new house.house is big.
9. The children have new toys.toys are on the floor.
10. I have a new job. job is nearby.
11. Dick has five cousins. cousins live in Mexico.
12. Molly and I have bicycles.bicycles are new.
13. You have five fish. fish are pretty.
14. I have a new telephone. number is (310) 694 – 8532.
15. Mary and Smith have a new house.house is in the village.

3.5. Choose “at”, “in” or “on” to complete the sentences.

1. the afternoon Jose talked with the children.
- 2..... Sunday, Jose cleaned the garage.
3. I have an appointment..... one o'clock.
4. My birthday is August.
5. Steven does his homework the evening.
6. The baby sleeps night.
7. the morning, Silvia went to the store.
8. I was born August 7,1952.
9. The children go to the park the afternoon.
10. My class begins 9:30 am.
11. I was born 1948
12.Wednesday I have to go to the dentist.
13. My sister takes a nap the afternoon.
14. My son was born October.
15. Easter is..... April this year.

3.6. Choose “a”, “an” or “some” to complete the sentences

1. Here are.....oranges
2. They left.....hour ago.
3. This is.....exercise you will do.
4. There are.....children still at school
5. Maria is.....single mother.



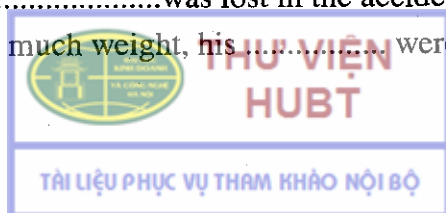
- 6.....people are standing outside our house.
7. He is eating..... orange for breakfast.
- 8..... old man is walking his dog.
9. There is..... animal in our backyard.
10. She has..... twelve-year-old son.
11. Here is new exercise.
12.of her friends have high blood pressure.
13. During her lunch break she takes..... walk with her friends.
14. The girls are eating..... bananas for a snack.
15. I've got more questions to ask you if you don't mind.
16. My wife is doctor.
17. What..... wonderful hospital?
18. I need to buy medicines. I am getting tired.

3.7. Complete the sentences using one of the words in parentheses.

1. (That, Those)yard is not safe.
2. (That, Those) barrels are full of water.
3. (This, These) bathtub is dirty.
4. (That, Those)children are happy.
5. (This, These) :..... Jacuzzi is hot.
6. (This, These) shoes are too tight.
7. (This, These) accidents need to stop!
8. (That, those) Where are keys?
9. (That, Those) house is big.
10. (This, These) gate is locked.
11. (This, These) fence is high.
12. (That, Those) computer is broken.
13. (This, These) girls are smart.
14. (That, Those) boy runs fast.
15. (That, those) What is over there?
16. (This, These) marbles are pretty.
17. (This, These) instruments are the most modern in our country.
18. (That, These) hospital is nearly 50 years old.

3.8. Human Body Quiz

1. Your tonsils can get swollen when you have a sore
2. Theis located in the middle of the arm.
3. My dad's littlewas lost in the accident.
4. The patient lost so much weight, his..... were sunken.



5. We'll put a cool cloth on your to get your fever down.
6. Another word for belly button is
7. The newborn baby is getting his changed in the nursery.
8. She may never walk again because her was so badly injured.
9. The on his knee was grazed when he hit the road.
10. Your grandmother will be able to walk better after her surgery.

3.9. Further reading passage

Avoid unnecessary stress

Not all stress can be avoided, and it's not healthy to avoid a situation that needs to be addressed. You may be surprised, by the number of stressors in your life that you can eliminate. Learn how to say 'no' - know your limits and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities when you're close to reaching them. Taking on more than you can handle is a surefire recipe for stress.

Avoid people who stress you out. If someone consistently causes stress in your life and you can't turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.

Take control of your environment. If the evening news makes you anxious, turn the TV off. If traffic's got you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore, do your grocery shopping online.

Avoid hot-button topics. If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it up or excuse yourself when it's the topic of discussion.

Pare down your "to do" list - analyze your schedule. If you've got too much on your plate, distinguish between the "shoulds" and the "musts". Drop tasks that aren't truly necessary to the bottom of the list or eliminate them entirely.

Alter the situation. If you can't avoid a stressful situation, try to alter it. Figure out what you can do to change things so the problem doesn't present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.

Express your feelings instead of bottling them up. If something or someone is bothering you, communicate your concerns in an open and respectful way. If you don't voice your feelings, resentment will build and the situation will likely remain the same.

Be willing to compromise. When you ask someone to change their behaviour, be willing to do the same. If you are both willing to bend at least a little, you'll have a good chance of finding a happy middle ground.

Manage your time better. Poor time management can cause a lot of stress. When you're stretched too thinly and running late, it's hard to stay calm and focused. But if you plan ahead and make sure you don't over-extend yourself, you can alter the amount of stress you're under.



Unit 2

RELAXATION

Section 1: READING COMPREHENSION

Sue is a school teacher. She is busy all day with a class of 32 children. After school, she often feels tense and tired. She likes to exercise at the gym three times a week. This helps her to escape from the mental pressures of school. It also keeps her in good physical condition.

During the day, if she feels tense she does breathing or stretching exercises. At lunch time, she often meditates. She has taken classes in yoga and meditation. She knows she needs eight hours sleep to feel good the next day. She knows some people need less, but her body needs eight hours.

Each day she tries to spend at least a few minutes doing something she really enjoys. One of her favorite hobbies is reading. She finds this very relaxing.

On weekends she cycles with a bicycle club. She enjoys the exercise, fresh air, scenery, and companionship. The group often cycles in the mountains.

Sue realizes she is a much better teacher when she feels relaxed. She has more patience, is less irritable, feels good about herself, and enjoys her job more. Relaxation is fun and good for you.

Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences.

1. How many times a week does Sue exercise at the gym?

.....

2. During the day if Sue feels tense what does she do?

.....

3. How many hours of sleep does Sue need?

.....

4. What is one of Sue's hobbies?

.....

5. What does Sue enjoy doing on the weekends?

.....

6. Why does Sue think she is a better teacher if she feels relaxed?

.....

7. Write a couple of sentences about one of your hobbies.

.....

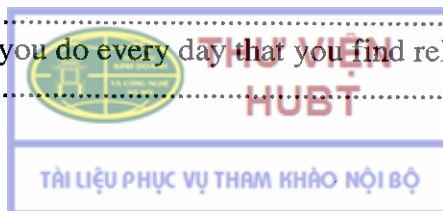
8. What is something you enjoy doing on the weekend?

Write a couple of sentences about it.

.....

9. Is there something you do every day that you find relaxing?

.....



Section 2: SPEAKING

2.1. Discuss problems on “Relaxation” based on the suggested questions and answers.

1. What is “relaxation”? (Being able to refocus your mind away from stressful thought, guide your body out of a dangerous condition).

2. Why do we need to learn relaxation techniques? (Help you fight stress, control tension, sleep better, feel better, relieve stress related physical pains, regulate the rate of your heartbeat, the level of your blood pressure, enhance relaxation in both your mind and your body, create life/work balance... etc...).

3. What types do relaxation techniques are there? (Meditation, yoga, progressive muscle relaxation, controlled breathing exercises, listening to music... etc...).

4. What are steps to do progressive muscle relaxation? (Recline on a comfortable chair in a quiet place with dim light, close your eyes, breathe deeply, slowly exhale, tense muscle groups, then relax them. Muscle groups: arms, shoulders, feet, legs, hips, back, stomach, neck, jaw and head).

5. What about breathing exercises? (Close your eyes, take a deep, cleansing breath in and slowly exhale).

6. What do you often do to relax yourself?

Polite requests

Come in!

Come in, please!

Will you come in, please!

Would you come in, please!

Would you mind standing up, please!

Patients in hospital are usually anxious and fearful. It is important that staff put them at their ease, by being polite and pleasant. The following drills teach you polite forms in English. Be careful about the way your voice rises and falls when you say these sentences.

2.2. Change these commands to polite requests. Be careful to make your voice rise and fall correctly.

Drill 1		Command:	Come in
		Request:	Come in, please!
	Come in	6	Turn over
2	Sit down	7	Bend down
3	Stand up	8	Lie down
4	Turn round	9	Sit up
5	Say “Ah”	10	Look up

Drill 2		<i>Command:</i>	Come in.
		<i>Request:</i>	Will you come in, please?
1	Raise your arm	6	Open your mouth
2	Move your head	7	Put out your tongue
3	Lift your leg	8	Bend your knees
4	Arch your back	9	Touch your toes
5	Lower your foot	10	Wriggle your fingers

Drill 3		<i>Command:</i>	Come in.
		<i>Request:</i>	Would you come in, please?
1	Roll your sleeve up	7	Take your trousers off
2	Take your shirt off	8	Keep your mouth open
3	Hold your head up	9	Keep your eyes shut
4	Hold your breath	10	Put out your tongue
5	Get on the scales	11	Make a fist
6	Turn your head slowly to the left	12	Put up your left hand

Drill 4		<i>Command:</i>	Stand up
		<i>Request:</i>	Would you mind standing up, please?
1	Stand up	7	Sit up
2	Sit down	8	Turn round
3	Lie down	9	Bend down
4	Turn over	10	Roll your sleeve up
5	Squeeze your finger in your palm	11	Put your feet right here
6	Open your mouth wide and stick your tongue out	12	Bend slightly forward,

2.3. Tell people to do something in as many ways as possible.

E.g.: Tell the nurse to close the door *Close the door, please!*

Will you close the door please?

Would you close the door, please?

Do you mind closing the door please?

Would you mind closing the door, please?

1. Invite the lady to take a seat.

2. Tell the children to be quiet.



3. Invite the patient to come in
4. Ask the man to lie down on the couch
5. Remind the secretary to post the letter
6. Tell the technician to prepare the slides
7. Tell the nurse to make the bed
8. Tell the registrar to examine the patient
9. Ask the nurse to send the blood to the laboratory
10. Tell the patient to take off his shoes
11. Ask the nurse to close the door of the operating room
12. Ask the patient to stand up

2.4. Practise the dialogue.

Dr. Jones: Good morning. Come and sit down. What can I do for you?

Mr. Jack: Good morning. I don't feel so well. I would like something to make me better.

Dr. Jones: How do you feel?

Mr. Jack: I feel hot and tired. I don't sleep well at night. My head aches.

Dr. Jones: When did all this start?

Mr. Jack: Three days ago. I thought I had overworked and it has got worse.

Dr. Jones: Do you have backache?

Mr. Jack: No. But my eyes are sore.

Dr. Jones: Are your eyes itchy?

Mr. Jack: Yes, they itch a lot. I also feel tense and tired.

Dr. Jones: Oh, dear, you've got stress.

Mr. Jack: Is there anything you can give me?

Dr. Jones: No, I'm afraid not. Just drink plenty of fluids. Take aspirin when needed but no more than 8 in a day. Rest as much as you can and try to do exercises and relax.

Mr. Jack: I'll do that. What can I do to sleep at night?

Dr. Jones: Take aspirin, your fever is high, so cool yourself with a lukewarm bath. If it doesn't get any better, come back.

Mr. Jack: Thank you, doctor.

Key phrases

- What can I do for you?
- my eyes are itchy
- to take medication e.g. aspirin
- my eyes are sore
- lukewarm bath



Section 3: GRAMMAR AND VOCABULARY PRACTICE

3.1. Choose "is", "are" or "am" to complete the sentences.

1. Nancy..... learning many new things.
2. Ilooking for my keys.
3. Theyeating a healthy snack.
4. My brotherwalking to the store.
5. Mary and Iplaying soccer.
6. The girlsrunning from the puppy.
7. Youchewing gum.
8. My auntsinging in the choir.
9. Albertlistening to music.
10. My unclefixing supper.
11. Youdropping your food.
12. We.....putting up decorations.
13. My parents.....riding their bicycles.
14. Henry and Igoing to the movies.
15. Mary and Bob.....dentists.

Plural of nouns

1. Plural = singular + s
E.g.: nurse - nurses; doctor - doctors; patient - patients
2. Nouns ending in s, ss, sh, ch, o, z, x, add es
E.g.: reflex - reflexes; stitch - stitches; iris - irises
However, many newly created words and words with a Spanish or Italian origin that end in - o just add an 's'
E.g.: photo - photos; piano - pianos; portico - porticos
3. Nouns ending in y preceded by a consonant drop the y and add ies
E.g.: baby - babies; lady - ladies; copy - copies
4. Many nouns ending in fe drop the f or fe and add ves.
E.g.: life - lives; knife - knives; leaf - leaves; half - halves
5. Some nouns have only a plural form.
E.g.: forceps, scissors, trousers, pyjamas
and others have only a singular form
E.g.: news, furniture, equipment
6. Some common irregular nouns
E.g.: man - men; woman - women; foot - feet; tooth - teeth.
7. There are nouns that maintain their Latin or Greek form in the plural.
E.g.: analysis - analyses; fish - fish; deer - deer; datum - data;
Phenomenon - phenomena; nucleus - nuclei; fungus - fungi;
Thesis - theses; criterion - criteria; appendix - appendices.

3.2. Write the plural form for each noun.

1. baby		10. radio	
2. tomato		11. hobby	
3. zoo		12. wife	
4. dish		13. body	
5. box		14. match	
6. dictionary		15. key	
7. potato		16. stitch	
8. knife		17. virus	
9. boy		18. uterus	

3.3. Match the singular nouns with their plural forms.

1. child	men
2. goose	teeth
3. woman	children
4. man	mice
5. foot	geese
6. mouse	feet
7. tooth	women

3.4. Fill in the blanks with the correct word.

fish	sheep	deer
------	-------	------

- The hunter shot two.....
- A.....and its lamb got separated from the flock.
- There are seven.....in the aquarium.
- A.....and its fawn were at the petting zoo.
- The rancher sheared ten.....today.
- He bought a.....at the pet store.

3.5. Fill in the blanks with the correct words from the list.

Off, to, back, in, on, down, by, up, through, round, near

- Ask the patient to come and sit
- Ask the patient to stand and turn
- Will you lie on the couch, please?

4. Would you roll your sleeve?
5. Ask Mr. Smith to take his coat.
6. Bend and touch your toes, please.
7. Take your trousers, please.
8. Ask the patient to turn his head the left.
9. Will you put your clothes, please?
10. Come next week, please.

3.6. Complete the following sentences with the correct word from this list.

your, his, her, my our, its, their, his

1. Tell Mrs. Smith to raise right arm.
2. Would you straighten left leg, please?
3. The baby has a pain in stomach.
4. John has a cut onthigh.
5. Ask me to lower arm.
6. You have a rash on shoulders.
7. He's got a scar on left forearm.
8. She has a pain in.....chest.

3.7. Fill in the blanks with "a", "an" or "the" where necessary.

(1)..... woman was injured in (2)..... car accident. She was taken to (3).....hospital and when she got there, (4)..... doctor in the emergency department examined her. He diagnosed (5).....broken leg and sent her to the orthopedic ward where (6)..... nurse put her to (7)..... bed. (8)..... next day she underwent (9)..... operation and ten days later she went (10)home. She phoned (11)..... her doctor, who told her to stay off (12)..... work until (13)..... following month.

3.8. Further reading passage: Healthy ways to relax and recharge

- Go for a walk.
- Spend time in nature.
- Call a good friend.
- Sweat out tension with a good workout.
- Write in your journal.
- Take a long bath.
- Light scented candles.
- Savor a warm cup of coffee or tea.
- Play with a pet.
- Work in your garden.
- Get a massage.
- Curl up with a good book.
- Listen to music.
- Watch a comedy.



Stress Relief: Relaxation practices that reduce stress

Don't get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury.

Set aside relaxation time: Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.

Connect with others: Spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress. Do something you enjoy every day. Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.

Keep your sense of humor: This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

Exercise regularly: You can increase your resistance to stress by strengthening your physical health. Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.

Eat a healthy diet: Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.

Reduce caffeine and sugar: The temporary "highs" caffeine and sugar provide often end with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you'll feel more relaxed and you'll sleep better.

Avoid alcohol, cigarettes, and drugs: Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.

Get enough sleep: Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

Unit 3

ALCOHOLISM

Section 1: READING COMPREHENSION

Mark is an alcoholic. He is eighteen years old. He began drinking when he was fourteen. He first started drinking occasionally with his friends. When he was sixteen he started drinking every day.

Last year Mark was in a car accident. He and a couple of friends had been drinking. They did not have a designated driver who was not drinking. Instead Mark was the driver. Several people were hurt and one of his friends was killed.

Mark has an uncle who is a heavy drinker. Last year the doctor said his uncle had cirrhosis of the liver. Cirrhosis is a disease of the liver. The cells of the liver are destroyed and therefore the liver is no longer able to function properly.

Mark has a friend who became pregnant in high school. She did not realize that it can be dangerous to drink while pregnant especially during the first trimester. Her baby was born with birth defects. When this happens it is called fetal alcohol syndrome. Mark has a couple of friends who have had to be rushed to hospital because they mixed alcohol with other drugs.

Mark has taken the first step to curing his problem. He has accepted the fact that he is an alcoholic. He attends Alcoholics Anonymous which is a support group for people who have a drinking problem. He goes twice a week. Mark realizes that he cannot drink alcohol and that alcoholism is a lifelong condition.

Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences

1. How old was Mark when he first started drinking?

.....

2. Who was the driver in the fatal accident?

.....

3. Which organ is often damaged by drinking alcohol?

.....

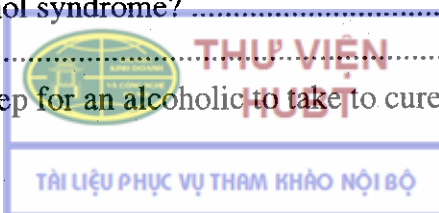
4. What is cirrhosis?

.....

5. What is fetal alcohol syndrome?

.....

6. What is the first step for an alcoholic to take to cure his drinking problem?



7. What is Alcoholics Anonymous?

.....

8. Do you know someone with a drinking problem? How do you know he/she has a problem?

9. What does it mean to be the designated driver?

.....

Section 2: SPEAKING

2.1. Discuss problems on "Alcoholism" based on the suggested questions and answers.

1. Why do people use alcohol? Is it good or bad to drink? (To enjoy the sensation of relaxation, to escape from your problems and worries... etc...).

2. Do you ever drink to escape from your problems or worries?

3. What is an alcoholic? (An alcoholic is a person who suffers from alcoholism - the body is dependent on alcohol. An alcoholic is addicted to alcohol).

4. What are the signs of an alcoholic? (Drink frequently, flushed face, being unable to control actions, drinking may become an irresistible need and fill almost every thought throughout the drinker's day, drinking in order to socialize).

5. What is alcoholism? (Alcoholism is a chronic (long-term) disease. People who suffer from alcoholism are obsessed with alcohol and cannot control how much they consume, even if it is causing serious problems at home, work and financially).

6. How does alcohol affect your mind and body? (In many ways: change your behavior, you may be at risk of many health problems: irregular heartbeat; rapid heartbeat; skin irritation; a state of unconsciousness; confusion and memory loss; cirrhosis; obesity - alcohol is high in calories and may result in weight gain, risk of having an accident; domestic violence).

7. Do you encourage people to drink?

8. What should Governments do to cut down the amount of alcohol that people can drink at one time?

2.2. Use the dictionary to make sure you understand the meaning of the following words for internal parts of the body.

- | | | | |
|-------------|---------------------|---------------------|-------------|
| 1. appendix | 2. diaphragm | 3. muscle | 4. tonsil |
| 5. artery | 6. gall bladder | 7. skin | 8. vein |
| 9. bladder | 10. heart | 11. small intestine | 12. colon |
| 13. blood | 14. kidneys | 15. spine | 16. lungs |
| 17. bone | 18. large intestine | 19. spleen | 20. thyroid |
| 21. brain | 22. liver | 23. stomach | 24. tendon |



2.3. Work in groups of five or six. Decide on the part of the body where the problem is. Compare your answers with the class.

MEDICAL PROBLEM	PART OF THE BODY
1. heart attack	heart
2. tonsillitis
3. lung cancer
4. kidney infection
5. gallstone
6. appendicitis
7. broken arm
8. stroke
9. tuberculosis
10. hepatitis
11. migraine
12. paralysis
13. rash
14. sore throat
15. jaundice
16. iritis
17. rhinitis
18. toothache

2.4. Our bodies give us signs to show us that we are sick. These signs are called symptoms. Here are some common symptoms. Practise and give some examples.

- I've got
- a sore throat
 - a pain in my chest
 - a headache
 - toothache
 - a stomach-ache
 - backache
 - earache
 - a swollen ankle
 - a runny nose
 - blocked ears
 - a temperature
 - a rash
 - an itchy eye

- I feel
- dizzy
 - nauseous
 - tired
 - irritable



I can't	breathe properly
I get	chest pains after running
I've been	vomiting every morning getting a lot of headaches recently
I've had	diarrhoea

2.5. Sylvia is drunk. What symptoms could she have? Tick them

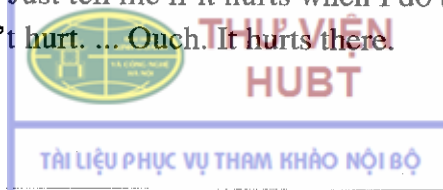
- | | |
|----------------------------|--------------------------|
| 1. She's got a sore throat | <input type="checkbox"/> |
| 2. She slurs her words | <input type="checkbox"/> |
| 3. Her face is flushed | <input type="checkbox"/> |
| 4. She's dizzy | <input type="checkbox"/> |
| 5. She feels nauseous | <input type="checkbox"/> |
| 6. She's got a rash | <input type="checkbox"/> |

2.6. Practise: Use each word given to make up a suitable sentence

- | | | | |
|-------------|----------------|------------------|----------------|
| 1. allergy | 6. fever | 11. nausea | 16. cold |
| 2. backache | 7. flu | 12. sneeze | 17. red eyes |
| 3. cough | 8. headache | 13. sore throat | 18. runny nose |
| 4. dizzy | 9. indigestion | 14. stiff neck | 19. diarrhoea |
| 5. earache | 10. laryngitis | 15. stomach-ache | 20. toothache |

2.7. Practise dialogue: Having a terrible stomach-ache.

- Doctor:** Good morning. Please have a seat here. What's the problem?
- Paul:** I have a terrible stomach-ache.
- Doctor:** Do you have diarrhoea?
- Paul:** Yes, I do.
- Doctor:** Do you have any other symptoms?
- Paul:** Yes, I feel sick.
- Doctor:** You mean you feel nauseous?
- Paul:** That's right. I feel like vomiting. And right now I feel dizzy, too.
- Doctor:** When did the symptoms start?
- Paul:** This morning. Yesterday evening I drank a lot of wine.
- Doctor:** All right. Please take off your clothes to the waist and lie down there. ... Just tell me if it hurts when I do this.
- Paul:** It doesn't hurt. ... Ouch. It hurts there.



Doctor: Okay. Let's hope it's just indigestion, but we'll need to run some diagnostic tests to be sure. We'll run a blood test and we'll also need a urine sample.

Paul: Can you give me something for the time being?

Doctor: Yes, I'll give you a prescription for indigestion tablets and you should cut down on alcohol otherwise it could affect your stomach.

Key phrases:

to feel nauseous to run some diagnostic tests
to run a blood test to take off your clothes to the waist

Section 3: GRAMMAR AND VOCABULARY PRACTICE

The simple present tense is used for permanent truths, habitual actions and states.

For example:

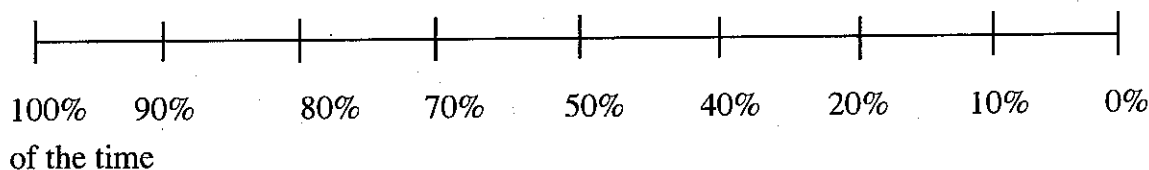
Water freezes at 32° Fahrenheit / The sun rises in the East and sets in the West.

It is also used with such words as: usually, generally, often, sometimes, frequently, rarely, never, always, normally, seldom, regularly.

And such phrases as: Every day, every week, once a day, once a week, twice a month, several times a year.

3.1. Write sentences with the following frequency adverbs

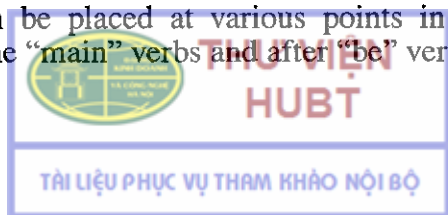
Always usually frequently often sometimes occasionally seldom rarely never



Note: The percentages here are rough estimates only.

- | | |
|-----------|----------|
| Always | 1. |
| Usually | 2. |
| Often | 3. |
| Sometimes | 4. |
| Seldom | 5. |
| Rarely | 6. |
| Never | 7. |
| Always | 8. |
| Usually | 9. |
| Often | 10. |

Frequency adverbs can be placed at various points in the sentence, but are most commonly used before the "main" verbs and after "be" verbs.



3.2. Write the present third person singular verb for each word using. The first one has been done for you

1. cry
2. buy
3. sit
4. watch
5. write
6. fly
7. fix
8. study
9. wash
10. push
11. do
12. teach
13. go
14. get
15. drive

cries
t
d
g
g
w
s
b
w
f
d
f
s
w
p

Negatives with “do ” and “does ” : Look at these sentences.

Jane works in a medical ward.
 He always goes home by taxi.
 It stops outside the main gate.
 I go to work at 7 o'clock.
 We always take the bus home.
 They finish work at 6.30 pm

Jane doesn't work in a medical ward.
 He doesn't always go home by taxi.
 It doesn't stop outside the main gate.
 I don't go to work at 7 o'clock.
 We don't always take the bus home.
 They don't finish work at 6.30 pm

3.3. Put the following sentences into the negative.

1. She works in the X-ray department.
2. He usually studies hard.
3. She often walks past the operating theatre.
4. We have to stay until 10 o'clock.
5. I want to attend lectures.
6. It stops outside the hospital.
7. She does shift work.
8. You finish at 12 o'clock.

Questions with “do” and “does”: Look at these sentences.

You do shift work.

We go on duty at 3 p.m.

I pass the surgical ward.

He usually does a late shift.

It stops near the hospital.

They generally finish late.

Do you do shift work?

Do we go on duty at 3 p.m?

Do I pass the surgical ward?

Does he usually do a late shift?

Does it stop near the hospital?

Do they generally finish late?

3.4. Make questions from these sentences

1. Nam works in a surgical ward.
2. He does shift work.
3. They go on duty at 2 p.m.
4. The late shift finishes at 10 p.m.
5. We walk past the out-patients' department.
6. She studies hard.
7. Doctor Phong generally walks to work.
8. The bus stops outside the main gate.
9. You have to attend lectures.
10. She usually finishes at 12 o'clock.
11. Van works in the X-ray department.
12. Thanh always helps the other nurses.

Questions with “do” and “does”

Ask if Jane works in a surgical ward.

Does Jane work in a surgical ward?

Ask if buses stop outside the gate.

Do buses stop outside the gate?

3.5. Make questions from these sentences.

Ask if Jane goes on duty at 7 a.m.

Ask if they come off duty at 3 p.m.

Ask if the patients often help the staff nurse.

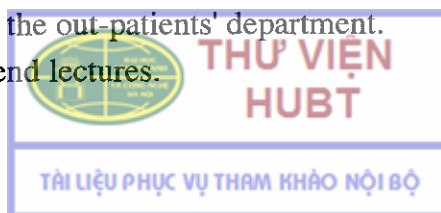
Ask if she usually does split shifts.

Ask if he always goes to work by bus.

Ask if buses stop outside the hospital.

Ask if Jane works in the out-patients' department.

Ask if the nurses attend lectures.



Questions with “do” and “does”

Ask the patient about his eyes.

Do your eyes hurt? Yes, they do

Ask the patient about his head.

Does your head hurt? No, it doesn't

3.6. Make questions with “do” or “does”.

1. back

4. left arm

7. stomach

10. fingers

2. foot

5. right thigh

8. toes

11. right shoulder

3. ear

6. heels

9. chest

12. knee

3.7. Turn the following sentences into the plural.

1. This instrument isn't sharp.

2. The child falls and cuts his foot.

3. The nurse does her best to help the sick.

4. A patient is never satisfied.

5. The analysis is essential for a correct diagnosis.

6. The hospital is overcrowded.

7. The wheelchair is being pushed by the patient's relative.

8. This case requires the specialist's attention.

3.8. Fill in the blanks with “some”, “any”, “no” or “none”.

Dr: There aren't (1).....disposable syringes and there's no cotton wool either.

Nurse: I'll get (2)..... at once.

Dr: Are there (3)..... medications to do this morning?

Nurse: Yes, there are (4)..... wounds to be dressed.

Dr: Have (5)..... of my colleagues arrived?

Nurse: No,(6).....Or at least I haven't seen (7)..... yet. You look tired. Will you have (8).....coffee?

Dr: Yes, I think I need (9)..... I've been on duty all night and I didn't get (10)..... sleep.

3.9. Put one of the following words in the table into each space in the sentences below.

from	on	with	in	under	at	to	for	of	in
------	----	------	----	-------	----	----	-----	----	----

1. He was operatedyesterday.

2. She was takenhospital.

3. He sufferedbad headaches.

4. I have a pain.....my back.

5. What's wrongyou.
6. He diedcancer.
7. She got worse so they senta doctor.
8. I've certainly feltthe weather.
9. Let's take a lookyour throat.
10. A sample of blood is taken to measure the glucose levelsthe blood.

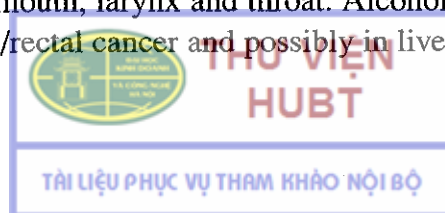
3.10. Further reading passage

Alcohol abuse

Alcohol abuse is a complex, biological and psychological disorder that has a devastating impact on our nation's health and welfare. According to recent estimates, alcohol causes or is associated with 25,000 to 40,000 deaths in the U.K. every year. This includes deaths attributable to alcohol-related diseases and traumatic events, such as car accidents and drowning. Indeed, 35 percent of all motor-vehicle-related deaths and probably half of all homicides, suicides and attempted suicides can be attributed to alcohol abuse.

The wide-ranging effects of alcohol on mind and body depend on a number of variables: sex and weight, how much you eat and the type of alcohol drunk in a given period. Unlike most other substances, alcohol is absorbed into the bloodstream from the stomach and small intestines, allowing it to take effect quickly. Once a unit (8 grams) of alcohol is absorbed into your bloodstream, it takes your body about an hour to metabolize it. Thus, because alcohol is removed slowly from your blood, more than one drink per hour produces a steady increase in blood alcohol levels. All the cells in your body can absorb alcohol, so even its short-term use can have wide-ranging effects. Prominent among these are the effects of alcohol on your brain and central nervous system, causing progressive changes in judgment, memory and sensory perception.

Chronic, long-term alcohol abuse can seriously damage nearly every function and organ in your body. Your digestive system, particularly your liver, is overtaxed in metabolizing alcohol. Cirrhosis, irreversible liver damage attributed to an accumulation of fat associated with long-term heavy drinking, leads to severe complications and causes nearly 2,500 deaths annually. One of the worst effects of alcohol is on the nervous system, which can suffer permanent damage, perhaps even leading to psychosis. The cardiovascular system is also affected, causing increased blood pressure and damage to the heart muscle. Drinking during pregnancy can lead to serious physical and mental defects in the newborn. While alcohol is not a carcinogen, excessive use of it, particularly in combination with tobacco, increases your chances of developing cancer of the mouth, larynx and throat. Alcohol abuse also appears to play a role in stomach and colon/rectal cancer and possibly in liver cancer.



Fortunately, many of the serious physical consequences of alcoholism can be completely halted or reversed if drinking is discontinued. However, it can be difficult to determine that you have a drinking problem, and even more difficult to correct it. Even health-care professionals do not have a clear-cut definition of alcoholism, since not all heavy drinkers have dysfunctional lives. The causes of alcoholism are poorly understood. Most people can drink occasionally and never succumb to alcohol abuse. Evidence indicates that there might be a genetic factor that predisposes people to it. Studies show that a significant number of children of alcoholic parents become alcoholics. Still, not everyone with a hereditary tendency becomes an alcoholic, while many with non-alcoholic families are abusers. Your best bet for avoiding alcohol abuse is not to drink it at all. If you do drink, however, do so in moderation, limiting your intake to 21 units a week if you are a man and 14 if you are a woman. And, while there is no standard definition of alcoholism, there are several signals of potential abuse.

Most experts agree that no alcoholic can ever learn to drink moderately; the only answer is to stop. Finally, be aware that alcoholism can be successfully treated with professional or group help and the support of family and friends, although the desire to stop is probably the most critical factor.

Unit 4

DRUG ABUSE

Section 1: READING COMPREHENSION

Susan is addicted to cocaine. She first started doing it with her boyfriend. She enjoyed how it decreased her fatigue and increased her mental awareness. They would often do cocaine and then go out to dinner with some friends. Soon she started doing it more and more. She started having a hard time sleeping. She became irritable and depressed. Her parents noticed this change and became worried. They did not know what to do. Eventually they checked her into a drug rehabilitation centre.

At the centre Susan met Alice. They became good friends. They both want to stop their dependency on drugs. Alice had smoked a lot of crack before coming to the rehabilitation centre. Alice came from a home where she was abused by her father. The counsellor at her school helped Alice get admitted to the centre. Alice is going to live at a halfway house when she finishes her stay at the centre. She has already visited the home. At the halfway house she will have a room of her own and her meals will be provided. She will finish her high school courses and then she will look for a job and eventually her own apartment. Susan is planning on returning to her family after staying at the centre for several months.

Susan had a friend who committed suicide. Her friend had been taking a variety of drugs and had become so depressed that she took an overdose of pills and alcohol. Alice had a friend who took PCP. Often after taking this drug, he would act as if he were invincible. One day he walked into heavy traffic and was killed. After they leave the centre, Alice and Susan plan to stay in touch. They will give each other support when one or other has a problem.

Comprehension: Question and answers

1.1. Answer the following questions in complete sentences.

1. What is Susan addicted to?

.....

2. What three changes in Susan's behaviour did her parents notice?

.....

3. Where did Susan meet Alice?

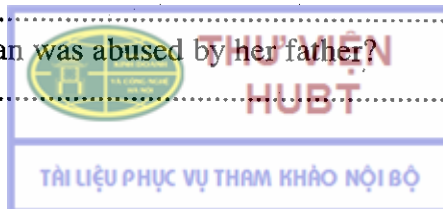
.....

4. What is Alice addicted to?

.....

5. Which young woman was abused by her father?

.....



6. Where is Alice going to live after she leaves the rehabilitation centre?
.....

7. Do you know someone who has a drug problem? Write a couple of sentences about his/ her problem.
.....

8. How do you think Alice and Susan might stay in touch after leaving the centre?
.....

Section 2: SPEAKING

2.1. Discuss problems on “Drug abuse” based on the suggested questions and answers

1. What is drug abuse? (The abuse of prescription or over-the-counter drugs for purposes other than those for which they are intended or in quantities other than directed. Or any use of illegal drugs is by definition abuse).

2. Is it good or bad for society? (Cause many social evils, society has placed legal prohibition on their use to protect the individual and to protect society from the cost involved with healthcare resources, lost productivity, the spread of diseases, crime and homelessness).

3. What are commonly abused drugs? (Morphine, heroin, nicotine, cocaine, opium, marijuana, ecstasy, inhalants ...etc..).

4. Is drug addiction treatment effective? (Help reduce the spread of HIV/AIDS and other infectious diseases).

5. What are addiction treatment therapies? (Behavior therapy: counseling; cognitive therapy; psychotherapy; medication or a combination).

5. How long does drug addiction treatment usually last? (Treatment can differ, it depends on the characteristics of the patient).

6. Is drug addiction treatment worth its cost?

2.2. Practise the advice printed in *Italics* from the following dialogues.

1.

Man: Anna you look terrible. What's the matter?

Woman: I've got a splitting headache.

Man: *Oh, you poor thing! Why don't you go and lie down for a while?*

Woman: Yes, I think I will.

2.

Woman: What's the matter, Lee? Are you OK?

Man: No, not really. I've got this awful toothache.

Woman: *Oh, that's terrible! You know you really should go to the dentist if it's that bad.*

Man: Yeah, I suppose I should.



THƯ VIỆN
HUBT

TÀI LIỆU PHỤC VỤ THAM KHẢO NỘI BỘ

3.

Woman: You look a bit pale. Are you all right?

Man: No, not really. I've got such a sore throat I can hardly talk.

Woman: Well, *that's no good. Maybe you shouldn't be at work. Why don't you go home?*

Man: I'd love to but I can't. I've got too much to do.

4.

Woman: *That cough doesn't sound very good, Carl.*

Man: Yeah, I know. I've had it for ages. I just can't get rid of it.

Woman: Well, I think *you should stop smoking.*

Man: Oh, I don't think it's that.

5.

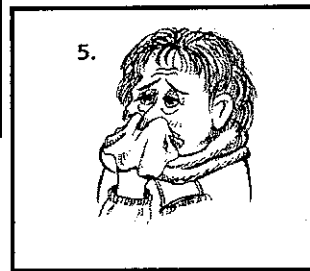
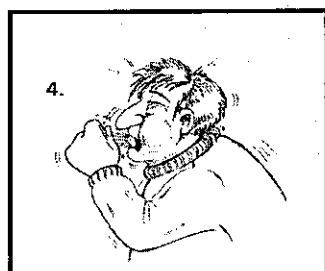
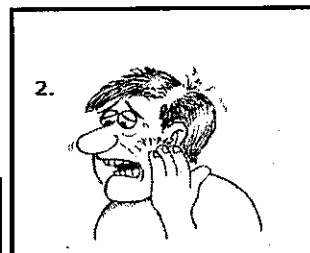
Woman: Silvia, hi. Are you OK?

Silvia: No, I've still got this cold.

Woman: *Oh, you poor thing. You've had it for weeks now. You should take some vitamin C.*

Silvia: Yes, lots of people have told me vitamin C is good.

2.3. What sympathy do these people get from their friends? What advice do they get?



Sympathy

A. That cough doesn't sound very good

B. Oh, that's terrible

C. Oh, you poor thing

D. Well, that's no good

E. Oh, you poor thing



THƯ VIỆN HUBT

TÀI LIỆU PHỤC VỤ THAM KHẢO NỘI BỘ

Advice

- F. Lie down for a while
- G. Go to the dentist
- H. Take vitamin C
- I. Stop smoking
- J. Stop drinking

2.4. Match the cause "flu"; "getting drunk"; "allergy"; "stress"; "diabetes" to the following symptoms.

1.

Symptoms:

- swelling of the face
- skin rash
- watering eyes
- breathing problems

Cause:

2.

Symptoms:

- thirsty
- frequent urinating
- tired
- problems with eyesight

Cause:

3.

Symptoms:

- sore throat
- high temperature
- aches and pains
- headache
- runny nose
- no energy

Cause:

4.

Symptoms:

- flushed face
- bloodshot eyes
- headache
- slurred words

Cause:

5.

Symptoms:

- irritable
- tired
- poor concentration

Cause:

2.5. Practise the dialogue

Patient: Good afternoon!

Doctor: Good afternoon. Have a seat. So, what have you come in for today?

Patient: Thank you. I'm feeling ill, I've got quite a bad cough, but I don't seem to have a fever.

Doctor: I see. How long have you had these symptoms?

Patient: Oh, I've had the cough for two weeks, but feeling ill just these past few days.

Doctor: Are you having any other problems?

Patient: Well, I've got a headache. I've also had a little bit of diarrhoea.

Doctor: Do you produce any phlegm when coughing?

Patient: Sometimes, but it's usually pretty dry.

Doctor: Do you smoke?

Patient: Yes, more than a pack a day.

Doctor: How about allergies? Do you have any allergies?

Patient: Not that I'm aware of.

Doctor: Does your head feel stuffy?

Patient: Yes, for the past few days.

Doctor: OK. Now let's have a look. Could you please open your mouth and say 'ah'?

Key phrases

What have you come in for today? to have a cough / to cough

SECTION 3: GRAMMAR AND VOCABULARY PRACTICE

3.1. Choose "around", "at", "between", "in", "on" or "under" to complete the sentences.

- | | |
|-----------------------------------|--------------------|
| 1. Maria is | the library. |
| 2. Please put the salad | the table. |
| 3. The cat is hiding | the bed. |
| 4. The child is sitting | her parents. |
| 5. There is a fence | the yard. |
| 6. Jose is | the baseball game. |
| 7. The boys are | the house. |
| 8. Please stand | Mark and Susan. |
| 9. There is a bug | your arm. |
| 10. She is standing | the umbrella. |
| 11. She is wearing a scarf | her neck. |
| 12. Kim is | work. |
| 13. Let's sit | the shade. |
| 14. The books are | the shelf. |
| 15. Let's walk | the lake. |
| 16. Please put your clothes | the suitcase. |

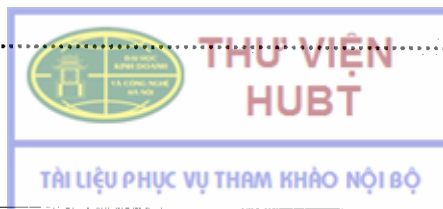


3.2. Choose “have” or “has” to complete the sentences.

- | | |
|---------------------------|----------------------|
| 1. Thao..... | the flu. |
| 2. I | breast cancer. |
| 3. You | pretty eyes. |
| 4. Alice and I..... | our skates. |
| 5. He..... | the ball and bat. |
| 6. The girls..... | their books. |
| 7. Her mother | lung cancer. |
| 8. I | a pain in my chest. |
| 9. You | a malignant tumour. |
| 10. My grandparents | medical insurance. |
| 11. Two boys..... | broken legs. |
| 12. You | a fever. |
| 13. Tam | new shoes. |
| 14. I | high blood pressure. |
| 15. We..... | a new doctor. |
| 16. They..... | an old car. |
| 17. Hanh..... | toothache. |
| 18. Hoa and Bao..... | measles. |

3.3. Write the sentences in the past tense. The first one has been done for you.

1. Marta is at school today.
Marta was at school yesterday.
2. It is hot today.
.....
3. Today Tom and Alice are at the park..
.....
4. Today I am tired.
.....
5. He is busy today.
.....
6. You are sick today.
.....
7. Today they are in Los Angeles.
.....
8. Today we are on the boat.
.....
9. I am at work today.
.....
10. They are ill today.
.....



3.4. Match the words with similar meanings.

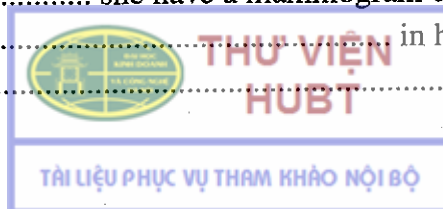
1. occasionally
2. start
3. couple
4. several
5. realize
6. accept
7. attends
8. twice
9. heavy
10. dangerous
11. defect
12. happens
13. mix
14. rush
15. cure

A	understand
B	risky
C	occurs
D	remedy
E	combine
F	begin
G	some
H	blemish
I	dash
J	hefty
K	two
L	believe
M	visits
N	sometimes
O	two

3.5. Fill in the blanks: Use each word once from the box below to fill in the blanks.

hospital cancer surgery	bones treatment malignant	breast diagnosis lump	painful spread risk	recommends mammogram physician
-------------------------------	---------------------------------	-----------------------------	---------------------------	--------------------------------------

1. Maria is at high..... of getting breast cancer.
2. The cancer has spread to the.....
3. The lump was removed by
4. Early diagnosis and prompt is important.
5. Tom needs to go to the.....
6. Grace has aevery two years.
7. Silvia has cancer.
8. The cancer had to her bones.
9. A mammogram is not
10. Early..... and prompt treatment is important with all cancers.
11. means "cancerous".
12. Susan likes her
13. Ruth's doctor she have a mammogram every two years.
14. Kathy found a in her breast.
15. Mark has lung



3.6. Use the words given in the box to complete the following sentences.

temperature	thermometer	waiting room
fever	records	history
medical	surgical room	scales

- 1.....are an instrument for weighing people and things.
2. Your.....is 37°C.
3. They filled in their medical.....
4. A.....is a room where people wait to see the doctor.
5. The students are having acheck-up.

3.7. Select the correct possessor to complete the sentences.

Article	Possessor + 's	Thing possessed
The	doctor's	room

The thing possessed may be omitted if it refers to, for example, a house, shop, church

- E.g.: *I am going to the doctor's.*
I am going to the ophthalmologist's.
I am going to the dentist's.

1. (Sue's, Mark's)dress is in the suitcase.
2. My (mother's, father's).....name is Bill.
3. The students have books. The (student's, students')books are new.
4. (Silvia's, Alan's)stroke left her paralyzed on one side.
5. My friend has an apartment. My (friend's, friends')apartment is big.
6. My (parent's, parents')names are Maria and Tim.

3.8. Answer the following questions using "s" or "s'" to show possession.

1. What is your mother's name?.....
2. What color are the girls' dresses?.....
3. Where is your grandmother's cane?.....
4. How is your father's leg?.....

3.9. Ask and answer as suggested in the example.

E.g. *Car / Dr. Van*
Whose car is that? It's Dr. Van's.

1. Uniforms / nurses
2. X-ray / new patient
3. Stethoscope / physician



4. Mirror / dentist
5. Notes / professors
6. Room / consultant
7. Equipment / doctors
8. Refrigerator / laboratory technician
9. Pen / secretary
10. Clothes / patients

3.10. Fill in the blank with an appropriate possessive adjective or pronoun.

Adjectives	pronouns
My	mine
Your	yours
His	his
Her	hers
Its	Its
Our	ours
Your	yours
Their	theirs

Dr. Tan was going into (1).....room when one of (2)..... colleagues called him. The colleague was with (3).....sister. This lady had lost (4)..... husband only a few weeks before; (5)..... death had been a great shock to (6) as they'd spent almost all (7) lives together. (8) had been a very happy marriage. The doctor and (9) sister wanted to speak to Dr. Tan about another brother of (10) who had a sharp pain in his chest.

3.11. Further reading passage

Drug Abuse: Problems and solutions

Drug abuse is rife in many countries. Billions of dollars are spent internationally preventing drug use, treating addicts, and fighting drug-related crime. Although drugs threaten many societies, their effects can also be treated successfully. This text looks at some of the effects of drug use on society, and suggests some solutions to the problem.

Drug abuse causes multiple problems for countries and communities. The medical and psychological effects are very obvious. Addicts cannot function as normal members of society. They neglect or abuse their families, and eventually require expensive treatment or hospitalization. The second effect is on crime. Huge police resources are needed to fight smuggling and trafficking. Criminal gangs and mafia underworlds develop with the money from drugs.



However, the menace of drugs can be fought. Education is the first battle. Children need to be told at home and in school about drugs. People need to be aware of the effects so that they can avoid this problem. A second approach is to increase police manpower and powers to stop dealers and to enforce the law. However the main target should be the user. Families and counselors need to talk to children and people at risk. Parents need to observe their children and help them. Jobs are needed to give people a role in society.

Although the problem of drugs may seem impossible to eliminate, there are concrete steps that can be taken to weaken the hold of drugs on society.

How science has revolutionized the understanding of drug addiction

Throughout much of the last century, scientists studying drug abuse labored in the shadows of powerful myths and misconceptions about the nature of addiction. When science began to study addictive behavior in the 1930s, people addicted to drugs were thought to be morally flawed and lacking in willpower. Those views shaped society's responses to drug abuse, treating it as a moral failing rather than a health problem, which led to an emphasis on punitive rather than preventative and therapeutic actions. Today, thanks to science, our views and our responses to drug abuse have changed dramatically. Groundbreaking discoveries about the brain have revolutionized our understanding of drug addiction, enabling us to respond effectively to the problem.

As a result of scientific research, we know that addiction is a disease that affects both brain and behavior. We have identified many of the biological and environmental factors and are beginning to search for the genetic variations that contribute to the development and progression of the disease. Scientists use this knowledge to develop effective prevention and treatment approaches that reduce the toll drug abuse takes on individuals, families, and communities.

Despite these advances, many people today do not understand why individuals become addicted to drugs or how drugs change the brain to foster compulsive drug abuse. This text aims to provide information about the disease of drug addiction. The National Institute on Drug Abuse (NIDA), believes that increased understanding of the basics of addiction will empower people to make informed choices in their own lives, adopt science-based policies and programs that reduce drug abuse and addiction in their communities, and support scientific research that improves the Nation's well-being.



Unit 5

POISON

Section 1: READING COMPREHENSION

Marta's two year old son drank a half bottle of medicine. Marta had accidentally left it open on the counter. She didn't know what to do, so she called Poison Control. She didn't know their telephone number so she called 911. Poison Control was very helpful. They wanted to know the name of the medicine, how much he took, how old her child was, and how much he weighed. In this particular case they told her just to watch him and to give him fluids to dilute the medicine. She did watch him and about an hour later he threw up. Her son is now allergic to that type of medicine.

Each poison accident is different. When you have an accident, call Poison Control so they can help you with your personal situation.

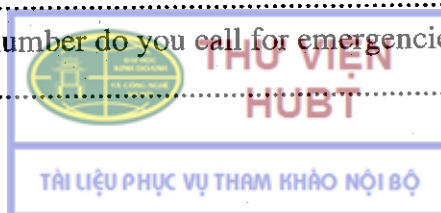
To prevent poison accidents there are several steps that can be taken:

1. Keep products in their correct containers. For example, keep medicines and household cleaners in their original containers.
2. Keep dangerous products away from small children. Keep furniture polish, lighter fluid, drain cleaner, bleach, toilet bowl cleaner, dishwashing detergent, and other dangerous household products up high or in locked cabinets. Childproof locks can be bought for cabinet doors.
3. Don't forget to check your garage or yard for poisonous products. Keep these up high and locked away.

Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences.

1. What is the telephone number for the Poison Control Center in your area?
.....
2. Why is it important to call Poison Control when there has been an accident with a poison?
.....
3. List five household poisons in your home.
.....
4. What are two things you can do to prevent poison accidents in your home?
.....
5. What telephone number do you call for emergencies?
.....



6. What information did Poison Control need so they could help Marta?
.....

7. What did Poison Control tell Marta to do?
.....

8. What did her baby do an hour after he overdosed on the medicine?
.....

1.2. Write a sentence with each of the following words.

- | | |
|-----------|----------|
| Drank | 1. |
| Counter | 2. |
| Medicine | 3. |
| Telephone | 4. |
| Watch | 5. |
| Fluids | 6. |
| Allergic | 7. |
| Dilute | 8. |
| Keep | 9. |
| Products | 10. |
| Forget | 11. |
| Yard | 12. |
| Garage | 13. |
| Poisonous | 14. |

Section 2: SPEAKING

2.1. Discuss problems on "Poisons" based on the suggested questions and answers.

1. What is poisoning? (Caused by swallowing, injecting, breathing in or being exposed to a harmful substance).

2. How can it happen? (Most poisonings occur by accident or sometimes on purpose).

3. Is it dangerous?

4. What substances are most commonly involved in poisoning? (Mercury, lead, alcohol, food, carbon monoxide, medicines, cleaning products, pesticides, even bites or stings from insects and certain animals such as snakes... etc...).

5. What are the symptoms of poisoning? (Unconsciousness, skin problems, numbness, slurred speech, lack of concentration, allergies, not breathing, having convulsions, diarrhoea, seizures... etc...).



6. Do you know how to deal with poisoning? (Get him to hospital as soon as possible and monitor him while you are waiting for an ambulance. If you know what poison he has taken, tell the doctors. If there is a bottle or box that the poison was contained in, or any of the poison remaining, send that to the hospital or show it to the doctor. Similarly, if he has swallowed poison and is then sick, collect a sample of the vomit to send to the hospital. The doctors can analyze the poison from the sample and decide on a treatment).

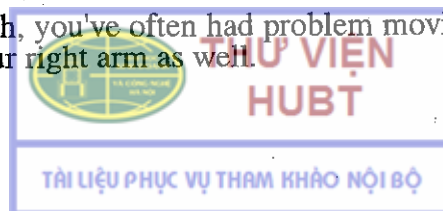
2.2. Make sure you understand the meaning of the terms of medical specialties and doctors

For example:

ophthalmologist:	specializes in eye diseases
oncologist:	tumour specialist, including cancer
midwife:	helps women deliver babies in a natural way
Allergy/allergist	Immunology/ immunologist
Anaesthesiology/ anaesthesiologist	Internal Medicine/ internist
Cardiology/ cardiologist	Nephrology/ nephrologist
Dentistry/ dentist	Neurology / neurologist
Dermatology/ dermatologist	Obstetrics/obstetrician
Ear, nose and throat/ ENT doctor	Oncology / oncologist
Epidemiology / epidemiologist	Ophthalmology/ophthalmologist
Endocrinology/endocrinology	Orthopaedics / orthopaedist
Family Practice/ family doctor	Otolaryngology/ otolaryngologist
Gastroenterology/ gastroenterologist	Otorhinology/ otorhinologist
General Practice/ general practitioner	Paediatrics/ paediatrician
Geriatrics/ geriatrician	Plastic surgery/ plastic surgeon
Gynaecology/ gynaecologist	Psychiatry/ psychiatrist
Haematology/ haematologist	Pulmonology/ pulmonologist
Histology/ histologist	Rheumatology/ rheumatologist
	Urology/ urologist

2.3. Work in groups of five or six. Decide which doctor you need. Report your decisions to the class.

1. You have red eyes.
2. You have chest pains and you can't breathe properly.
3. You want to have your lungs X-rayed.
4. You've got a terrible pains that shoots down your leg, and you can't stop it from shaking.
5. For the past month, you've often had problem moving your left leg, and now you have trouble moving your right arm as well.



6. Your skin has suddenly gone rough and red, and spots keeps breaking out.

7. You're thirsty all the time and feel very tired, and you can't concentrate at all on your work.

8. You have a rash and your skin is itchy.

9. You think you are pregnant.

10. You sneeze a lot when you are outdoors.

11. Your baby has a fever and won't eat.

12. You need a medical check-up as a requirement for your health insurance.

2.4. Read the patient concerns. Which specialist does each patient need?

1. I have a terrible rash on my arms and legs. I think I'm allergic to dairy food, but it also might be grass.

2. My husband and I just took a home pregnancy test, and it came out positive. We want to know when we are due and we want to make sure the fetus is healthy.

3. I still can't walk and it's been three months since my accident. I hate being stuck in a wheelchair.

4. The test results show that I have an advanced form of blood cancer.

5. My left eye has an infection that won't go away and my vision has been blurry for two weeks now.

6. I don't want to take any drugs that will cause me to become addicted to them, but I do need some sort of pain relief.

7. I've been having major chest pains this week. I'm also having trouble breathing.

8. I get terrible acne and I have tried all of the products in the pharmacy. I don't know what to do now.

9. My baby is not developing properly. She hasn't put on any weight in two months and she keeps getting ear infections.

10. My husband and I have been trying to get pregnant for three years. We have tried everything that the books suggest.

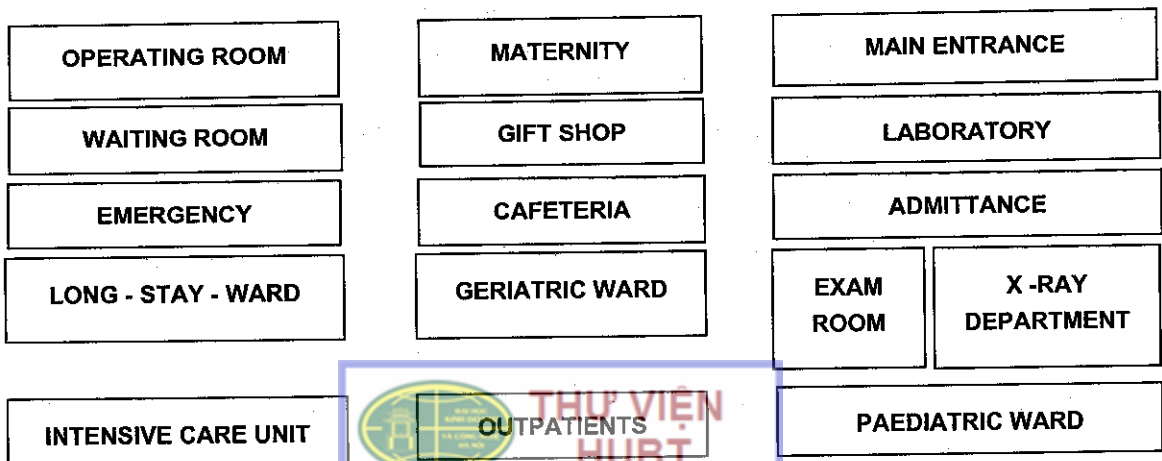


2.5. Match each of the fields of medicine in the left column with the part of the body or the problem treated in the right column.

- | | |
|------------------------|---------------------|
| 1. ophthalmology | a. skin |
| 2. dermatology | b. children |
| 3. orthopaedic surgery | c. glands |
| 4. cardiology | d. bones |
| 5. gynaecology | e. eyes |
| 6. paediatrics | f. heart |
| 7. dentistry | g. mind |
| 8. psychiatry | h. teeth |
| 9. endocrinology | i. disease |
| 10. pathology | j. female genitalia |

2.6. What do the following signs mean? Discuss each one. Decide which sign to follow. Report your answers to the class.

- You want to buy a gift for your friend.
- You are hungry and want to get some lunch after your visit.
- You need to get a chest X-ray.
- Your sister is having a baby and you need a place to wait.
- You have to have a blood test.
- You have to wait for your turn.
- You have a pain in your stomach, the doctor can't decide which disease you suffer from.
- You've just had an operation, now it's time for you to recover.
- You just want to be examined by the doctor to know which disease you suffer from.
- Your son has a high temperature, you must have him checked.



2.7. In what hospital ward or department would you expect to find:

1. A patient who has had his appendix removed?
2. A patient who has had his tonsils out?
3. A patient with a broken leg?
4. Someone who has just had an accident?
5. A patient with a cerebral hemorrhage?
6. An elderly patient?
7. Someone who is having an operation?
8. A patient with a skin disease?
9. A woman who will have a baby in two months' time?
10. A patient who is being admitted?
11. A radiographer?
12. A pharmacist?

2.8. Peter's doctor says he has food poisoning. What could his symptoms be? Tick them.

- | | |
|----------------------------------|--------------------------|
| 1. He's got a sore throat | <input type="checkbox"/> |
| 2. He's got diarrhoea | <input type="checkbox"/> |
| 3. He feels nauseous | <input type="checkbox"/> |
| 4. He can't breathe properly | <input type="checkbox"/> |
| 5. He's got itchy skin | <input type="checkbox"/> |
| 6. He's got pains in his stomach | <input type="checkbox"/> |
| 7. He's been vomiting a lot | <input type="checkbox"/> |

2.9. Practise the dialogue.

Doctor: How long have you been having this pain?

Patient: It started yesterday. So for more than a day now. My stomach hurts after eating some foods. I feel nauseous and I have diarrhoea.

Doctor: You should have come in earlier. Let's get to the bottom of this. Have you changed your foods during this time?

Patient: No, not really. Well, that's not true. I'm eating the same foods, but less. You know, the pain seems to come and go.

Doctor: How strong is the pain exactly? On a scale of one to ten, how would you describe the intensity of the pain?

Patient: Well, I'd say the pain is about a five on a scale of one to ten. Like I say, it's really bad. It just keeps coming back.

Doctor: How long does the pain last when you get it?

Patient: It comes and goes. Sometimes, I hardly feel anything. Other times, it can last up to half an hour or more.

Doctor: What type of food have you eaten?

Patient: Hmmmm..... heavy foods like steak.

Doctor: Does the pain travel to any other parts of your body - chest, shoulder or back? Or does it remain around the stomach area.

Patient: No, it just hurts here.

Doctor: You might have eaten contaminated foods which contain germs like bacteria and toxin. You may have mild food poisoning.

Patient: Is it serious?

Doctor: Not so bad. I'll give you some medicine to ease the pain.

Patient: Thank you, doctor.

Key vocabulary:

To get to the bottom of something

On a scale of one to ten

To keep coming back

To last (an amount of time)

Section 3: GRAMMAR AND VOCABULARY PRACTICE

The continuous present tense is used for actions which are going on at the time of speaking. It is usually used without any adverbs of time.

What are you doing? I'm writing a letter.

I'm trying to do these exercises.

It is sometimes used with such words as: Now, still, at present, at the moment

3.1. Drill: Present Continuous

She always helps the staff nurse. At the moment –

At the moment she is helping the staff nurse.

We usually walk past the theatre. Today –

Today we are walking past the theatre.

1. She usually works in the E.N.T. ward.

This month –

2. He sometimes assists me.

Now –

3. They carry out sterile procedures.

At the moment –

4. I attend lectures on physiology.

This week –

5. We administer drugs.

Today –

6. She learns to nurse pneumonia-patients.

This week –

7. He shows her the way to the C.S.S.D.

Now –

8. They give urinals and bedpans to bed-patients.

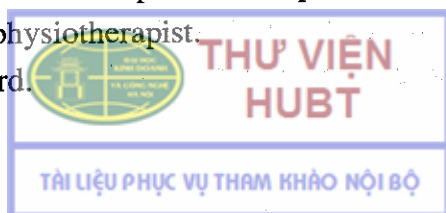
At the moment –

9. She assists the physiotherapist.

This week –

10. They study hard.

Now –



3.2. Drill: Questions using the Present Continuous

Ask if Jane is training at St. Peter's.

Is Jane training at St. Peter's?

Ask if they are working in a medical ward.

Are they working in a medical ward?

1. Ask if she is learning to set trolleys.
2. Ask if the physiotherapist is helping this patient.
3. Ask if he is going to the E.N.T clinic.
4. Ask if the staff nurse is administering drugs.
5. Ask if Jane and Joan are giving injections.
6. Ask if the patient is suffering from a cerebral hemorrhage.
7. Ask if this patient is suffering from pneumonia.
8. Ask if he is fetching the sterile dressing packs.
9. Ask if she is taking a patient to the X- ray department.
10. Ask if the sister is talking to the students.

3.3. Use each verb once to fill in the blanks.

cries	fixes	flies	buys	drinks
pushes	kisses	worries	sleeps	watches
pays	teaches	runs	studies	eats

1. Mariaa lot of water.
2. Susanthe bills.
3. Josehis children about fire safety.
4. Jimabout his mother who is in hospital.
5. Sheher math everyday.
6. The babywhen he is hungry.
7. Silviafruit for a snack.
8. Armandohis weight.
9. Martaher grandmother in the wheelchair.
10. Jackhis children before they go to school.
11. Josethe smoke detector.
12. Nancya helicopter.
13. Mariaeight hours every night.
14. Alexvegetables to make a salad.
15. Susanone mile three times a week.



3.4. Choose “have”, “has”, “do”, “does”, “go” or “goes” to complete the sentences.

1. Markhigh blood pressure.
2. Nancyto work at eight o'clock.
3. Tomhis homework in the evening.
4. Ito the grocery store on Mondays.
5. Henot know the answer.
6. Youa broken arm.
7. Jay and Kimtheir exercises in the morning.
8. Wherewe go?
9. Luis and Ito high school.
10. Wea salad for lunch.
11. Shea new dress.
12. Whatthe doctor say?
13. Ia cold.
14. Whenwe eat?
15. Doris and Jima new baby.
16. My motherto school at night.

3.5. Use the Simple present or the Present Continuous of the verbs in brackets and put the adverbs in the correct position.

Hanh and Ngoc (be) (1)..... in the doctor's waiting room. The doctor (have) (2)..... a patient in his consulting room and there (be) (3)..... two or three people before Hanh and Ngoc.

Ngoc: I (be) (4)..... tired of waiting. I (have) (5).....so many things to do.

Hanh: You (have to) (6).....be patient. The doctor (examine) (7)..... another patient. He (not be able to) (8) do everything at once.

Ngoc: How.... you (feel) (9) now?

Hanh: Not at all well. I (think) (10)..... my temperature (rise) (11).....

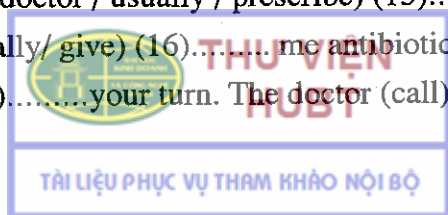
Ngoc: (you / always / cough) (12)..... so much in the morning?

Hanh: I (suffer) (13)..... from bronchitis every winter and this year it (give) (14).....me more trouble than usual.

Ngoc: What (the doctor / usually / prescribe) (15)..... for the cough?

Hanh: He (generally/ give) (16)..... me antibiotics.

Ngoc: It (be) (17).....your turn. The doctor (call) (18)..... your name.



3.6. Try a medical word search puzzle.

MEDICAL WORDS

E	L	A	U	T	E	R	U	S	K	R	G	G	J
S	Q	E	R	O	O	O	L	L	I	V	E	R	O
T	T	N	Y	S	M	V	U	U	D	N	A	L	A
E	S	I	R	T	I	U	A	P	N	V	E	I	N
T	R	T	E	O	S	M	A	R	E	G	P	S	N
H	O	S	G	M	E	I	M	B	Y	H	T	P	A
O	T	E	R	A	N	P	U	L	S	E	O	L	P
S	C	T	U	C	O	F	S	O	E	X	N	E	R
C	O	N	S	H	M	T	C	O	U	A	S	E	O
O	D	I	C	B	R	N	L	D	I	R	I	N	S
P	L	F	D	R	O	H	E	A	R	T	L	H	T
E	L	O	R	A	H	U	I	N	J	E	C	T	A
U	N	J	U	I	T	O	L	C	X	R	A	Y	T
P	R	E	G	N	A	N	T	U	B	Y	O	N	E

artery; blood; brain; clot; doctor; drug; flu; heart; hormone; inject; intestine; kidney; liver; lung; muscle; ovary; ovum; pain; pregnant; prostate; pulse; spleen; stethoscope, stomach; surgery; tonsil; uterus; vein; X-ray;

3.7. Read the passage below and say whether the following sentences are true (T) or false (F).

The main function of a hospital is to provide care and treatment for the sick and injured. Its staff, that includes consultants, doctors, registrars, trainee doctors, surgeons, nurses, sisters, social auxiliaries, social workers, health visitors, physiotherapists, occupational therapists, speech therapists, dieticians, chaplains and so on, carries out many activities. Scientific research is important especially in university hospitals. "Prevention is better than cure" as the old saying goes and so nowadays the Health Service is encouraging preventive medicine, which not only helps to reduce human suffering, but also reduces government expenditure.

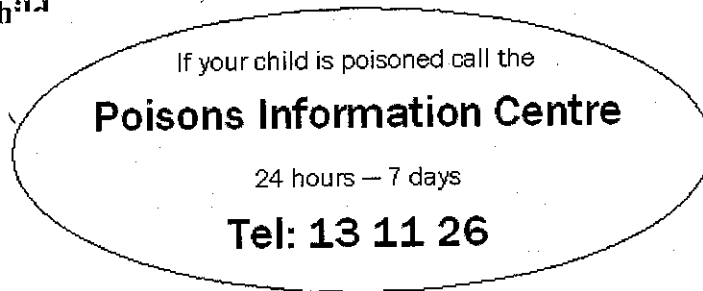


1. Only doctors and nurses work in a hospital
2. University hospitals do only scientific research
3. Dieticians tell people what they must eat
4. Trainee doctors are specialists
5. Preventive medicine is a waste of money

3.8. Further reading passage

Kids and poisons

Disclaimer: This fact sheet is for educational purposes only. Please consult with your doctor or other health professional to make sure this information is right for your child.



In New South Wales, every year thousands of children need medical care for poisoning from products commonly found in and around the home. Most accidental poisonings occur to children younger than five, with children aged one to three at greatest risk.

Why are children more likely to be poisoned? Young children are exploring their world and will put anything in their mouths. They also like to imitate what others do, including taking medications.

What can be poisonous to your child? Medicines, cleaning, laundry, gardening and car products, insecticides, perfumes, paint, plants, insects and many other things.

How can you prevent poisoning?

- Store medicines and chemicals out of sight and reach of children, at least 1.5 metres off the ground and in a locked child-resistant container.
- Use medicines and chemicals safely. Follow given instructions and return them to safe storage immediately after use.
- Buy products in child-resistant containers and use child-resistant locks on cupboards or cabinets that store poisons. You can buy these at many hardware stores.
- Ensure all products are stored in original containers and are clearly labelled.
- Regularly dispose of unwanted and out-of-date medicines by taking them to your nearest pharmacy for safe disposal.
- Don't call medicines 'lollies'.
- Check that the plants in your garden are not poisonous.



- For more information on the prevention of poisoning, call Kids Health. The Children's Hospital at Westmead on (02) 9845 3585.

First Aid for poisoning

Swallowed poison

- Do not try to make the patient vomit.
- Pick up the container and take it to the telephone.
- Call the Poisons Information Centre on 13 11 26

Poison on the skin

- Remove contaminated clothing, taking care to avoid contact with the poison.
- Drench the skin with cool running water.
- Call the Poisons Information Centre on 13 11 26

Poison in the eye

- Flood the eye with water from a cup, jug or slowly running tap.
- Continue for 10–15 minutes, holding the eyelids open.
- Call the Poisons Information Centre on 13 11 26

Inhaled poison

- Get the person to fresh air quickly without placing yourself at risk.
- Open doors and windows wide, if safe to do so.
- Call the Poisons Information Centre on 13 11 26

Other reasons to call the Poisons Information Centre

To obtain correct first aid advice for poisoning or bites and stings.

Unit 6

AIDS

Section 1: READING COMPREHENSION

Jack has AIDS. He lives in a hospice. This is a special home for patients. He only has a few more months to live. Jack's immune system no longer works properly. He gets many infections and has cancer.

Jack caught AIDS by using a contaminated needle. He was a drug user. He does not know how long he carried HIV (human immunodeficiency virus) before coming down with AIDS. A year ago his lymph glands in his neck and armpit began swelling. Then he began to lose weight, feel very tired, and had diarrhoea. He went to a nearby clinic. They told him he had AIDS. Soon it was hard for him to take care of himself. A social worker helped him find a place in an AIDS hospice. One of the volunteers in the hospice is Mark.

Mark has the virus. He has had it for several years. Mark is a homosexual. Mark used to have many sex partners. Mark belongs to a self-help group. He is given counselling and emotional support. Mark has many friends there.

A good friend of Mark's is Jerry. Jerry caught the virus from a prostitute. Jerry has two daughters he loves very much. His daughters are fifteen and sixteen. He talks about AIDS with them. They discuss the importance of abstaining from sex, the use of condoms, and not having numerous sex partners.

In 1979, in San Francisco and New York there was an unusual outbreak of a type of cancer found mostly in Africa. Most of the patients were young white men and the majority were homosexuals. In 1981, a name was given to this new disease. It was acquired immune deficiency syndrome (AIDS). So far, there is no cure for AIDS.

Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences.

1. What disease does Jack have?

2. How does AIDS affect the body?

3. How did Jack get AIDS?

4. What were three symptoms of AIDS Jack had before going to the clinic?



5. How did Mark contract the virus?
-
6. How did Jerry contract the virus?
-
7. What are three ways to reduce the spread of AIDS?
-
8. In what year did the first outbreak of AIDS occur in the United States?
-
9. Is there a cure for AIDS?
-

Section 2: SPEAKING

2.1. Discuss problems on "AIDS" based on the suggested questions and answers.

1. What is AIDS? (Acquired Immune Deficiency Syndrome, is a condition that describes an advanced state of HIV infection.)
2. What are the symptoms of AIDS? (Not possible to reliably diagnose HIV infection or AIDS based on symptoms alone. HIV symptoms are very similar to the symptoms of other illnesses. So the only way to know for sure whether a person is infected with HIV is for them to have an HIV test. People living with HIV may look completely well but their immune systems may nevertheless be damaged).
3. Is there any connection between drug abuse and AIDS?
4. How do people get it? (Blood transfusion/ organ donor/ pregnancy and childbirth/ sexual risk factors ...etc....).
5. What tests need to be done to diagnose this condition? (Using blood, saliva, or....etc...).
6. How accurate is the test? How successful is it? Does a positive test mean AIDS?
7. Are there any alternative treatments available?
8. What are the chances of remaining well?
9. What can we do to prevent AIDS?
10. What has society done to help people with AIDS?
11. Should people with AIDS be isolated from society?

2.2. You are examining a patient. Give these instructions putting them in order.

- | | |
|---------------------------|------------------------------|
| 1. Take a deep breath | 2. Stretch out your arm |
| Say 99 | Roll your sleeves up |
| Open your mouth | Keep calm |
| Keep as still as possible | Keep your arm still |
| Give a cough | You may put your sleeve down |



3. Kneel on that chair

Look at my finger

Grip my hand

Bend down

Relax as much as you can

5. Put your hands by your side

Stand up please

Put your arms forward

Close your eyes

Touch your nose with your right hand

4. Keep your head still

Look up at the ceiling

Take your glasses off

Watch the light

Please come in and take a seat

2.3. Make sentences to show what people can do to stay healthy.

1. AIDS test

2. blood pressure

3. blood test

4. check up

5. cholesterol check

6. eye examination

7. height

8. measure

9. needle (syringe)

10. pregnancy check-up

11. urine sample

12. vaccination

13. weigh

14. weight

15. diagnosis

2.4. The following sentences are from a conversation between a doctor and a patient in a consultation. Who is speaking?

Write **d** for doctor and **p** for patient

1. Let's take a look at you.

2. I've been really tired lately.

3. I'd suggest a couple of days off work.

4. You've got a sinus infection.

5. If you roll up your sleeve, I'll take your blood pressure.

6. I often feel dizzy when I stand up.

7. Breathe in and out.

8. And how's your appetite?

9. Does that hurt at all?

10. I'll give you a prescription for some antibiotics.

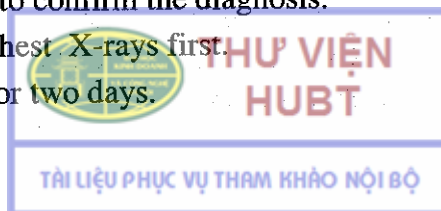
11. Should I take vitamin tablets?

12. Let's give you a blood transfusion.

13. I'll run some tests to confirm the diagnosis.

14. You should have chest X-rays first.

15. I've been in pain for two days.



2.5. Practise the doctor's diagnoses and the patient's replies.

Physician

- Your test results have come in.
- I'm afraid the prognosis isn't good.
- You have a long road to recovery.
- We have several options to discuss.
- The blood test came back negative.
- The transfusion was a success.
- It looks like you're ready to go home.
- I'd like to keep you here over night.
- We'll know more in a few days.
- You're not in the clear yet.
- We've ruled out diabetes.
- I'm hoping to get to the bottom of this soon.

Patient

- I don't understand what this means.
- Am I going to need surgery?
- Is it good news or bad?
- When will the tests results come in?
- How long do I have to stay in the hospital?
- What is the success rate?
- Are they going to run more tests?
- Is this a common problem for people my age?
- I'd like to discuss other options.
- I'm going to get a second opinion.

2.6. Practise the dialogue.

Helping an AIDS Patient

Patient: Nurse, I think I might have a fever. It's so cold in here!

Nurse: Here, let me check your forehead.

Patient: What do you think?

Nurse: Your temperature seems above normal. Let me get a thermometer to check.

Patient: How do I raise my bed? I can't find the controls.

Nurse: Here you are. Is that better?

Patient: Could I have another pillow, please?

Nurse: Certainly, here you are. Is there anything else I can do for you?

Patient: No, thank you.

Nurse: OK, I'll be right back with the thermometer.

Patient: Oh, just a moment. Can you bring me another bottle of water, too?

Nurse: Certainly, I'll be back in a moment.

Key Vocabulary

to check someone's forehead

to raise / lower the bed

controls

Section 3: GRAMMAR AND VOCABULARY PRACTICE

3.1. Write the words on the right in alphabetical order

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

engineer
behind
heart
attack
overweight
afternoon
muscles
flabby
decide
laps
himself
weekends
improve
healthy
swimming

3.2. Grammar practice

The simple past is used for actions which took place in the past and are finished at the time of speaking. It is also used for habitual actions and states in the past, in the same way as the simple present is used for habitual actions and states in the present.

Examples

I always went to France for my holidays.

Last year, I studied medicine.

She worked an early shift every day last month.

It is used with such words and phrases indicating time in the past as: yesterday, last night, the other day, a few days ago, last week, last month, a few moments ago, a long time ago.

Drill 1: Change the sentences below into past tense beginning with "yesterday"

- | | |
|---|-------------|
| 1. Jane has to work late. | |
| 2. We are very tired. | Yesterday – |
| 3. They come off duty at 10 pm. | Yesterday – |
| 4. She is off duty until 2 pm. | Yesterday – |
| 5. I have to go on duty at 7. | Yesterday – |
| 6. She often takes a patient to the X-ray department (when...). | Yesterday – |
| 7. She often gives a patient a bedpan (when...). | Yesterday – |
| 8. They give injections all days. | Yesterday – |
| 9. He sometime takes Mr. Smith to the E.N.T. ward. | Yesterday – |
| 10. You nurse a pneumonia patient. | Yesterday – |

Drill 2: Questions in the Simple Past

Ask if he went home this morning.

Did he go home?

Ask if she did her training here.

Did she do her training here?

1. Ask if Jane came on duty at 2 p.m.
2. Ask if she passed her state finals.
3. Ask if she qualified last year.
4. Ask if she gave Mr. Jones an injection today.
5. Ask if they learned to set trolleys during their training.
6. Ask if she fetched the sterile dressing packs this morning.
7. Ask if she worked in the occupational therapy department last week.
8. Ask if she assisted Dr Brown yesterday.
9. Ask if she found out who he was.
10. Ask if she gave him an injection this morning.

3.3. Give possible answer to these questions

E.g.: When did you last eat? I ate at 7 o'clock last night

1. When did you start this treatment?
2. How long have you been in hospital?
3. What time did she give birth to her baby girl?
4. When did you undergo your operation?
5. When did Mr. King die?
6. At what time are they going to operate on him?
7. Have they X-rayed your arm?
8. When did the lump appear?
9. When did you have your last attack?
10. When will the patient leave hospital?

ROOT WORDS

3.4. Write the root word for each word on the left. The answers are in the box on the right. The first one has been done for you.

1.	stressed	stress	ride
2.	sitting		sense
3.	taking		hard
4.	worries		final
5.	disorders		stress
6.	riding		graduate
7.	sensible		sit
8.	unnecessary		continue
9.	stretching		worry
10.	harder		mature
11.	graduation		cough
12.	finally		stretch
13.	continual		take
14.	coughing		order
15.	premature		necessary

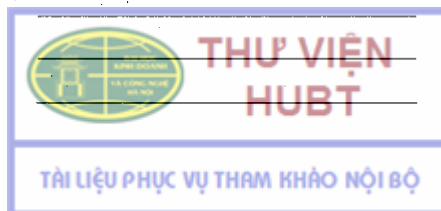
COMPOUND WORDS

3.5. Write the two words that make up each compound word. The first one has been done for you.

1. grandmother
2. stepsisters
3. breakfast
4. doorknobs
5. everyday
6. cookbook
7. backache
8. heartburn
9. childbirth
10. ashtrays
11. lifelong
12. wheelchair
13. indoors
14. someday
15. girlfriend

grand

mother



3.6. Put the verbs in brackets into the correct present, present continuous or past tense.

Jane and Joan (be) 1.....both nurses. They (work) 2..... at Saint Peter's Hospital. Joan is a qualified nurse. Last year she (pass) 3..... her State Finals. Jane (train) 4..... still. Last month she (work) 5..... in a medical ward, where she (learn) 6..... to nurse the patients suffering from cardiac infarction and cerebral hemorrhage. She (help) 7..... the staff nurse, who (explain) 8..... the action, side effects and doses of the drugs to her. This month Jane (work) 9..... in one of the hospital's surgical wards. She (learn) 10..... to set trolleys for sterile procedures. Sometimes she (carry out) 11..... the procedures herself and sometimes she (assist) 12..... the doctors. From time to time, she (take) 13..... patients to the X-ray department or to the physiotherapy department. She often (have) 14..... to go to the C.S.S.D to fetch sterile dressing packs. At the moment, she (help) 15..... another nurse to give a patient a "bed-bath". Yesterday she (assist) 16..... nurse Brown with t.prs. Every day last week, Jane (take) 17..... the bus to work. She (be) 18..... on an early shift. She (go) 19..... on duty at 7 am and (come) 20..... off duty at 3 p.m. When she is on a late shift, she usually (walk) 21..... to the hospital. She generally (meet) 22 Joan at the bus stop and they (walk) 23..... to work together. Today Joan is going by bus and Jane (walk) 24..... The sun (shine) 25..... so Jane (not, carry) 26.....her umbrella. Last week she (carry) 27..... her umbrella everyday because the weather (be) 28..... bad.

3.7. Further reading passage

AIDS

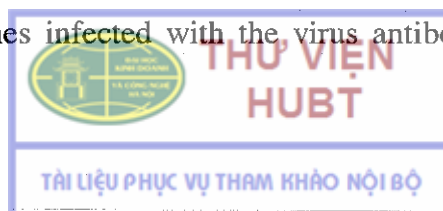
Acquired immune deficiency syndrome: commonly known as AIDS, this devastating disease is a total breakdown of the body's natural defenses, leaving the body completely vulnerable to a host of infections. Even the most innocuous virus - a cold, for example, can be troublesome to an AIDS victim.

AIDS is most commonly spread by sexual contact and most frequently strikes homosexual men. However, it's also contracted through transfusion of contaminated blood and use of contaminated needles or syringes, and it can be passed from an infected mother to her baby before birth and through breastfeeding.

Even though low concentrations of the AIDS virus are sometimes found in saliva, tears, urine, sweat and other body fluids of its victims, no one knows of anyone who has gotten AIDS through contact with these body fluids. Sex is the most common way of spreading the disease.

Exposure occurs when blood or semen that contain the infected cells is passed into an uninfected person's bloodstream.

When a person becomes infected with the virus antibodies develop in about six



weeks. A person can be infected and be contagious for many years without having any disease symptoms. But usually symptoms develop within 18 months. AIDS often goes undiagnosed until a life-threatening infection, cancer or tumor appears. The degree of symptoms varies greatly from patient to patient, however.

Symptoms at the time of diagnosis can include skin disease, respiratory problems, gastrointestinal infections or brain and neurological disorders. Weight loss, fatigue, fevers and loss of appetite are common. Although the disease is considered fatal, a number of drugs that may be effective against AIDS are in various stages of investigation and testing. There is no cure for AIDS. Although antiretroviral treatment can suppress HIV - the virus that causes AIDS - and can delay illness for many years, it cannot clear the virus completely. There is no confirmed case of a person getting rid of HIV infection.

It is easy to see why an HIV positive person might want to believe in an AIDS cure. Access to antiretroviral treatment is scarce in much of the world. When someone has a life threatening illness they may clutch at anything that gives them hope of staying alive. And even when antiretroviral treatment is available, it is far from an easy solution. Drugs must be taken every day for the rest of a person's life, often causing unpleasant side effects.

Unit 7

SMOKING

Section 1: READING COMPREHENSION

Judy started smoking when she was in college. Smoking helped her to keep going while studying. She enjoyed smoking with friends between classes. When she was worried about grades or relationships, smoking helped her to relax. By the time she was a senior, if she was not smoking a cigarette, she was very much aware of it.

A couple of years after graduation, she was hiking with some friends and realized she was having a hard time keeping up. She was the only smoker in the group and found herself out of breath and more tired than the others.

Her mother smoked more than two packs a day and had died of lung cancer at the age of 52. Judy still remembers her mom's continual cough and complaints about chest pain. Her mother had finally gone to the doctor when she started coughing up blood. The doctor had told her she had lung cancer. She died several months later.

After the hike, Judy started thinking about how she might quit smoking. A good friend of hers, Sharon, who was pregnant also wanted to stop. Sharon had read that pregnant women who smoke have a higher number of miscarriages or premature babies than non smokers.

Judy decided she would use the "cold turkey" method to quit. Sharon chose to quit gradually. They circled Judy's birthday as quitting day. They told their friends and family they were quitting. A week before quitting they did two things: they switched to a brand of cigarettes they didn't like and they started an exercise program. They would meet in the evenings and walk for a half hour. Next Judy hid all her cigarettes, matches and ashtrays. They made sure they had plenty of carrot sticks and chewing gum. When the quitting day arrived, Judy never smoked another cigarette. Sharon smoked one less cigarette each day.

Now, two months later they have both completely quit. During this time they talked on the telephone a lot. Often one could hear the other munching on a carrot. They still meet in the evenings for their half hour walk.

Judy said quitting smoking was the best birthday present she'd received. Smoking does not only cause lung cancer but is linked to heart disease, stroke, and other cancers. Sharon said quitting smoking was a good present to give to her baby.

Comprehension: Questions and Answers

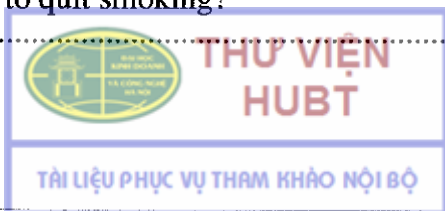
1.1. Answer the following questions in complete sentences.

1. Why did Judy start smoking?

.....

2. Why did Judy decide to quit smoking?

.....



3. What did Judy's mother die from?
.....

4. Why is smoking dangerous for an expectant mother?
.....

5. What does "cold turkey" mean?
.....

6. What are two things Judy and Sharon did before they quit smoking?
.....

7. What is the best birthday present Judy received?
.....

8. How many of your friends smoke?
.....

Section 2: SPEAKING

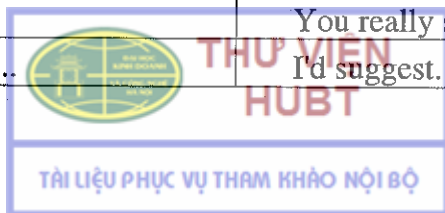
2.1. Discuss problems on "Smoking" based on the suggested questions and answers.

1. Do you smoke? If yes, are you addicted to it? How many cigarettes do you smoke a day? Have you ever tried to quit? If so, how many times and for how long?
2. If you are ill, with a bad cold or the flu, do you still smoke?
3. Do you find it hard not to smoke in places where it is not allowed, such as in a school, movie theatre, library, public transport or hospital?
4. Did you experience withdrawal symptoms when you spent an extended period without smoking? Did those symptoms go away when you lit up?
5. How long have you been aware of the health dangers of smoking? What diseases might it cause? (Heart disease, pneumonia and bronchitis, asthma, Chronic Obstructive Pulmonary Disease - COPD, lung cancer, stomach cancer, mouth cancer,... etc...).
6. According to you, what should society do to reduce the number of smokers? (Organize anti - smoking campaigns, prohibit smoking in public areas, ban cigarette advertisements on television, ... etc....)

2.2. When people are sick we often give sympathy as well as advice. Advice can be part of the treatment.

Advice can be:

Mild	Stronger
Maybe you should	You should.....
Why don't you.....	You really should.....
I think you should.....	I'd suggest.....



A. What advice does the doctor give? I think you should stop smoking.

Stop smoking.

Take a couple of days off work.

Take antibiotics.

Use a nasal spray.

Take vitamin tablets.

Eat plenty of fresh fruit and vegetables.

Have regular medical check-ups.

B. What advice does the dentist give?

Use mouthwash.

Use dental floss.

Brush your teeth twice a day.

Have a filling.

C. What advice does the chemist give?

Use a moisturising cream.

Wear rubber gloves for washing up.

2.3. Giving advice in as many ways as possible

1. Ha smokes a lot (stop smoking)

2. Hong drinks too much alcohol (drink less)

3. Nga has a headache (take an aspirin)

4. Nam has a pain in his chest (have an x-ray)

5. My teeth aren't strong and white (brush them regularly)

6. Lan has a high fever (go to the doctor to be examined)

7. Tam has coughed up blood recently (have a medical check up)

8. I have a stomach ache (go to the doctor)

9. Hoa has a bad cold (stay in bed)

10. I feel very tired (take a short rest)

2.4. Practise the dialogue.

- Doctor:** Good afternoon, Mrs Williams. I'm Doctor Martin. Now, you're having some trouble with your chest, aren't you?
- Patient:** Yes, doctor, I am. I've got a terrible cough and a pain down here in my chest.
- Doctor:** How long have you had the cough?
- Patient:** Oh, it started about a month ago..... a nasty tight cough..... then it seemed to go away. Then, about a week ago, it came back again.
- Doctor:** Are you bringing anything up when you cough?
- Patient:** Yes. The last couple of days I've been bringing up sticky, reddish - brown phlegm.
- Doctor:** Next time you bring something up, I'd like you to spit it into this mug, please.
- Patient:** O.K.
- Doctor:** Do you smoke much?
- Patient:** No..... not really. Fifteen to twenty a day.
- Doctor:** Have you ever coughed up any blood?
- Patient:** No, never.
- Doctor:** Have you had a temperature?
- Patient:** Well, I've been feeling feverish for two or three days. I took my temperature this morning..... just before I came here.

Key phrases

- I've got a terrible cough and a pain down here in my chest.
I've been bringing up sticky, reddish-brown phlegm.

Section 3: GRAMMAR AND VOCABULARY PRACTICE

The future tense

Active

Passive

I	shall	have	I	shall	be	shown
We		explore	We			taken
You	will	suture	You	will	be	examined
		examine				He	x-rayed
He	will	cover	She	will	be	put
She		reduce	It			covered
It	will	take	They	will	be	
They						



THƯ VIỆN
HUBT

Nowadays in spoken language, 'shall' and 'will' are almost always shortened to 'll', 'shall not' to 'shan't' and 'will not' to 'won't'.

3.1. Drill: Active

Examples:

I go on duty.

She sets a trolley.

1. He performs the operation.
2. He examines the patient.
3. She sterilizes the equipment.
4. They watch television.
5. I finish my book.
6. We visit him at 2.30.
7. She gives him an injection.
8. I feel better.

Tomorrow – *I'll go on duty at 7 o'clock.*

Tomorrow – *She'll set a trolley.*

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

3.2. Drill: Passive

Examples:

He is given an anesthetic.

She is taken to theatre.

1. His wound is examined.
2. Dirty tissue is excised.
3. We are given an antibiotic.
4. You are given an anesthetic.
5. The patient is taken to x-ray.
6. We are driven to the hospital.
7. My arm is put in plaster.
8. I am sent home.
9. She is admitted to hospital.
10. Lan's mother is operated on.

Tomorrow – *He'll be given an anesthetic.*

Tomorrow – *She'll be taken to theatre.*

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

Tomorrow –

3.3. Drill: Negatives

They will help us

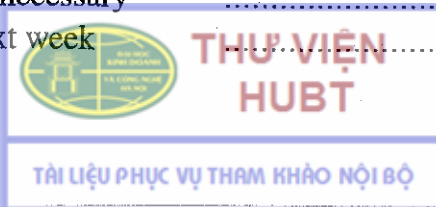
I shall go

1. He will leave tomorrow
2. You will be given an injection
3. I shall be sent home tomorrow
4. She will go off duty at six
5. This will hurt you
6. Your leg will be put in plaster
7. An anesthetic will be necessary
8. We shall visit him next week

They won't help us

I shan't go

-
-
-
-
-
-
-
-



3.4. Drill: Questions

You will go.

Where – Where will you go?

She will see me.

When – When will she see me?

- | | |
|------------------------------------|---------|
| 1. She will finish her training. | When – |
| 2. He will have an operation. | When – |
| 3. They will be admitted. | When – |
| 4. He will be given an antibiotic. | Why – |
| 5. We shall go. | Where – |
| 6. I shall do it. | How – |
| 7. We shall meet her. | Where – |
| 8. He will visit them. | When – |

3.5. Complete the sentences as in the example.

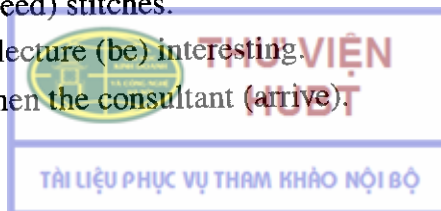
E.g.: Tomorrow, I (leave) the hospital.

Tomorrow, I shall leave the hospital.

1. Next week, he (give) a lecture.
2. This evening I (meet some friends).
3. Next year, Dr. Lan (work) in an American hospital.
4. During his lessons, Prof. Phong (speak) about respiratory diseases.
5. On Friday morning, Mrs Hai (undergo) an operation.
6. From 2 to 4 p.m, Prof. Ha (receive) his private patients.
7. Tomorrow morning, Dr. Son (do) his ward rounds.
8. Next month, the students (study) for their anatomy exam.

3.6. Use the future.

1. He (carry out) a full clinical examination when the patient arrives.
2. The analysis (confirm) the diagnosis.
3. His organs (help) to save the lives of other people.
4. When (I / know) the result of the test?
5. I hope the treatment (be) successful.
6. I'm sure he (not / come) this morning.
7. You (probably/ feel) better in a day or two.
8. I'm afraid you (need) stitches.
9. I don't think the lecture (be) interesting.
10. I don't know when the consultant (arrive).



3.7. Put the words in order to form correct sentences.

E.g.: Nurse / is / elderly / the / lady / the / helping
The nurse is helping the elderly lady.

1. Paediatrician / is / well-known / Brown / Dr. / a
2. Will / patient / examined / be / immediately / the
3. Day / pills / take / two / a
4. Not / will / unfortunately / he / recover
5. Minutes / doctor / few / here / be / a / will / the / in
6. From / visitors / be / three / will / four / to / admitted
7. Will / born / baby / shortly / be / the
8. Trang / be / Mrs. / hospital / into / will / tomorrow / taken
9. Drugs / shelf / the / are / on / the
10. Overcrowded / the / are / wards

3.8. Write the words on the right in alphabetical order

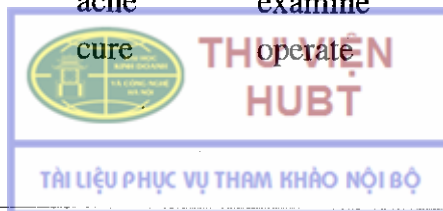
a b c d e f g h i j k l m n o p q r s t u v w x y z

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

patients
properly
infections
cancer
contaminated
intravenous
armpit
diarrhoea
clinic
volunteers
virus
daughters
abstain
outbreak
cure

3.9. Put each of the following words or phrases in the correct space in the passage below

look after treat ache examine check-up
 suffer keep cure operate exercise



I am a family doctor. I have a nurse to help me and a receptionist to help the patients when they come to see me. When I see them in my surgery, first, I listen to their problems, then I (1)them. Then, if I can, I (2)them for their illness. Some simply have sore throats, headaches, or flu and I give them a prescription to take to the chemist. Others (3)from serious diseases of the heart, lungs, stomach or even brain. I can't always (4)..... them myself and sometimes I have to send them to a hospital for treatment. If something is seriously wrong with them, the hospital will decide to (5).....on them. The trouble is that people don't (6).....themselves properly. It really isn't so difficult to (7).....well. If your head begins to (8)....., have a rest. If you always feel tired, get more (9)..... Eat well. Have a good diet. And have a regular (10)..... with the doctor.

3.10. Further reading passage

Smoking

Cigarette smoking is the number one public health risk, primarily because it is directly linked with heart attacks and lung cancer. Smoking is also associated with a wide range of other illnesses and cancers, including those of the mouth, oesophagus, breast, cervix and bladder.

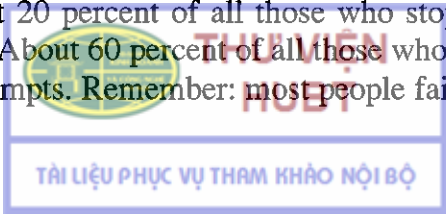
The list of diseases associated with cigarette smoking is growing all the time. It is abundantly clear that smoking is the single most preventable cause of death and disability in the United Kingdom. It is equally true that, if you smoke, kicking the habit is the most healthy decision you will make in your lifetime.

Why People Smoke: Surveys show that most people who smoke would like to stop, yet most attempts to give up the habit have failed. Only about 20 percent of people manage to stop on their first attempt. Nicotine, which is the active ingredient in tobacco smoke, is an insidious drug because it does not produce any dramatic evidence of intoxication - its addictive power is often underestimated.

While producing no obvious changes in personality, nicotine does cause marked alterations in your body chemistry, acting through specialized cell formations in your brain and muscles.

A failure to maintain steady levels of nicotine in the blood can result in various symptoms of withdrawal, among them anxiety, nervousness, loss of concentration and headaches. As people begin to smoke, many of them learn that just handling cigarettes can be a pleasurable activity, one that is associated with the enjoyment of mealtimes, or the end of classes or work, or with the relief of stress and tension.

Learning to Stop. Although stopping smoking is difficult, more than 10 million Britons have given up the habit over the last 10 years or so. More than 90 percent of all ex-smokers were able to give up smoking without using formal treatment programmes. Studies suggest that about 20 percent of all those who stop for at least a day are still non-smokers after a year. About 60 percent of all those who try to stop on their own can succeed with repeated attempts. Remember: most people fail on their first few attempts;



use your failures as learning experiences so that you can avoid making the same mistakes in the future.

Staying Off: Many smokers who manage to give up cigarettes for a few days remark on how easy it is to do. The withdrawal symptoms can be mild and last only three days to two weeks, and the rewards of not smoking soon become apparent. Your senses of smell and taste become enhanced; some ex-smokers have remarked that these senses are suddenly improved.

In addition, your breathing will be easier and your stamina will probably increase. Within the first year of stopping, most ex-smokers feel that they have more control over their health and wellbeing, and are less anxious or prone to depression than they were previously. Ex-smokers also report less frequent use of drugs and alcohol.

Most smokers fear a weight gain after stopping their tobacco habit. This is partly due to an increase in appetite, which includes more snacks and desserts as substitutes for cigarettes, and a slight decline in metabolism. To counteract this tendency, keep low - calorie foods on hand, such as raw vegetables, fruits and unbuttered popcorn. The fear of weight gain is so powerful among some smokers that it may prevent them from making serious attempts to stop. Keep in mind, however, that not everyone gains weight after stopping.

Unit 8

HEART DISEASE

Section 1: READING COMPREHENSION

Robert has high cholesterol. His doctor measured Robert's blood cholesterol level and told him he needed to make some changes. Robert needed to change his eating habits and start exercising otherwise he could have severe health problems.

Cholesterol can build up in the arteries. These fatty deposits make it difficult for blood to flow. This lack of blood flow can result in a heart attack. The fatty deposits can also break away and travel to the heart or brain, causing heart attacks or strokes.

Robert had to cut down on foods made from saturated fats. These are generally found in animal products and are usually solid at room temperature. Robert needed to cut down on butter, bacon, cheese and other foods high in saturated fats. Robert stopped frying his food and started baking or broiling it. His doctor also recommended that he drink skim or nonfat milk.

The doctor said Robert needed a regular exercise program. Robert decided to take up bicycling. He bought a bike, helmet, cycling gloves, and shorts. Lucky for him there is a bike path near his home. Three times a week he rides for an hour down to the beach and back. He's hoping some of his friends will join him. Robert is 45 years old and many of his friends are the same age. Several of his friends are overweight, a couple have high blood pressure, and one smokes. These are all risk factors in the development of heart disease.

Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences.

1. Name four risk factors of heart disease.

.....

2. Why is too much cholesterol in the arteries dangerous?

.....

3. Name two problems that can be caused by high cholesterol.

.....

4. What are saturated fats?

.....

5. Name three foods high in saturated fats?

.....

6. What two lifestyle changes did Robert have to make?

.....



7. What kind of exercise does Robert do now?

8. Name two foods you eat that are high in saturated fats.

9. Do you exercise regularly? If so, what do you do?

Section 2: SPEAKING

2.1. Discuss problems on “Heart diseases” based on the suggested questions and answers.

1. What is heart disease?
2. What are key symptoms of heart disease? (Chest pain, dizziness, shortness of breath and more).
3. How can the doctors diagnose heart disease? (Cardiac catheterization and angiography: tests in which catheters (hollow tubes) are placed into the heart in order to evaluate the anatomy and function of the heart and surrounding blood vessels; the Echocardiogram is an extremely useful test for studying the heart's anatomy; the Electrocardiogram (ECG or EKG), the ECG is a useful screening tool for a variety of cardiac abnormalities).
4. What is the treatment for heart disease? (There are different therapies being used today for coronary artery disease, heart attack, heart failure, and cardiac arrhythmias).
5. What can we do to prevent heart disease? (Regular exercise, regular examination and a balanced diet).

2.2. Practise.

Discuss what will be done in a consultation. When we visit the doctor we call it a consultation. In a consultation, we usually:

- Talk about our symptoms: We tell the doctor how we are feeling or what health problems we have and the doctor asks us about our symptoms.
- Have a physical examination: The doctor checks our body to see what is wrong. She/ He may ask more questions.
- Listen to the doctor's diagnosis: The doctor tells us what is causing the problem (sometimes the doctor will send us for an X-ray or some other tests before giving the diagnosis).
- Talk about treatment: The doctor suggests a treatment to help us get better. We can ask the doctor questions to check we understand and to find out what else we can do. Ex: Should I take vitamin tablets?

2.3. In what part of a consultation would you use these words? Write them in the correct box.

You need a heart rate check up
 I've got heartburn
 I'm having a heart attack
 Lie down
 Take his blood pressure
 Hold your breath
 Take a deep breath
 Breathe in

You've got a high triglycerides level
 I'll have to carry out Auscultation
 You've got a high cholesterol level
 I'd like to take an X-ray now
 Run some tests to confirm the diagnosis
 You have got abnormal heart sounds
 You should take Nitroglycerin tablets
 Breathe out

1. Talking about symptoms

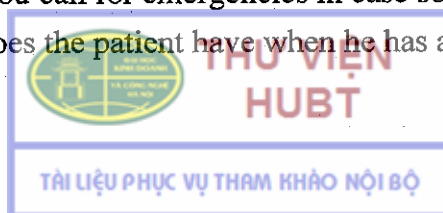
2. Listening to the diagnosis

3. Having an examination

4. Talking about treatments

2.4. Answer these questions with your class. Find out the missing information and report to the class.

1. What is the name of the closest hospital in your neighborhood?
2. Does that hospital have an emergency department? Where is it?
3. Have you ever gone to the emergency department? Why?
4. Does your insurance cover emergency department visits?
5. What number do you call for emergencies in case someone has a heart attack?
6. What symptoms does the patient have when he has acute myocardial infarction?



2.5. Practise the dialogue: A visit to the hospital.

- Joyce:** Excuse me. Could you tell me which ward Mr. John Smith has ended up in please? I'm his wife.
- Nurse:** Certainly. He's in Ward 4, room 22. You may need to wait. He's undergoing tests at the moment.
- Joyce:** So, he's ok? What happened?
- Nurse:** You'll need to speak to the Doctor on duty about that. Just go along the corridor and turn right and you'll spot Doctor Nam outside room 22.
- Joyce:** Thank you.
- Joyce:** Hello, are you Doctor Nam?
- Doctor:** Yes. Ah, you must be Joyce. Your husband collapsed at work. We're looking into it at the moment.
- Joyce:** Will he be ok?
- Doctor:** Well, I'm going to have to impose a new health regime on him. Preliminary tests indicate a risk of heart disease. But I want to make it clear that this was not a heart attack. He did not exhibit regular heart attack symptoms but his condition warrants further investigation.
- Joyce:** When will we know for sure?
- Doctor:** I should have the test results back within a few days. But he should be well enough to go home today. He's showing signs of continuously high blood pressure as a possible result of constant stress. He'll need to take the next week or so off.
- Joyce:** So, what should I do?
- Doctor:** Warn him off fatty foods, sketch out a diet regime rich in green and red fruits and vegetables, and increase his water intake. No salt, no caffeine, no dairy and only lean meat or chicken. And definitely no alcohol.
- Joyce:** Oh, my God! He'll never be able to do without any of those things.
- Doctor:** Well, it's either that or he'll be back here in a worse condition within the next few months. He can't wriggle out of it this time. Oh and after he's adjusted to his new diet, he has to give up the cigarettes.
- Joyce:** Ok Doctor. I'll let him know about those foods, but I don't know if he'll give up the smokes.
- Doctor:** I suspect that his arteries have narrowed. This is a common cause of high blood pressure. I've given him a prescription for some Angiotensin Converting Enzyme Inhibitors and a Diuretic. Please follow the prescription exactly, otherwise he could take a turn for the worse.
- Joyce:** Ok, thanks a lot Doctor.

Key phrases

To collapse at work

To warn him off fatty foods

Angiotensin: a protein, causes blood vessels to constrict, and drives blood pressure up

To take a turn for the worse.



Section 3: GRAMMAR AND VOCABULARY PRACTICE

The Present Perfect Tense

Active			Passive			
I	have	gone	I	have	been	injured
You		asked	You			told
We		recovered	We			hurt
They		helped	They			examined
He	has	seen	He	has		X-rayed
She		taken	She			prepared
It		eliminated	It			sterilized

The present perfect is used for actions and states in the past when no definite time is mentioned. The actions could have taken place at any time in the past up to the present.

It is often used with *just, yet, already, never* and *since*.

I have just seen the nursing officer.

Jane has already finished her work.

Mary has never been in hospital before.

Jane has not qualified yet: she is still a student nurse.

3.1. Complete the following sentences with the correct form of the present perfect tense of the verbs in brackets.

- The doctor just (speak) to the sister.
- She (not, ask)..... for the patients' notes yet.
- He (be) in this ward for the last three weeks.
- Early ambulation (make)..... it essential to provide a lot of space.
- Jane's bus already (go)
- Hospital planners (focus)their attention on noise problems.
- Color-schemes and the design of furniture (receive).....a great deal of attention.
- These patients never (have) operations before.

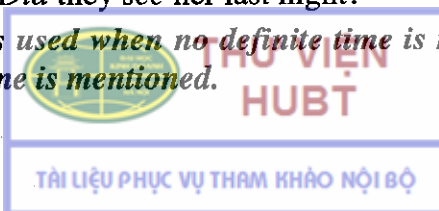
Compare the following sentences

I have seen him before. / I saw him last Saturday.

We haven't finished the course yet. / We finished the course yesterday.

Have they seen her? / Did they see her last night?

The present perfect is used when no definite time is mentioned. The past simple is used when a definite time is mentioned.



3.2. Complete the following sentences with the correct tense, either present perfect, present perfect continuous or past simple.

1. Doctors (use)..... disinfectants for nearly one century.
2. Scientists (discover) many new antibiotics since the last war.
3. Sir Alexander Fleming (discover)..... penicillin in 1928.
4. Since the 1930's, the search for better antibiotics (continue).....
5. Lord Lister (use)..... carbolic acid to prevent infection at the end of the last century.
6. Nurse Smith (work) at St. Peter's since she (qualify) in 1967.
7. Joan (take) the patient to the X-ray department yesterday.
8. Nurse Smith (just, take) a patient to theatre.

3.3. Drill: Present perfect - questions

You have hurt your leg.

Have you hurt your leg?

He has had his operation.

Has he had his operation?

1. She has seen the sister.
2. They have studied physiology.
3. The instruments have been sterilized.
4. The patient has been catheterized.
5. You have visited the gynaecological ward.
6. You have seen the operating theatre.
7. Ward planning has received attention.
8. He has found her notes.

3.4. Drill: Present Perfect - negatives

He has broken his leg.

He hasn't broken his leg.

She has seen the nursing officer.

She hasn't seen the nursing officer.

1. It has been sterilized.
2. I have seen Dr Wilson.
3. She has prepared the trolley.
4. The patient has arrived.
5. They have come to see her.
6. His leg has been fractured.
7. This patient has been catheterized.
8. He has had an injection of morphine.

Since - for

Look at these sentences

It's been getting much worse since *the beginning of May*.

I've been feeling a bit weak since *I came home from my holidays*.

I've been passing this tarry stool since *last Friday*.

I've had the pain *for about two years*.

She's been waiting *for three hours*.

He's been in hospital *for months*.

We use *since* when a *definite point in time* is mentioned.

We use *for* when a *period of time* is mentioned.

3.5. Now you change the sentences in the same way.

Look at these examples

He began studying orthopaedics in 1962.

He's been studying orthopaedics since 1962.

She started working at the hospital last Monday.

She's been working at the hospital since last Monday.

1. It started hurting in the middle of January.
2. He started coughing up blood last June.
3. I started passing tarry stools on Wednesday.
4. The gynaecologist started operating at 10.30.
5. She began smoking heavily at Christmas.
6. He began vomiting blood this morning.
7. The pain started getting worse last Easter.
8. He started operating at 8'clock this morning.

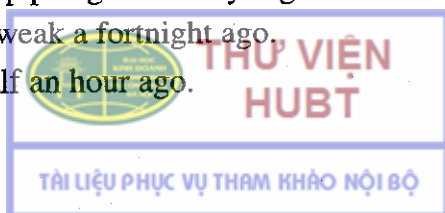
3.6. Now you change the sentences in the same way.

Look at these examples

She began waiting three hours ago. / *She's been waiting for three hours.*

I began feeling ill a month ago / *I've been feeling ill for a month.*

1. It started hurting about three weeks ago.
2. He began complaining about the pain a year ago.
3. I started attending the out-patients clinic two months ago.
4. I began coughing up phlegm two days ago.
5. He started feeling weak a fortnight ago.
6. It began raining half an hour ago.



7. She started taking laxatives six months ago.
8. They started living in Sweden two years ago.

3.7. Complete the following sentences with “for” or “since”.

1. I’ve coughed up blood several times.....I last saw the doctor.
2. I’ve been waiting to see the physiotherapist.....half an hour.
3. He hasn’t had any trouble with his chest.....1967.
4. Have you passed any tarry stool.....you last saw me?
5. She’s been having stomach troublemonths.
6. He’s been in theatre.....an hour.
7. They’ve been waiting to see him9.30.
8. He’s been complaining of painthe last three weeks.
9. I’ve had trouble with my breathingI had pneumonia.
10. He’s had heart trouble.....years.

3.8. Give full answers to these questions.

E.g.: Have you ever suffered from headaches?

Yes, I suffered from headaches when I was a child.

1. Have you ever had a chest X-ray? (two years ago)
2. Have you noticed any blood in your urine? (yesterday morning)
3. Have you ever felt dizzy? (when I got out of bed this morning)
4. Has the man ever had an accident? (last summer)
5. Have the new patients been examined? (when Dr. Mai arrived)
6. Has the lady had her chest X-rayed? (before leaving hospital)
7. Have you had any miscarriages? (2 years after marriage)
8. Have you given up smoking? (a year ago)
9. Has the new patient arrived? (early this morning)
10. Has the young man recovered consciousness? (an hour ago)

3.9. Ask questions and answer them following the cues.

E.g.: Dr. Mai / work / this hospital (one year)

How long has Dr. Mai been working in this hospital?

She’s been working in this hospital for one year.

1. Patient / be / a coma (last week)
2. Students / listen / professor (almost an hour)
3. You / know/ Dr. Thuy (many years)



4. An / look after / mother (she had an accident)
5. Drug addict / take morphine (six months)
6. Child / be / deaf (birth)
7. Boy / live / grandparents (his parents' death)
8. Nurses / be / on duty (this morning)
9. You / have / symptoms (a few days)
10. Prof. Hai / teach / in this university (10 years)

3.10. Further reading.

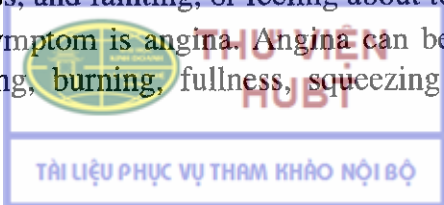
Heart disease

What is heart disease? Heart disease is Western society's number one killer. It accounts for one-third of all deaths in America and for well over half the deaths among middle-aged men. Heart disease was relatively rare in America at the turn of the century, but it has risen dramatically since then, with a slight downturn since 1960. Heart disease is often viewed as a disease of modern living, spurred on by the habits and the stress of industrialized society. Evidence for this idea comes from the fact that non-Western societies have relatively low rates of heart disease. And there is a higher rate of heart disease among immigrants to America, such as Japanese-Americans and Chinese-Americans, than among those who remain in their native countries, suggesting that something about the Western environment promotes the development of the disease (Shapiro, 1983).

There are many types of heart disease. About 25% of all Americans have one or more types of cardiovascular disease. The major types of heart disease are atherosclerosis, coronary, rheumatic, ischemic, congenital, myocarditis, angina and arrhythmia. Heart disease can arise from congenital defects, infection, narrowing of the coronary arteries, high blood pressure, or disturbances. The first stages of heart disease are lesions and cracks forming in the blood vessel walls normally at the points of highest pressure or stress (near the heart). The second stage is the body trying to repair itself by depositing fatty substances (cholesterol, lipoproteins) inside the blood vessels to fill the cracks. Over time, without the proper body nutrient, vitamin C, to help keep the blood vessel walls from cracking and requiring constant repair, these fatty substances can begin to build up and clog the blood vessels causing stroke and heart attack.

Symptoms of heart disease: Symptoms of heart disease vary according to the type of heart disease. Unfortunately, some heart diseases cause no symptoms early in their course. When symptoms occur, they vary from person to person. Symptoms may include chest pain, shortness of breath, weakness or dizziness, nausea and fatigue, palpitations (the sensation of faster heart beatings, irregular heartbeats, skipped beats in the chest), light headedness, and fainting, or feeling about to faint.

The most common symptom is angina. Angina can be described as a discomfort, heaviness, pressure, aching, burning, fullness, squeezing or painful feeling in your



chest. It can be mistaken for indigestion or heartburn. Angina is usually felt in the chest, but may also be felt in the shoulders, arms, neck, throat, jaw or back.

Can heart disease be prevented? Some forms of heart disease can be prevented. To prevent coronary heart disease, one must exercise consistently, have a low salt and low fat diet, restrain from smoking and lose a couple of pounds if overweight. Healthy diets also help prevent heart disease.

What is a heart-healthy diet? It is a diet high in vitamin C, low in sodium, cholesterol, and fat. Foods that best meet these requirements are whole grains, fruits, and vegetables. A diet high in sodium, fat and cholesterol is associated with higher blood pressure, increased weight, and elevated blood cholesterol levels, all of which increase the chances that atherosclerosis will occur.

Major risk factors: Tobacco smoking; hypertension; low levels of high-density lipoprotein (HDL) cholesterol; diabetes mellitus; advancing age; obesity; physical inactivity; family history of heart disease; hypertriglyceridemia; small low-density lipoprotein (LDL) particles; increased serum homocysteine; abnormalities in several coagulation factors.

Heart disease prevention: Do not smoke or use tobacco products; exercise; eat a heart-healthy diet; maintain a healthy weight; get regular health screenings.

Unit 9

STROKE

Section 1: READING COMPREHENSION

Julie's grandmother was 56 years old when she had a stroke. It happened on Julie's birthday. They had been at her grandmother's house. Her grandmother was cutting the cake. All of a sudden she dropped the knife. She said her hand and arm felt numb. They took her to the hospital. Her grandmother had had a stroke. In the hospital the stroke became worse. The entire left side of her body became paralyzed. She stayed in the hospital for several weeks. At first she could not talk well. She slurred her words. After a couple of weeks her speech improved. While her grandmother, Doris, stayed in the hospital, a therapist taught her exercises so her left arm and leg would not get any worse.

When Doris came home from the hospital she used a walker. For the past 7 years she has used a cane. Since she was left-handed, she had to learn how to do everything with her right hand. Often Julie pushes her grandmother in a wheelchair when they go shopping.

Doris has high blood pressure and high cholesterol. A couple of days before her stroke, she had been stirring soup when her hand became numb for a while. That was the only warning sign she had. Some people do not have any warning symptoms. In most cases, the disability reaches its maximum within minutes, but occasionally, as in the case of Julie's grandmother, it can take several hours. Doris's stroke was caused by a blood clot in her carotid artery. The carotid artery is in the neck and leads to the brain.

Julie's dad recently stopped smoking since smoking can add to the risk of a stroke. He has started an exercise program to help bring down his high blood pressure. Now he is learning about eating a low fat diet. This will also help reduce the risk of a stroke.

Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences

1. How old was Doris when she had her stroke?

.....

2. Why was Doris at risk of a stroke?

.....

3. What does Doris use to help her walk?

.....

4. What type of handicap does Doris have?

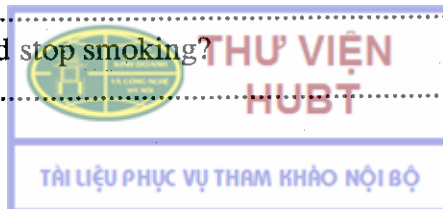
.....

5. What caused Doris's stroke?

.....

6. Why did Julie's dad stop smoking?

.....



7. What are three things Julie's dad did to help reduce the risk of a stroke?
.....

8. How did the therapist help Doris?
.....

9. Do you know anyone who has had a stroke? If so, write a couple of sentences about this person.
.....

1.2. Write a sentence with each of the following words.

- | | |
|------------|----------|
| cut | 1. |
| drop | 2. |
| numb | 3. |
| hospital | 4. |
| worse | 5. |
| stroke | 6. |
| paralyze | 7. |
| therapist | 8. |
| cane | 9. |
| warning | 10. |
| symptoms | 11. |
| maximum | 12. |
| disability | 13. |
| artery | 14. |

Section 2: SPEAKING

2.1. Discuss problems on "Stroke" based on the suggested questions and answers.

1. What is a stroke? (A stroke occurs when blood flow to the brain is interrupted).

2. What are the types of strokes? (A stroke can occur in two ways. In an ischemic stroke, a blood clot blocks or plugs a blood vessel or artery in the brain. In an hemorrhagic stroke, a blood vessel in the brain breaks and bleeds into the brain).

3. What are the symptoms of a stroke? (Sudden numbness or weakness of face, arm or leg muscles, especially on one side of the body; sudden confusion or trouble speaking or understanding; sudden difficulty walking, dizziness, loss of balance or coordination; sudden severe headache with no known cause).

4. What are the risk factors for a stroke? (High blood pressure increases your risk of a stroke four to six times; heart disease; if you smoke, have diabetes, sickle cell disease, high cholesterol, or a family history of strokes).



5. What can you do to reduce your risk of a stroke? (To reduce your risk of a stroke, monitor your blood pressure, track your cholesterol level, stop smoking, exercise regularly and find out if you should be taking a drug to reduce blood clotting).

2.2. Make sure you understand the terms in medical emergencies and tell the stories together as a class. What would you do in these situations? Who has had a medical emergency? Tell the class what happened.

- | | | |
|----------------------------|-----------------|------------------|
| 1. accident | 6. fall | 11. pulse |
| 2. cast | 7. heart attack | 12. stitches |
| 3. concussion | 8. ice pack | 13. stomach pump |
| 4. EKG (electrocardiogram) | 9. oxygen | 14. stroke |
| 5. emergency room | 10. poison | 15. X-ray |

2.3. Group activity

Decide what to do in these emergencies. Report your answers to the class.

1. If someone next to you in the bus faints, what would you do?
2. If a person falls down a flight of stairs, what would you do?
3. If you cut yourself badly with a knife, what would you do?
4. If you step on a rusty nail, what would you do?
5. If you accidentally take poison, what would you do?
6. If someone has a heart attack, what would you do?

2.4. What emergency service does Radinka call?

Operator: Emergency. Which service, please?

Radinka: Yes, ambulance, please.

Operator: Just a minute. I'll put you through to the central switchboard.

Receptionist: Ambulance emergency.

Radinka: Hello. I need an ambulance to take my mother to hospital.

Receptionist: What's the problem?

Radinka: She's fallen down in the bathroom; maybe she has had a stroke and she can't move.

Receptionist: Is she conscious?

Radinka: No, she isn't.

Receptionist: Where are you? What's the address?

Radinka: Flat 16 number 11 Estelle Road, Five Dock.

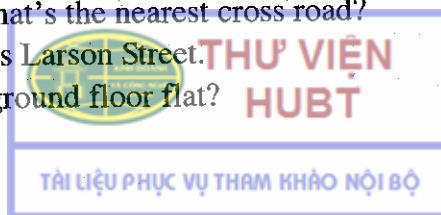
Receptionist: Can you spell the street, please?

Radinka: E-S-T-E-double L-E, Estelle.

Receptionist: And what's the nearest cross road?

Radinka: Um, it's Larson Street.

Receptionist: Is it a ground floor flat?



Radinka: No, it's on the second floor.

Receptionist: Is there a lift?

Radinka: No, only stairs.

Receptionist: OK, well, keep your mother still and we'll have an ambulance there in less than ten minutes.

Radinka: OK. Thank you very much.

Receptionist: All right. Bye.

Section 3: GRAMMAR AND VOCABULARY PRACTICE

Relatives

Who and that

Look at these sentences

Someone *who saw the accident* called the ambulance.

The driver of the car *that knocked him down* waited for the police.

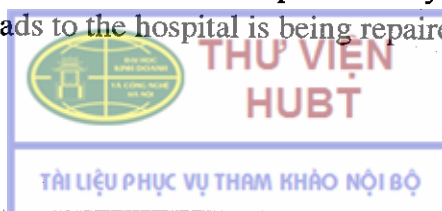
The nurse *who admitted him* gave him an injection of morphine.

He was driven to a hospital *that was not far away*.

In the sentences above we have used "who" for people, and "that" can also be used for people.

3.1. Complete the following sentences with 'who' or 'that'.

1. The ambulance.....took John to hospital was driven by Mr. Brown.
2. Nurses.....carry out sterile procedures must wash their hands thoroughly before they begin.
3. The radiographer.....X-rayed John tried to comfort him.
4. The dry dressing.....covered John's wound was sterile.
5. Disinfectants are chemical substances.....destroy bacteria.
6. He was given a premedication.....dried up his secretions.
7. The surgeon.....performed the operation was from Germany.
8. The nurse.....kept a record of John's pulse and blood pressure was Jane Johnson.
9. John was given an injection.....relieved his pain.
10. The hospital.....is outside Cambury is Cambury general.
11. The doctor.....explained that an operation was necessary asked Mr. Smith to sign a consent form.
12. People.....cross the road without looking are fools.
13. The instrument.....the doctor is using is a stethoscope.
14. Only instrumentshave been sterilized are used in this department.
15. The nurse.....admitted Mary took her to the X-ray department.
16. The doctorvisited your mother is very famous.
17. Do you remember the doctor..... operated on you last month?
18. The street leads to the hospital is being repaired.



Relatives

That

In the following examples, 'that' is an object pronoun. It can be used for both people and things, but we prefer to leave it out.

The man (*that*) you saw yesterday is my uncle.

The man you saw yesterday is my uncle.

The book (*that*) you are reading is mine.

The book you are reading is mine.

3.2. Rewrite the following pairs of sentences as one sentence.

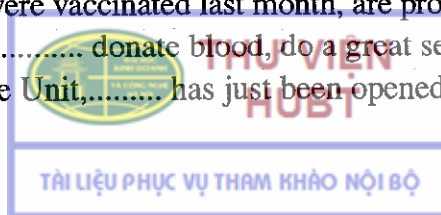
1. The letter was from Germany. We received it this morning.
2. The doctor has just left. You wanted to see him.
3. The story is very interesting. I've just read it.
4. The instrument is a wound probe. The sister is using it.
5. The nurse comes on duty at 9.30. We saw her yesterday.

3.3. Complete the following sentences with 'who' or 'that'. Leave out 'that' where possible.

1. The nurse admitted John gave him an injection.
2. The instrument is on the table is a syringe.
3. Only instruments have been sterilized are used in this department.
4. The instrument the doctor is using is a stethoscope.
5. She is talking to the nurse we met last week.
6. The gloves she lost were old.
7. The boy had the accident was taken to hospital.
8. The girl she knocked down was taken to hospital.
9. The girl lives near me is a nurse.
10. The doctor.....operated on my mother is Phan.

3.4. Put in the correct relative pronoun.

1. My uncle,had a heart attack, is much better now.
2. The lecture,Prof. Walker gave yesterday, was very interesting.
3. The virus,caused the disease, was resistant to all drugs.
4. Our mother, ... the surgeon examined last week, will have to undergo an operation.
5. The patients.....are unable to get up will be given a bed bath.
6. The instruments,.....the surgeon requires, must be sterilized.
7. The cases, present particular problems, will be discussed with the specialist.
8. The children,..... were vaccinated last month, are protected against tuberculosis.
9. People..... donate blood, do a great service to society.
10. The Intensive Care Unit,..... has just been opened, has the latest equipment.



Compound Words

3.5. Write the two words that make up each compound word. The first one has been done for you.

	bed	room
1. bedroom
2. hallway
3. weekend
4. household
5. backyard
6. bathtub
7. outdoor
8. lifeguard
9. lifesaving
10. boyfriend
11. overdose
12. homework
13. afternoon
14. overweight
15. stepbrother

3.6. Put each of the following words in its correct place in the passage below.

thermometer chemist receptionist temperature treatment
 operation ward symptoms appointment stethoscope
 examine dose pulse waiting room prescription

When I go to the doctor, I tell the (1).....my name and take a seat in the (2)..... My doctor is very busy so I have to make an (3).....before I go to see him. He asks me what's wrong with me, I tell him the (4).....of my illness, for example high temperature, difficulty in breathing, or pains, and then he will usually (5)me. He'll listen to my heart with his (6)....., he'll hold my wrist to feel my (7).....,he'll take my(8).....with his (9).....The problem is usually something simple and he might give me a (10).....for some medicine, which I take to the (11).....Of course, if I needed more serious (12).....I'd have to go to hospital. There I'd be put in a bed in a (13).....with 10 or 20 other people. If there were something seriously wrong with me, I might need an (14).....



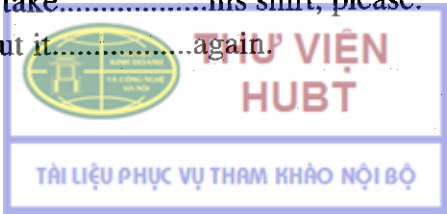
3.7. Match the words with similar meanings.

1. training	close
2. near	stop
3. designate	yearly
4. instructors	connected
5. prevent	deaths
6. toss	instruction
7. intolerant	appoint
8. respect	extremely
9. severely	fixed
10. annual	teachers
11. fatalities	consider
12. remind	prejudiced
13. infant	suggest
14. strapped	baby
15. installed	throw

3.8. Complete the following sentences with the correct word from the box below.

on by as from back off up of in for to with down out against

1. He's got a pain.....his chest.
2. Would you lie.....on the examination couch, please?
3. She works.....a surgical ward.
4. They always go.....work.....bus.
5. When she'san early shift, she goes.....duty at 7 am.
6. This morning we are attending lectures.....physiology and hygiene.
7. This patient has a rash.....his stomach.
8. Mary is now working.....a staff nurse in an ear, nose and throat ward.
9. Jane is learning to set trolleys.....sterile procedures.
10. This patient is suffering.....a cerebral hemorrhage.
11. The sister is explaining.....the students the doses of various drugs.
12. This equipment is obtained.....the C.S.S.D.
13. The trolleys are wiped.....an antiseptic.
14. Sterile equipment is placed.....the top shelf.....the trolley.
15. Sterile instruments are handledCheatele's forceps.
16. Ask the patient to roll.....his sleeve, please.
17. Ask Mr. Smith to take.....his shirt, please.
18. Now ask him to put it.....again.



3.9. Further reading passage

Stroke

A stroke, also known as cerebrovascular accident (CVA), is an acute neurologic injury in which the blood supply to a part of the brain is interrupted. That is, a stroke involves sudden loss of neuronal function due to a disturbance in cerebral perfusion.

A stroke is a medical emergency and can cause permanent neurologic damage or even death if not promptly diagnosed and treated. It is the third leading cause of death and adult disability in the United States and industrialized European nations. On average, a stroke occurs every 45 seconds and someone dies every 3 minutes. Of every 5 deaths from a stroke, 2 occur in men and 3 in women.

Risk factors include advanced age, hypertension (high blood pressure), diabetes mellitus, high cholesterol, and cigarette smoking. Cigarette smoking is the most important modifiable risk factor of a stroke.

Stroke symptoms

The symptoms of a stroke depend on the type of stroke and the area of the brain affected. Ischemic strokes usually only affect regional areas of the brain perfused by the blocked artery. Hemorrhagic strokes can affect local areas, but often can also cause more global symptoms due to bleeding and increased intracranial pressure.

Symptoms may include:

- muscle weakness (hemiplegia)
- numbness
- reduction in sensory or vibratory sensation

In most cases, the symptoms affect only one side of the body. The defect in the brain is usually on the opposite side of the body (depending on which part of the brain is affected). However, the presence of any one of these symptoms does not necessarily suggest a stroke, since these pathways also travel in the spinal cord and any lesion there can also produce these symptoms.

- altered smell, taste, hearing, or vision (total or partial)
- drooping of eyelid (ptosis) and weakness of ocular muscles
- decreased reflexes: gag, swallow, pupil reactivity to light
- decreased sensation and muscle weakness of the face
- altered breathing and heart rate
- weakness in tongue (inability to protrude and/or move from side to side)
- memory deficits (involvement of temporal lobe)
- disorganized thinking, confusion, hypersexual gestures (with involvement of frontal lobe)

If the cerebellum is involved, the patient may have the following:

- trouble walking

Loss of consciousness, headache, and vomiting usually occur more often in hemorrhagic strokes than in thrombosis because of the increased intracranial pressure from the leaking blood compressing on the brain.

Diagnosis

A stroke is diagnosed through several techniques: a neurological examination, blood tests, CT, or MRI scans, Doppler ultrasound, and arteriography.

If a stroke is confirmed on imaging, various other studies may be performed to determine whether there is a peripheral source of emboli:

- An ultrasound/doppler study of the carotid arteries (to detect carotid stenosis).
- An electrocardiogram (ECG) and echocardiogram (to identify arrhythmias and resultant clots in the heart which may spread to the brain vessels through the bloodstream).
- An angiogram of the cerebral vasculature.

Treatment for Strokes

Early assessment: It is important to identify a stroke as early as possible because patients who are treated earlier are more likely to survive and have better recoveries. A simple set of tasks has been drawn up by physicians to help those without medical training to identify someone who is having a stroke. These are:

- Ask the individual to smile.
- Ask the individual to raise both arms and keep them raised.
- Ask the individual to speak a simple sentence (coherently). For example, "It is sunny today."
- If the person has difficulty performing any of these tasks, emergency medical services should be contacted immediately, and the person's symptoms described.

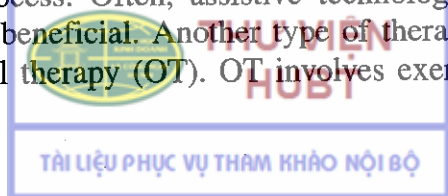
The patient should be transported to the nearest hospital that can provide a rapid evaluation and treatment with the latest available therapies targeted to the type of stroke. The faster these therapies are started for hemorrhagic and ischemic strokes, the greater the chances of recovery. Quick decisions about medication and the need for surgery have been shown to improve outcomes.

Only detailed physical examination and medical imaging provide information on the presence, type, and extent of a stroke.

Care and Rehabilitation

Stroke rehabilitation is the process by which patients with disabling strokes undergo treatment to help them return to normal life as much as possible by regaining and relearning the skills of everyday living. It also aims to help the survivor understand and adapt to difficulties, prevent secondary complications and educate family members to play a supporting role.

A rehabilitation team is usually multidisciplinary as it involves staff with different skills working together to help the patient. These include nursing staff, physiotherapist, occupational therapists, speech and language therapist, and usually a physician trained in rehabilitation medicine. For most stroke patients, physical therapy is the cornerstone of the rehabilitation process. Often, assistive technology such as a wheelchair and standing frame may be beneficial. Another type of therapy involving relearning daily activities is occupational therapy (OT). OT involves exercise and training to help the



stroke patient relearn everyday activities sometimes called the Activities of daily living (ADLs) such as eating, drinking and swallowing, dressing, bathing, cooking, reading and writing, and toileting. Speech and language therapy is appropriate for patients with problems understanding speech or written words, or problems forming speech.

Stroke rehabilitation can last anywhere from a few days to several months. Most return of function is seen in the first few days and weeks, and then improvement falls off. However, patients may continue to improve for years, regaining and strengthening abilities like writing, walking, running, and talking. Complete recovery is unusual but not impossible. Most patients will improve to some extent.

Prevention is an important public health concern. Identification of patients with treatable risk factors for strokes is paramount. Treatment of risk factors in patients who have already had strokes (secondary prevention) is also very important as they are at high risk of subsequent events compared with those who have never had a stroke. Medication or drug therapy is the most common method of stroke prevention. Aspirin (usually at a low dose of 75 mg) is recommended for the primary and secondary prevention of stroke. Also see Antiplatelet drug treatment. Treating hypertension, diabetes mellitus, smoking cessation, control of hypercholesterolemia, physical exercise, and avoidance of illicit drugs and excessive alcohol consumption are all recommended ways of reducing the risk of strokes.

Unit 10

CANCER

Section 1: READING COMPREHENSION

Kathy is on her way to the hospital. She had a mammogram last week and the film showed some lumps in her breast that had not been there before. A mammogram is not painful. A machine takes a picture of your breast. Kathy's doctor recommends that she have a mammogram every two years.

Kathy is 48 years old. Her mother at the age of 56 died of breast cancer. As with all cancers, early diagnosis and prompt treatment is very important. Her mother never went to a doctor. Finally when she was feeling so poorly she went to the hospital and they told her she had breast cancer. By then it had spread to her bones and several months later she died. Today, they are going to take more pictures of Kathy's breasts. If the lumps are malignant (or cancerous), they will need to be removed before the cancer spreads to other parts of her body.

Kathy knows she is at high risk of getting breast cancer since her mother died from it. Kathy watches her weight, eats a low fat diet, and exercises. She does monthly breast self-examinations and knows that most lumps found in the breasts are not cancerous but women need to see their physicians to find out for sure.

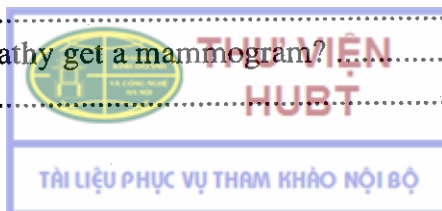
Cancer is caused by uncontrolled growth and spread of abnormal cells. A cancerous cell grows and divides endlessly, crowding out nearby healthy cells and eventually spreading to other parts of the body. A mass, or collection, of cancer cells is called a malignant tumour.

More than 500,000 Americans die of cancer each year. Of these deaths almost 180,000 could have been prevented with early diagnosis and prompt treatment. It is estimated about 30 percent of the population in the United States will eventually develop some type of cancer.

Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences.

1. Why is Kathy going to the hospital?
2. What type of cancer did Kathy's mother die from?
3. What is a mammogram?
4. How often does Kathy get a mammogram?



5. What does the word “malignant” mean?
6. Why is Kathy at high risk of getting breast cancer?
7. What is cancer caused by?
8. What two things are important in the treatment of cancer?
9. What are four things Kathy does to stay healthy?

Section 2: SPEAKING

2.1. Discuss problems on “Cancer” based on the suggested questions and answers.

1. What are some types of cancer? (**Carcinoma** - cancer that begins in the skin or in tissues that line or cover internal organs. **Sarcoma** - cancer that begins in bone, cartilage, fat, muscle, blood vessels, or other connective or supportive tissue. **Leukemia** - cancer that starts in the blood - forming tissue such as bone marrow and causes large numbers of abnormal blood cells to be produced and enter the blood stream. **Lymphoma and myeloma** - cancers that begin in the cells of the immune system. **Central nervous system cancers** - cancers that begin in the tissues of the brain and spinal cord).
2. How is cancer diagnosed? (Medical tests such as X-rays, blood tests, or a biopsy)
3. What are the risk factors for cancer? (There are many factors that influence the likelihood of developing different types of cancer. Some factors include diet, physical activity, smoking and drinking. Other factors include genetics or metabolic processes).
4. Can cancer be prevented? (Early detection, diagnosis, using sunscreen... etc..)
5. What are the signs and symptoms of cancer? (One sign or symptom alone may not be enough for a diagnosis. These might be weakness, aches, feeling short of breath, chills, sore throat, unusual bleeding or discharge, weight loss, fever, skin changes ... etc...).
6. What are some types of cancer treatment? (Chemotherapy, radiation therapy, surgery and other treatment methods: **Angiogenesis Inhibitors Therapy**; Photodynamic Therapy Laser; Bone Marrow Transplantation and Peripheral Blood Stem Cell Transplantation).
7. Does cancer always cause pain? (Having cancer does not always mean having pain. Whether a patient has pain may depend on the type of cancer, the extent of the disease, and the patient's tolerance for pain. Most pain occurs when the cancer grows and presses against bones, organs, or nerves. Pain may also be a side effect of treatment.

8. Are all tumors cancerous? Is cancer contagious? (Tumors can be benign or malignant. Benign tumors aren't cancerous. Malignant tumors are cancerous. Some cancers do not form tumors. For example, leukemia is a cancer of the bone marrow and blood).
9. Where can I obtain an assessment of a cancer treatment facility?

2.2. Practise the dialogue.

Patient: Good afternoon, doctor. I wonder if you can help me. For the last three or four months, I've been getting really bad period pains. They are so much worse than I usually have that I feel something is not right.

Doctor: Have you noticed anything else different?

Patient: Yes. I've been losing weight although I still eat the same amount.

Doctor: I'd better give you an internal examination. Please remove your underwear and lie down on the couch. I'm just going to insert my finger into your anus. Try to relax as much as possible, and it shouldn't hurt.

Patient: All right, Doctor.

Doctor: There's something I'm not sure about. There seems to be some sort of a lump, and it could just possibly mean you have a tumor. So I'll give you a form to take to the B - type - Ultrasonic Department to have a scan, and I'll give you another form to take along to the Endoscopy Department to check it out.

Patient: How long will it take for these two examinations?

Doctor: They should both be finished by the end of tomorrow afternoon. If we find it's benign, we'll have to see you once a month, either you will come here, or we'll visit you. And if we think it's malignant, we'll bring you in right away for surgery.

Key phrases

They are so much worse than

There seems to be some sort of a lump

2.3. Complete the following phone call.

The phone rings and Nurse Davis answers.

Nr: Surgical ward here.

Pt: Could I (1)..... to Prof. Monroe, (2).....?

Nr: (3)..... one minute, please. I'll see (4)..... he is in the (5)
(to Prof. Monroe). A (6)..... for you, Professor.

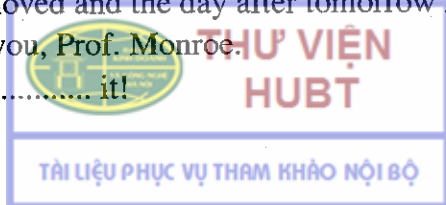
Prof: Thank you, (taking the phone) (7)..... Prof. Monroe speaking.

Pt: Good morning I'm Mr. Dickenson, I'm phoning (8) about my son John (9). is in your ward.

Prof: (10)..... yes. He's (11)..... better today. Tomorrow he will have (12) stitches removed and the day after tomorrow he can go (13).....

Pt: (14)..... you, Prof. Monroe.

Prof: Don't (15)..... it!



2.4. Practise the dialogue.

Doctor: Hi Jessica. How are you feeling today?

Patient: A bit better.

Doctor: That's good to hear. Are you still feeling nauseous?

Patient: No, I haven't felt sick to my stomach since you switched my medication.

Doctor: Great. Say, your test results came in this morning.

Patient: It's about time. Is it good news or bad?

Doctor: I guess it's a bit of both. Which do you want first?

Patient: Let's get the bad news over with.

Doctor: Okay. It looks like you're going to need surgery to remove the tumour from your leg. After the operation you're going to have to stay off your feet for at least three weeks. That means no soccer.

Patient: I was afraid you were going to say that.

Doctor: Now for the good news. The biopsy shows that the tumour is benign, which means it's not cancerous. We're going to take it out anyway just to be on the safe side.

Patient: Wow, that's a load off my mind. Thanks Doctor.

Doctor: Don't get too excited. We still need to get to the bottom of all of this weight loss.

Patient: I've probably just been so worried about this stupid lump.

Doctor: These things often are stress related, but we're still going to do a few blood tests just to rule a few things out.

Patient: Things like what? Cancer?

Doctor: Actually, I'm thinking more along the lines of a food allergy.

Key phrases

To switch my medication

To remove the tumour from your leg

To stay off your feet

To rule a few things out.

Section 3: GRAMMAR AND VOCABULARY PRACTICE

The past continuous tense

The past continuous tense is used when two actions were happening at the same time in the past

Jane was scrubbing the floor while Mary was cleaning the window.

Some patients were watching TV while others were playing chess.



I	was	going
He		coming
She		having
It		running
You	were	calling
We		watching
They		assisting

When one action in the past (usually a longer one) is interrupted by another (usually a shorter one)

While John was going to school this morning, a car knocked him down.

When the accident happened, Mary was standing at the bus stop.

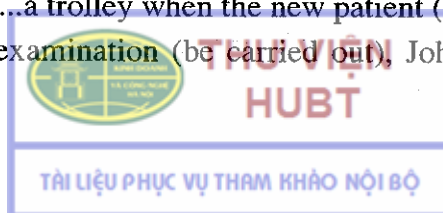
Here "when" refers to action at a point of time and "while" to action during a period of time.

3.1. Complete the following sentences using the past continuous tense.

1. The children (play).....in the street.
2. When the telephone rang, I (read).....the newspaper.
3. We (sit).....in the garden when it started to rain.
4. I (write).....a letter while my sister was reading a book.
5. You (go).....to work when the accident happened?

3.2. Complete the following sentences with the correct past simple or past continuous tense of the verbs in brackets.

1. While John (lie).....on the pavement, somebody (call).....for an ambulance.
2. Mary (see).....the accident while she (wait).....for the bus.
3. I (read).....a book when the telephone (ring).....
4. John (lie).....in hospital when his parents (arrive).....
5. Mr. Smith (sign).....the consent for operation form while Mrs. Smith (talk) to the nurse.
6. Jane (meet)..... Joan while she (train)..... at St. Peter's.
7. When the staff nurse (come).....on duty, Jane (give)...Mr. Brown a bed-bath.
8. While the patients(have).....breakfast, the night sister (go)off duty.
9. John (be give) a premedication while he (wait)....to go to the theatre.
10. Joan (set)..... a trolley when the new patient (be admitted).....
11. While the X-ray examination (be carried out), John's parents (arrive)..... at the hospital.



12. While she (go)..... to the occupational therapy department, she (see) the ambulance.
13. When it (start)..... to rain, we (sit).....in the garden.
14. They (meet).....Mary and Jane outside the main gate while they (wait).....for Peter and Bob.
15. While the doctors (operate).....on Mary, her family (wait).....outside and (worry) about her.

3.3. Select the appropriate word from the box to fill in the conversation.

would	go away	wrong	high	common
symptoms	take	headache	medicines	feel

Lan: Good morning.

Doctor: Good morning. Take a seat, please. What's (1)..... with you?

Lan: I have a (2)..... and a stomachache. I (3)..... very tired.

Doctor: Well. I need to (4)..... your temperature first.

Lan: O.K.

Doctor: (5).....you open your mouth, please? Thanks. That is 39°C. You have a (6).....fever. Do you have a runny nose, coughing and sneezing?

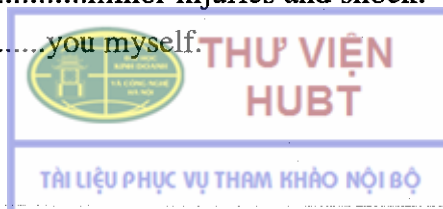
Lan: Yes.

Doctor: You have caught the (7)..... cold. Don't worry. Your cold will last for a few days and then (8)..... itself. I will give you some (9)..... to relieve the (10).....

Lan: Thank you.

3.4. Complete each sentence with one suitable word.

1. I am afraid she is sufferingan incurable disease.
2. I was.....agony all night with earache.
3. I think you've puta lot of weight lately.
4. The effect of this drug will slowly wear.....
5. You really getmy nerves sometimes.
6. After Jack fainted it was several minutes before he came.....
7. Is Carol being operatedtomorrow?
8. Henry wentwith flu during his holiday.
9. Peter was treatedminor injuries and shock.
10. I'll take careyou myself.

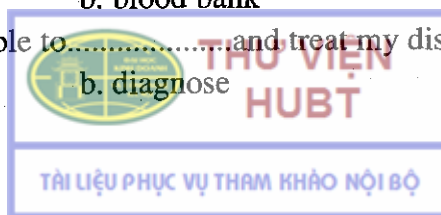


3.5. Match the comments with the supplies that are needed.

- | | |
|--|-------------------------------------|
| 1. I can't catch my breath. | a. <i>table and head-rest paper</i> |
| 2. Prepare the examining table for the next patient. | b. <i>thermometer</i> |
| 3. We'll have to get a blood sample. | c. <i>oxygen mask</i> |
| 4. I need to sterilize the wound. | d. <i>hypodermic needle</i> |
| 5. We'll have to feed him with liquids. | e. <i>bandage scissors</i> |
| 6. Let's find out your weight. | f. <i>scales</i> |
| 7. I need to examine the patient in private. | g. <i>eye chart</i> |
| 8. Let's check your vision. | h. <i>antiseptic</i> |
| 9. Let's see if you are running a fever. | i. <i>IV bag</i> |
| 10. Can you cut this gauze for me? | j. <i>privacy screen</i> |

3.6. Choose one of the words given to fill in each space in the following sentences.

- My doctor some medicine for me.
a. prescribed b. persuaded c. persisted
- I'm having sleeping.
a. hard b. trouble c. difficult
- The doctor told me to the pills three times a day.
a. take b. eat c. consume
- He a few tests = He performed/did a few tests
a. hurried b. carried out c. ran
- To come with something = To become ill/sick
a. clean b. out c. down
- You can expect to make a (= complete) recovery.
a. full b. fully c. fool-proof
- A general practitioner can you to a specialist.
a. bring b. refer c. report
- A test to check your blood is called a.....
a. blood exam b. blood test c. blood trial
- This woman has lost a lot of blood, - she might require a
a. blood test b. blood bank c. blood transfusion
- My doctor was able to and treat my disease.
a. tell b. diagnose c. say



3.7. Further reading passage

Cancer

What is cancer?

Cancer is a group of many related diseases that begin in cells, the body's basic building blocks. To understand cancer, it is helpful to know what happens when normal cells become cancerous. The body is made up of many types of cells. Normally, cells grow and divide to produce more cells as they are needed to keep the body healthy. Sometimes, this orderly process goes wrong. Then, new cells form when the body does not need them, and old cells do not die when they should. The extra cells form a mass of tissue called a growth or tumours. Not all tumours are cancerous; tumours can be benign or malignant. Blood vessels include a network of arteries, capillaries, and veins through which the blood circulates in the body. The lymphatic system carries lymph and white blood cells through lymphatic vessels (thin tubes) to all the tissues of the body. By moving through the bloodstream or lymphatic system, cancer can spread from the primary (original) cancer site to form new tumours in other organs. The spread of cancer is called metastasis.

What causes cancer?

Scientists have learned that cancer is caused by changes in genes that normally control the growth and death of cells. Certain lifestyle and environmental factors can change some normal genes into genes that allow the growth of cancer. Many gene changes that lead to cancer are the result of tobacco use, diet, exposure to ultraviolet (UV) radiation from the sun, or exposure to carcinogens (cancer-causing substances) in the workplace or in the environment. Some gene alterations are inherited (from one or both parents). Although being infected with certain viruses, such as the human papillomavirus (HPV), hepatitis B and C (HepB and HepC), and human immunodeficiency virus (HIV), increases the risk of some types of cancer, cancer itself is not contagious.

Can cancer be prevented?

Although there is no guaranteed way to prevent cancer, people can reduce their risk (chance) of developing cancer by: not using tobacco products; choosing foods with less fat and eating more vegetables, fruits, and whole grains; exercising regularly and maintaining a lean weight; avoiding the harmful rays of the sun, using sunscreen, and wearing clothing that protects the skin; talking with a doctor about the possible benefits of drugs proven to reduce the risk of certain cancers.

Although many risk factors can be avoided, some, such as inherited conditions, are unavoidable. Still, it is helpful to be aware of them. It is also important to keep in mind that not everyone with a particular risk factor for cancer actually gets the disease; in fact, most do not. People who have an increased likelihood of developing cancer can help protect themselves by avoiding risk factors whenever possible and by getting regular checkups so that, if cancer develops, it is likely to be found and treated early. Treatment is often more effective when cancer is detected early. Screening exams, or the fecal occult blood test, mammography, and the Pap test, can detect precancerous conditions (which can be treated before they turn into cancer) and early-stage cancer.



What are some of the common signs and symptoms of cancer?

Cancer can cause a variety of symptoms. New thickening or lump in the breast or any other part of the body; New mole or an obvious change in the appearance of an existing wart or mole; A sore that does not heal; Nagging cough or hoarseness; Changes in bowel or bladder habits; Persistent indigestion or difficulty swallowing; Unexplained changes in weight; Unusual bleeding or discharge.

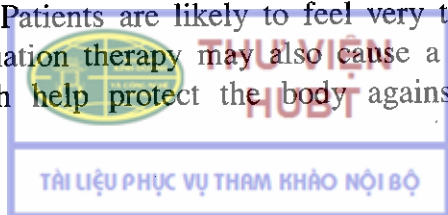
When these or other symptoms occur, they are not always caused by cancer. They can be caused by infections, benign tumours, or other problems. It is important to see a doctor about any of these symptoms or about other physical changes. Only a doctor can make a diagnosis. A person with these or other symptoms should not wait to feel pain because early cancer usually does not cause pain.

If symptoms occur, the doctor may perform a physical examination, order blood work and other tests, and/or recommend a biopsy. In most cases, a biopsy is the only way to know for certain whether cancer is present. During a biopsy, the doctor removes a sample of tissue from the abnormal area. A pathologist studies the tissue under a microscope to identify cancer cells.

How is cancer treated: Cancer treatment can include surgery, radiation therapy, chemotherapy, hormone therapy, and biological therapy. The doctor may use one method or a combination of methods, depending on the type and location of the cancer, whether the disease has spread, the patient's age and general health, and other factors. Because treatment for cancer can also damage healthy cells and tissues, it often causes side effects. Some patients may worry that the side effects of treatment are worse than the disease. However, patients and doctors generally discuss the treatment options, weighing the likely benefits of killing cancer cells and the risks of possible side effects. Doctors can suggest ways to reduce or eliminate problems that may occur during and after treatment.

Surgery is an operation to remove cancer. The side effects of surgery depend on many factors, including the size and location of the tumour, the type of operation, and the patient's general health. Patients have some pain after surgery, but this pain can be controlled with medicine. It is also common for patients to feel tired or weak for a while after surgery. Patients may worry that having a biopsy or other type of surgery for cancer will spread the disease. This is a very rare occurrence because surgeons take special precautions to prevent cancer from spreading during surgery. Also, exposing cancer to air during surgery does not cause the disease to spread.

Radiation therapy (also called radiotherapy) uses high-energy rays to kill cancer cells in a targeted area. Radiation can be given externally by a machine that aims radiation at the tumour area. It can also be given internally; needles, seeds, wires, or catheters containing a radioactive substance are placed directly in or near the tumour. Radiation treatments are painless. The side effects are usually temporary, and most can be treated or controlled. Patients are likely to feel very tired, especially in the later weeks of treatment. Radiation therapy may also cause a decrease in the number of white blood cells, which help protect the body against infection. With external



radiation, it is also common to have temporary hair loss in the treated area and for the skin to become red, dry, tender, and itchy.

Chemotherapy is the use of drugs that kill cancer cells throughout the body. Healthy cells can also be harmed, especially those that divide quickly. The doctor may use one drug or a combination of drugs. The side effects of chemotherapy depend mainly on the drug(s) and the dose(s) the patient receives. Hair loss is a common side effect of chemotherapy; however, not all anticancer drugs cause loss of hair. Anticancer drugs may also cause temporary fatigue, poor appetite, nausea and vomiting, diarrhoea, and mouth and lip sores. Drugs that prevent or reduce nausea and vomiting can help with some of these side effects. Normal cells usually recover when chemotherapy is over, so most side effects gradually go away after treatment ends.

Hormone therapy is used to treat certain cancers that depend on hormones for their growth. It works by keeping cancer cells from getting or using the hormones they need to grow. This treatment may include the use of drugs that stop the production of certain hormones or that change the way hormones work. Another type of hormone therapy is surgery to remove organs that make hormones. For example, the ovaries may be removed to treat breast cancer, or the testicles may be removed to treat prostate cancer.

Biological therapy uses the body's immune system, directly or indirectly, to fight disease and to lessen some of the side effects of cancer treatment. The side effects caused by biological therapy vary with the specific treatment. In general, these treatments tend to cause flu-like symptoms, such as chills, fever, muscle aches, weakness, loss of appetite, nausea, vomiting, and diarrhoea. Patients also may bleed or bruise easily, get a skin rash, or have swelling. These problems can be severe, but they go away after the treatment stops.

Unit 11

HYGIENE

Section 1: READING COMPREHENSION

Maria is busy. She has three young children. One is five, another four, and the third one is two years old. She has taught her children to wash their hands after using the bathroom and before eating. The two older children can wash their own hands. She still has to wash the baby's hands. They always use soap and warm water. They also wash their hands when they come home from shopping or other public places. Maria realizes there are a lot of germs especially on doorknobs and other places where people put their hands.

Maria keeps her home clean. She knows this is especially important with young children who are on the floor a lot. Maria cleans her house once a week.

In the kitchen, she is careful with raw meat. She cleans her hands after touching it so bacteria from the meat does not get on other food, especially food that will not be cooked like fresh vegetables and bread. When shopping, she knows not to buy food in bulging cans. Once she noticed some cans bulging and she told the store manager. He was very thankful.

Maria bathes her children everyday. When she cuts their nails she makes a game of it by asking which nail should be next and how short it should be. Every morning they put on clean clothes. Maria changes the hand towels and dish towels often so they are always clean. When the children get scrapes or cuts she cleans the area with warm water and soap before putting on an antiseptic. She also does this when they get a bite or scratch from a pet.

Maria loves her children and wants to keep them clean and healthy. Her children love to play and by the end of the day they are always ready for a bath.

Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences.

1. What do Maria and her children do before each meal and after going to the bathroom?
.....

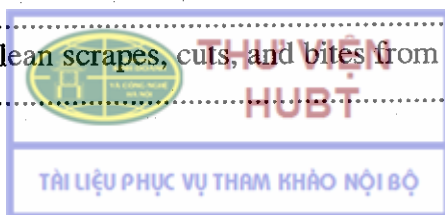
2. What is the first thing Maria and her children do when they get home?
.....

3. Where are there a lot of germs?
.....

4. Why is Maria careful when she cooks with raw meat?
.....

5. Why is it dangerous to buy food in bulging cans?
.....

6. How does Maria clean scrapes, cuts, and bites from pets?
.....



7. What does she do when she cuts her children's nails?
.....

8. How often does Maria clean her house?
.....

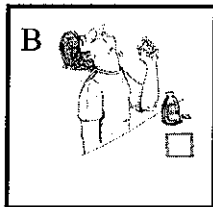
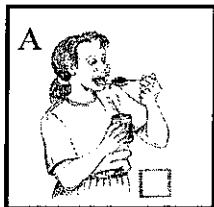
9. How often do Maria's children take a bath?
.....

Section 2: SPEAKING

2.1. Discuss problems on "Hygiene" based on the suggested questions and answers.

1. What is Hygiene? (Preventing infection through cleanliness; body hygiene or personal hygiene, mental hygiene, domestic hygiene, dental hygiene, and occupational hygiene, used in connection with public health; hygiene refers to practices and habits that ensure good personal health and cleanliness).
2. Why is it important? (Many illnesses and deaths among young children are caused by germs that get into their mouths through food or water or dirty hands, then it causes diarrhoea and epidemics; Government should build and use toilets and latrines, protect water sources, and safely dispose of waste water and garbage... etc...).
3. What will happen if environmental sanitation is not good? (Communicable diseases and epidemics will happen that affects a large population. This will lead to death).
4. What is Environmental hygiene? (Keeping the surroundings clean).
5. What is Personal hygiene? There are some activities you perform everyday in order to keep yourself clean: washing hands before eating, bathing regularly and wearing clean clothes; cleaning the teeth; washing hair, cleaning eyes, ears and nails.
6. What is Domestic hygiene? (House should be kept clean and free from dirt, flies and germs, cooking utensils, plates, cups and other utensils should be kept clean).

2.2. These people are following the instructions on their medicine labels. Match the instructions with the pictures.



1. Apply to the affected area as required

2. Gargle for at least 30 seconds.
Do not swallow

3. Take with water or fruit juice or directly from the dropper

4. Usual recommended dose: Place one teaspoon of dry granules in your mouth

2.3. Number the instructions in order from 1 to 5.

- A. Follow the instructions
- B. Check that you're taking the right dosage
- C. Take three times daily
- D. Keep out of reach of children
- E. Remember to shake the bottle first

2.4. Read the leaflet on taking medicine and circle the words of instruction.

Important things to remember
when taking medicine

Medicine improves the lives of thousands of Australians every day, but they can be harmful if not used as intended. To avoid this, talk to your doctor and pharmacist about your health and about how your medicine will work.

- A. Make sure you understand how to take your medicine.
- B. Ask your doctor or pharmacist about possible side-effects.
- C. Check whether there are any precautions you should take when using medicine, such as not drinking alcohol.
- D. Tell your doctor or pharmacist about any problems you have had with taking the medicine, and any adverse effects it has caused.

2.5. Fill in the form by asking the patient these questions.

- | | |
|-------------------------|-------------------------------|
| What's your address? | Where do you live? |
| How old are you? | What's your telephone number? |
| Where are you from? | What's wrong with you? |
| When were you born? | Who is your Next of Kin? |
| What's your occupation? | Who is your family doctor? |

Patient information form

Name: Age:

Address:

Place of birth: Date of birth:

Phone number: Next of Kin:

Insurance card/ medical card: YES..... NO.....

Name of Insurer:

Medical Problem: (describe.....)



How long have you had this problem?.....
 Is it the result of an accident: YES.....NO.....
 (Describe accident)
 Do you have a fever? YES.....NO.....
 Do you have pain? YES.....NO.....
 Where?.....

2.6. Practise guided dialogue 1.

Doctor: ask the patient what is wrong with him?

Patient: say you have a bad cough

Dr: ask how long he has had this cough?

Pt: reply that you have had it for over a month

Dr: ask if he has been taking anything for it?

Pt: say you take cough mixture twice a day

Dr: ask when the cough is most troublesome?

Pt: reply at night

Dr: suggest an X-ray

2.7. Practise guided dialogue 2.

DOCTOR	PATIENT
Greet	Reply to greeting
Ask about symptoms	Describe a pain in your chest
Ask details of the pain	Reply
Prescribe blood - tests, ECG ...etc...	Ask what the diagnosis is
Reply that the test results are needed	Thank doctor. Take leave
Reply	

Section 3: GRAMMAR AND VOCABULARY PRACTICE

The passive

◆ Present passive

Look at these sentences, which are all in the **present passive**.

The basic equipment is obtained from the C.S.S.D.

The following items are included in the dressing pack.

Non - disposable equipment is sent back to the C.S.S.D.

Forceps are generally needed for ward dressings.

What can you say about the trolleys which someone washes with soap and water every day?

The trolleys with soap and water every day.

What can you say about the equipment which some people send back to the C.S.S.D?

The equipment back to the C.S.S.D.

3.1. Put the following sentences into the present passive.

1. Someone washes the trolley with soap and water.
2. Someone washes the trolleys with soap and water.
3. Someone then dries the trolleys.
4. Someone gives the patient an injection every morning.
5. Someone gives these patients injections every afternoon.
6. Someone discards the disposable equipment after use.
7. Someone carries out most of these procedures in the ward.
8. Someone wipes the trolley with an antiseptic.

◆ Past Passive

The patient is admitted.

Yesterday –

The patient was admitted yesterday.

The injections are given.

Last night –

The injections were given last night.

Look at these sentences, which are all in the **past passive**

The dressing trolley was washed yesterday morning.

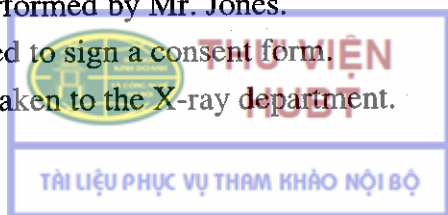
The soiled dressings were discarded.

Mr. Smith was taken to the casualty department.

His clothes were removed.

3.2. Change these sentences into past passive.

- | | |
|--|---------------------|
| 1. His bed-blocks are removed. | Yesterday – |
| 2. The injection is given at 10 o'clock. | Yesterday morning – |
| 3. Her blood pressure is taken four-hourly. | Yesterday – |
| 4. He is examined in the casualty department. | Yesterday evening – |
| 5. They are taken to hospital by ambulance. | Last night – |
| 6. The operation is performed by Mr. Jones. | This morning – |
| 7. His parents are asked to sign a consent form. | Last night – |
| 8. The new patient is taken to the X-ray department. | This morning – |



3.3. Put the following sentences into the past passive.

1. Someone took Mr. Smith to the orthopedic ward last night.
2. Someone told them to roll up their sleeves.
3. Someone asked her to take a deep breath.
4. Someone wheeled the trolleys into the ward.
5. Someone performed the operation last week.
6. Someone removed her stitches yesterday morning.
7. Someone gave the baby an injection.
8. Someone admitted Mr. and Mrs. Jones the day before yesterday.

3.4. Complete the following sentences with the correct past or present passive forms of the verbs in brackets.

1. These patients (catheterize).....yesterday morning.
2. Mr. Smith (give)an injection every four hours.
3. These jobs (do).....usually.....by the student nurses.
4. After the dressings were done, the non-disposable equipment (send).....back to the C.S.S.D.
5. These instruments (need).....for surgical dressings.
6. Many sterile procedures (carry out).....in the ward.
7. She (ask).....to go on duty at 6.30 am yesterday.
8. Disposable equipment (discard).....after use.
9. Those instruments (discard).....yesterday.
10. The patient (help).....into bed.

3.5. Put the following sentences into the passive.

1. A nurse removed the artificial airway from his mouth.
2. A nurse examined the toes of his injured leg.
3. A nurse took his pulse and blood pressure half-hourly.
4. A nurse gave him an intramuscular injection of Pethidine.
5. A nurse offered him a urinal.
6. The doctor put her leg in plaster of Paris.
7. They placed the patient on his back.
8. They took the patient to hospital by ambulance.
9. They asked his parents to sign a consent form.
10. A nurse is taking a new patient to the X-ray department.

Questions in past passive

He was placed in a specially prepared bed.

Was he placed in a specially prepared bed?

She was given a suitable premedication.

Was she given a suitable premedication?

3.6. Turn these sentences into questions.

1. He was given an intramuscular injection.
2. They were asked to sign a consent form.
3. They were allowed frequent sips of water.
4. Her leg was put in plaster of Paris.
5. They were told to come back tomorrow or the following day.
6. These instruments were sterilized.
7. The patient was placed on his back.
8. The injections were given at 6 o'clock.

3.7. Rewrite the following sentences as shown.

E.g.: The urologist examined the patient.

The patient was examined by the urologist.

1. The pharmaceutical company produced a new drug.
2. The surgeon sutured the wound.
3. Doctors attend many congresses.
4. The professors tell the students to pay attention.
5. They say he is the best surgeon in town.
6. The nurses are caring for the patients.
7. The biologists are carrying out research.
8. A car knocked the boy down.
9. The doctor will take out the stitches next week.
10. Lack of hygiene causes infection.

3.8. Match the words with similar meanings.

1. addicted
2. decrease
3. increase
4. irritable
5. depressed
6. rehabilitation
7. want
8. depend
9. fatigue
10. counsellor
11. courses
12. variety
13. invincible
14. support
15. mental

blue
classes
recovery
diversity
expand
hooked
unconquerable
reduce
cerebral
aid
cranky
adviser
desire
exhaustion
rely



3.9. Use each adjective once to fill in the blanks.

good	helpful	clean	lung	contaminated
sore	car	heavy	drinking	designated
painful	early	prompt	malignant	dangerous

1. The counsellor is
2. He is the driver.
3. My mother was in a accident.
4. diagnosis is important.
5. He is a drinker.
6. My glands are
7. treatment is necessary.
8. It is to drink and drive.
9. The needle is
10. My father has a problem.
11. A mammogram is not
12. That halfway house is very
13. She is a friend.
14. My aunt has a tumour.
15. She has cancer.

3.10. Rewrite the passage beginning “Yesterday,.....”.

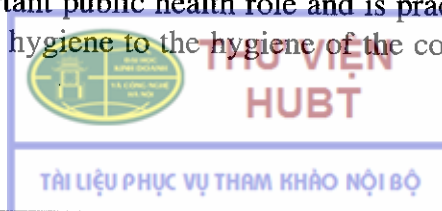
Today, Hoa has a medical check-up. She fills in the medical records and waits in the waiting room. After a few minutes, the nurse calls Hoa’s name and takes her to the doctor’s office. The doctor asks Hoa a few questions. Then she weighs Hoa and measures her height. After that she takes Hoa’s temperature. Next, she listens to Hoa’s heart. Then she checks Hoa’s eyes and ears. Everything is normal. Finally, Hoa leaves the office. She feels very happy.

Yesterday.....

3.11. Further reading passage

Hygiene

Hygiene plays an important public health role and is practiced by almost everyone, ranging from personal daily hygiene to the hygiene of the cook who prepares food in a



restaurant. Although hygiene practices can vary widely depending on the culture, in general, hygiene is an important part of healthy daily life. Basic conditions for good health and hygiene are: balanced diet, personal hygiene, clean food, water and air, exercise and relaxation and abstaining from habit-forming substances. The various practices that help maintain health constitute hygiene. Hygiene could be personal and community (environmental). Personal hygiene includes clean habits such as: daily bath, washing of hands before eating food and after going to the toilet. Keeping nails, hair and teeth clean.

Community hygiene includes keeping the surroundings clean and not letting germs breed and cause diseases. Environmental hygiene and health means keeping the house clean and not letting the environment get dirty from garbage.

Benefits

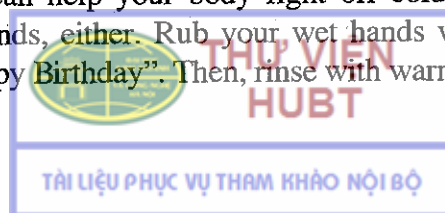
Hygiene's benefits fall into two main categories: disease and infection prevention and social benefits. Hygiene is one of the few tools that society has against the spread of disease and infection. Simple tasks such as using sanitizers, using proper hot or cold storage and even just plain washing can help control or kill the viruses, bacteria and fungi that cause disease and infection. The social benefits of hygiene revolve more around cleanliness and smell. By using detergent products and deodorizers, hygiene helps keep unpleasant dirt, grime and odours under control.

Personal hygiene can be broken down into four main areas. The first of these areas is personal hygiene. Personal hygiene involves practices such as washing your hands, taking a shower, washing your clothing, brushing your teeth, washing your bedding and any other activities that promote personal cleanliness. Most personal hygiene practices are meant to fulfil dual roles by both preventing the spread of disease and infection as well as helping meet social standards of cleanliness. Activities such as hand washing are especially important aspects of general hygiene. In fact, according to the National Institute of Health, hand washing is one of the most effective ways to stop the spread of disease.

There are so many illnesses out there to worry about, and people are always getting vaccinated for one thing or another. While paying a little more attention to personal health and hygiene doesn't necessarily cure your body of swine flu, doing so might help it from entering your system in the first place. Personal hygiene and health is simpler than most people think.

Hand washing

The U.S. Centres for Disease Control and Prevention (CDC) says that washing your hands is one of the easiest ways of preventing the spread of infection from one person to another, yet so few people make it a priority. Washing your hands every time you use the bathroom and before and after you eat or put your hands on highly public areas (like the railing on an escalator) can help your body fight off colds and other illnesses. It's not difficult to wash your hands, either. Rub your wet hands with a good antibacterial soap long enough to sing "Happy Birthday". Then, rinse with warm water and dry.



Bathing

Nobody wants to be around a stinky person. A bath or shower once or twice a day is all that is needed to make sure that you are never that person. Cleanse the whole body with soap and water, including the genitals. This washes away dirt, sweat, bodily secretions and oils that can cause odour.

Dental hygiene

Dental hygiene is another important part of any personal health and hygiene regimen. The American Dental Association recommends brushing the teeth at least twice per day with a fluoride toothpaste, as well as flossing between the teeth on a daily basis. Tooth brushes should be replaced every three to four months, to prevent bacteria build-up and ensure proper cleaning. In addition to taking care of your teeth at home, it is recommended that once per year you have an oral exam and professional cleaning.

Hair care

Everybody's hair is different. Some types of hair require daily washing, while other types of hair require weekly or bi - weekly washing. Either way, daily hair brushing and a quality shampoo and conditioner are part of any healthy hair regimen. Just as the skin can collect oils and bacteria that cause odour, so can the hair. Proper combing and brushing and a regular wash and conditioning can help to keep the hair clean, healthy and manageable.

Visiting your doctor

Just as your dentist is an important part of your oral health, your doctor is an equally important part of your overall health. Be sure to see a doctor at least twice a year to have a physical exam, just to be certain you are in good overall health.

Tips for staying well

The restroom is a primary location for germs of all kinds. Avoid touching things in public restrooms, and wash your hands thoroughly before exiting. Females should wipe from front to back to prevent spreading bacteria from the anus to the urethra, which can result in urinary tract infection, according to the U.S. Department of Health and Human Services. Brush teeth two to three times daily following meals and floss each night before retiring to rid the teeth and gums of bacteria. Brush teeth from top to bottom and along the gum line, using a gentle circular motion for at least two minutes. Remember to brush the tongue, which is a major source of germs in the mouth.

Prevent the spread of illness

As important as it is to avoid contracting infectious illnesses, it is also important to prevent spreading them to others when you are sick. Cover your mouth when coughing or sneezing; dispose of used tissue immediately after use. Avoid sharing drinks or eating utensils with others. Stay home from work, school and other public places until well to avoid exposing others to contagious illnesses, like chicken pox or the flu.

Unit 12

EXERCISE

Section 1: READING COMPREHENSION

Armando is an engineer who spends much of his time working behind a desk. A year ago one of his co-workers died from a heart attack. He was only 48 years old. Armando at the time was thirty-three and overweight. He liked watching sports on the weekend. He ate chips and drank beer on Saturday and Sunday afternoons. Armando could tell that his muscles were becoming soft and flabby. He decided to do something about this.

He decided to begin swimming since he always enjoyed that. He began swimming laps for thirty minutes three times a week. After several months, Armando had lost weight and his blood pressure was down. He also felt better and did not get angry so often. When winter came, he did not get as many colds as he had in previous years.

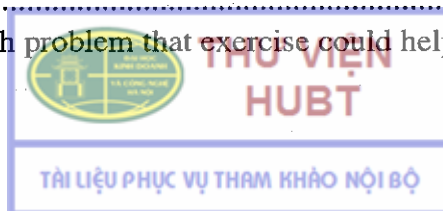
After a while he felt so good about himself that he stopped watching so much television and began doing other things. Now, on weekends, he often rides bikes or goes hiking with his children.

Next, he plans to improve his diet. He has a friend who says she feels much better since she's been eating healthy food. Armando is going to learn more about nutrition.

Comprehension: Questions and answers

1.1. Answer the following questions in complete sentences.

1. How old was Armando's co - worker when he died from a heart attack?
.....
2. What type of exercise did Armando decide to do?
3. What are a couple of things Armando noticed about his health after he started swimming?
4. What does he often do now with his children on the weekends?
5. What does Armando plan to learn about next?
6. What type of exercise do you do regularly?
7. Do you know someone who died from a heart attack? If so, what may have helped cause it?
8. Do you have a health problem that exercise could help?



SECTION 2: SPEAKING

2.1. Discuss problems on “Exercise” based on the suggested questions and answers.

1. Do you often do exercise? How often, when and where?
2. How many hours of exercise do you do a day?
3. What types of exercise do you do? (Aerobic exercise, cycling, running, swimming, walking, stair climbing machines, Yoga, Tai Chi, Pilates)
4. Why do you think we need to do exercise? (Regular physical activity - even at moderate levels - reduces the risk of heart disease, cancer, high blood pressure, and obesity).
5. How much training do you really need a day? (Most experts agree that moderate exercise for 30 minutes every other day is all you need. This amount of exercise has been linked with improving cardiovascular function, lowering cholesterol and blood pressure, losing weight, and reducing stress).
6. How do you design a personal exercise program? (Your maximum heart rate will determine overall training goal).

2.2. Work in groups of five. How can you stay healthy? Everyone in the group should contribute one answer to each question. Compare your answers with the rest of the class.

Some kinds of individual sports

1. aerobics	6. gymnastics	11. skiing
2. bicycling	7. yoga	12. swimming
3. bowling	8. jogging	13. tennis
4. boxing	9. running	14. working out
5. golf	10. skating	15. wrestling

What is the best kind of exercise?

Student's name

Advice

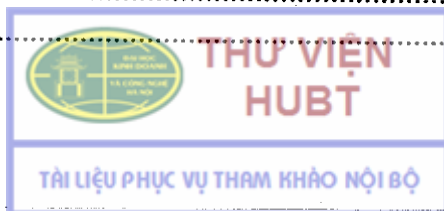
1.
2.
3.
4.
5.

How many hours of sleep do you need each night?

Student's name

Advice

1.
2.
3.
4.



2.3. Practise the dialogue.

- DR. Wales:** Good morning, Mr. Davis. Please, sit down. Your family doctor says that you have been troubled by headaches. When did all this start?
- Mr. Davis:** I suppose I've had headaches all my life, but they've become much worse recently. I've had to take a few weeks off work and my boss is on to me.
- Dr. Wales:** *How often do you get them?*
- Mr. Davis:** Nearly everyday. Much more so if I'm tired.
- Dr. Wales:** Any particular time of the day?
- Mr. Davis:** They are much worse in the afternoons and early evening.
- Dr. Wales:** *What are the headaches like?*
- Mr. Davis:** It's a continuous throbbing feeling, mainly at the front. It hurts if I move my head and I often feel sick.
- Dr. Wales:** Does anything you do make the headaches better or worse?
- Mr. Davis:** I find lying down for a while eases the pain, and also having a sleep.
- Dr. Wales:** Well, *we'd better* have a good look at you. Okay? Let's start with a general check - up.

Language study

◆ Requesting information about frequency:

How often

How often do you get them?

2.4. Make up the questions following the above model and answer.

1. Frequency of the pain? (..... come on?)
2. Frequency of the attacks? (.....get these attacks?)
3. Frequency of this dizziness? (..... occur?)
4. Frequency of your bowel movements? (..... move your bowels?)
5. Frequency with which this lump appears (..... appear?)
6. Frequency with which the baby kicks? (.....feel the baby kick?)

◆ Requesting descriptions

What**like?** (the doctor asks the patient to describe the headaches)

What are the headaches like? I have an intense throbbing or dull aching pain on one side of my head.

Suggested answers:

dull pain (đau âm ỉ)

sharp pain (đau nhói)

colicky pain (đau quặn)

knife-like pain (đau như bị dao đâm)

bursting pain (đau như xé)

throbbing pain (đau từng cơn)

stabbing pain (đau nhói, như bị dao đâm)

constant pain (đau dai dẳng)

tearing (splitting) pain (đau như xé)

excruciating pain (đau dữ dội)

2.5. Make up the questions following the above model and answer

1. Describe the taste.
2. Describe the stomach pains.
3. Describe the appetite.
4. Describe the child's breathing.
5. Describe your first pregnancy (use "was").
6. Describe your baby's cough.
7. Describe the cut on your hand.
8. Describe the pain in the chest.

◆ Giving advice **Had better**

We'd better have a good look at you

2.6. Use "had better" to give advice in the sentences below.

1. It would be advisable for you to stay in bed.
2. It would be advisable for you to lose a little weight.
3. It would be advisable for you to take more exercise.
4. It would be advisable for you to discontinue taking those tablets.
5. It would be wise for you to stop smoking.
6. It would be wise for you to run the tests again.
7. It would be wise for you to stop drinking so much.

◆ Requesting general information

What about.....?

What about your job?

2.7. Make up the questions following the above model and answer.

1. Tell me about your drinking habits. (.....alcohol?)
2. Tell me about your smoking habits (.....tobacco?)
3. Tell me what your wife thinks about it (.....your wife's feeling on the matter?)
4. Did you or did you not follow my advice? (.....that advice I gave you?)
5. Describe any changes you've noticed as a result of taking that medicine I prescribed (..... those green and black capsules I gave you?)
6. I want information about the patient's glycosuria. (..... his glycosuria?)

2.8. Practise dialogue "A physical examination".

Doctor: When did you last come in for a physical exam?

Patient: I had my last physical two years ago.

Doctor: Have you had any other exams recently? Blood work, an EKG or an ultra-sound?

Patient: Well, I had a few X-rays at the dentist's.

Doctor: How have you been feeling in general?

Patient: Pretty well. No complaints, really.

Doctor: Could you roll up your left sleeve? I'd like to take your blood pressure.

Patient: Certainly.

Doctor: 120 over 80. That's fine. You don't seem to be overweight, that's good. Do you exercise regularly?

Patient: No, not really. If I run up a flight of stairs, it takes me a while to get my breath back. I need to get out more.

Doctor: That would be a good idea. How about your diet?

Patient: I think I eat a pretty balanced diet. You know, I'll have a hamburger from time to time, but generally I have well-balanced meals.

Doctor: That's good. I'm going to listen to your heart.

Patient: Ooh, that's cold.

Doctor: Don't worry it's just my stethoscope. Now, breathe in and hold your breath. Please pull up your shirt, and breathe deeply... Everything sounds good. Let's take a look at your throat. Please open wide and say 'ah'.

Patient: 'ah'

Doctor: OK. Everything looks ship-shape. I'm going to order some blood work and that's about it. Take this slip to the front desk and they'll arrange an appointment for the tests.

Patient: Thank you doctor. Have a nice day.

Key vocabulary

Physical examination (exam)	blood work
EKG	ultra-sound
Overweight - underweight	to exercise regularly
Balanced diet	well-balanced meals
To hold one's breath	to pull on one's shirt
To breathe deeply	to look ship-shape
Slip	to arrange an appointment

Section 3: GRAMMAR AND VOCABULARY PRACTICE

Passive of past continuous tense

I He She It	was		lifted driven assisted used
You We They	were	being	taken carried given

3.1. Put the following sentences into past continuous passive.

1. He was not feeding the children at 7 yesterday.
2. We were talking about the patient's condition.
3. She was admitting a new patient.
4. The doctors and nurses were not eating dinner.
5. Was the nurse reading the medical records of new patients?
6. Were they carrying medical supplies into the surgical department?
7. They were cleaning the wards.
8. The nutritionists were discussing a new diet for those suffering from diabetes.
9. The receptionist was filling in the form for a new patient.
10. The paediatrician was examining at least 10 children.

3.2. Put the following sentences into the passive.

1. The professor is explaining the patient's condition to a trainee doctor.
2. They choose the best students to work for a University Hospital.
3. We had taken the final anatomy exam before we had term break.
4. The doctors have finished their task.
5. Mr. Lofti didn't write this medical history.
6. Who operated on you yesterday?
7. Physicians are testing this medication.
8. A nurse has helped me into the bed.
9. This clever doctor will resolve this problem.
10. Everyone loves all doctors and nurses in this hospital.

The Past Perfect Tense

Active

Passive

I	Had	gone	I	had been	told
You		heard	You		asked
He		assisted	He		taken
She		seen	She		seen
It		come	It		used
We		helped	We		shown
They		asked	They		sent

The past perfect tense is used for an action in the past which happened before another action, also in the past. For example:

The doctor told them that John had sustained a fracture.

The nurse took John's pulse and blood pressure after she had admitted him.

Soon after John had returned to the ward, he began to regain consciousness.

The past perfect is often used with *before*, *after*, *as soon as*, *until*, *when*.

3.3. Complete the following sentences with the past perfect tense.

1. We (give)..... him first aid by the time the ambulance arrived.
2. The doctor wanted to know what the nurse (do).....
3. Mary didn't get home until after her parents (go)..... to bed.
4. I found my way to the clinic after I (ask) the theatre sister the way.
5. You lost your new gloves soon after you (buy) them, didn't you?
6. When John (recover) from his operation, he was sent home.
7. The doctor did not arrive until the patients (finish)..... their breakfast.
8. As soon as the surgeon (examine)the X-rays he started the operation.

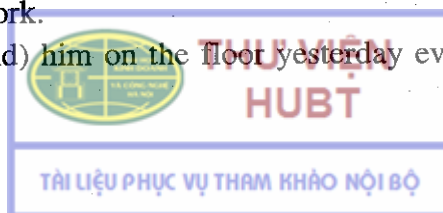
3.4. Complete the following sentences with the correct past simple or past perfect tense of the verb in brackets.

Remember, the past perfect marks the earlier of the actions.

1. The nurse who admitted John (ask) what (happen) to him.
2. He (tell)her that he (be knocked)..... down.
3. Mary (work) at the hospital for six months before she (meet) Jane.
4. When the nurse (set) the trolley, she (take) it into the ward.
5. After the disposable instruments (be used).....they (be thrown)..... away.
6. After the surgeon (examine) the patient, he (tell) him there was nothing to worry about.
7. Jane's headache (not, get)better until she (take)..... several Aspirins.
8. The radiographer (tell).....the patient not to move until she (take)..... the X-ray.
9. When she (take)..... the X-rays, the radiographer (take) the patient back to the ward.
10. After they (have)..... their dinner, they (go)..... to the cinema.
11. The surgeon who (perform) the operation (visit) John this morning.
12. The patient who (be taken).....to the hospital (be) better, yesterday.

3.5. Use a suitable past tense.

1. Before being admitted to hospital, she (try) every sort of treatment but nothing (help) her.
2. She (say) she (have) a lump which she (notice) about a month before.
3. He (be fit) until a month ago when he (begin) to feel unwell.
4. Yesterday, she (wake) up full of pains. She (get) wet the previous day on the way home from work.
5. His neighbour (find) him on the floor yesterday evening but he (fall) earlier in the day.



6. My doctor (think) I (overdo) things and (advise) me to rest
7. The doctor (ask) him whether he (take) the tablets he (prescribe)
8. During the night she (call) the nurse because she not (feel) well since going to bed.
9. The child almost (die) because he (swallow) a large number of sleeping pills while his mother (work) in the kitchen.
10. He (see) no improvement although he (follow) his doctor's advice.

3.6. Put the verbs into the correct form.

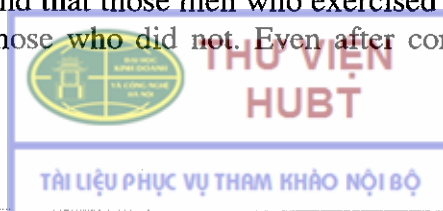
1. Does it hurt when you pass water? Not today but yesterday it (hurt) a lot.
2. Are you still taking the tablets? No, I (stop) taking them about a month ago.
3. Does anyone in your family suffer from heart disease? My father (suffer) from angina for over six years before he (die).
4. Where's the patient in bed 4? They (transfer) him early this morning to the intensive care unit.
5. Do you often bring up food? I (bring up) what I (eat) last night.
6. Is the patient conscious? Yes, he (come round) two hours ago.
7. Do you still smoke? No, I (give up) smoking a year ago.
8. Any new patients? A patient with a bleeding ulcer (come) in last night.
9. Is your mother still alive? No, she (die) when I (be) a child.
10. Is there any hope for that patient? Yes, he (open) his eyes last night and (ask) for something to eat.

3.7. Further reading passage.

Physical Exercise

In recent decades, large numbers of Americans have led physically inactive lives. People shuffle out to their cars in the morning, sit or stand in one place most of the day, ride home, and settle into easy chairs to watch other people play baseball or football on television. In the process, people get little vigorous exercise. Today, however, more and more people are jogging, swimming, bicycling, and engaging in other forms of *aerobic exercise*—exercise that requires a constant flow of oxygen. The exercise boom is a good example of how general social values and expectations affect health-related behaviors. There were few joggers twenty years ago, but there are millions today.

The health benefits of aerobic exercise are not as obvious as the health risks of cigarette smoking. Nevertheless, people who had sedentary lives, without much exercise, have been found to be at greater risk of heart disease and other illnesses. Researchers at Harvard and Stanford recently reported the results of a major study of 17,000 middle-aged and older men who were first studied as college students between 1926 and 1950 and then followed up periodically for many decades (Paffenberger et al., 1984). The researchers found that those men who exercised regularly, even at moderate levels, lived longer than those who did not. Even after correcting for such factors as



family history, the death rate due to heart disease of the least active group was almost twice as high as that for the most active group. Another recent study found that both men and women who kept physically fit were much less likely to develop high blood pressure than those who did not keep fit (Blair et al., 1984).

Exercise may reduce the risk of heart disease and other diseases in several ways. First, there is evidence that regular exercise can favorably alter blood levels of different forms of cholesterol, which in turn may be related to the likelihood of plaque forming in coronary arteries (Wood and Haskell, 1979). Second, exercise can improve the health of overweight people by helping them to lose weight. Third, exercise often has psychological benefits, helping to relieve depression (McCann and Holmes, 1984) and increasing people's general sense of well-being (Folkins and Sime, 1981). These psychological benefits can, in turn, make people better able to cope with stress and to engage in other health - producing behaviors.

The hardest part of an exercise routine is getting started. Once you've established a regular pattern of exercise, you'll find yourself following it. So, how do you get started? Well, first of all, consult your doctor. Your doctor can recommend the specific kinds of exercise for your own individual needs. Generally, however, these guidelines should get you going.

First of all, exercise will only become a habit if it's fun! Pick something you will enjoy doing. If you like being with a group of people, try a team sport like basketball or soccer. You don't have to be a super athlete. Anyone can exercise. Social activities like dancing and mall-walking are also good. If you're more of a loner, try bicycling or swimming. Consider your current state of physical fitness. If you haven't exercised in years, you'll definitely want to start with some modest activities. As you get adjusted, you can increase your activity.

Consider your schedule. Are you a morning person? Then plan to exercise in the morning. If you're addicted to your snooze button, plan to exercise in the evening. Start with just a small block of time, maybe fifteen minutes. As you get into your routine, you probably won't mind increasing to twenty, and then thirty, minutes. In order to be effective, you'll need to repeat your exercise routine 3 or 4 times per week.

Will you exercise at home or at a fitness center? Selecting a fitness center can be a challenge, but you may find the community support motivational. Will you need any special equipment? The variety of exercise equipment available for purchase today can be overwhelming. Be sure to buy the proper equipment.

Finally, take it easy. Make sure that you exercise intelligently and cautiously. Follow some guidelines for beginners. Exercise should improve your health, not be a risk.

If you're still making excuses, at least try some of the Healthy Heart Tips for today. These simple, realistic activities can become the first step toward a healthier tomorrow.



Unit 13

NUTRITION

Section 1: READING COMPREHENSION

Grace decided she needed to change her family's diet. They were eating too much fast food and frozen dinners. Grace has high blood pressure and knows these foods contain a lot of salt. Her doctor has told her salt is bad for high blood pressure. Her husband has high cholesterol and many fast foods contain a lot of fat. Plus she does not want her children to have problems with heart disease when they get older.

Grace began her family's new diet by serving breakfast. Before, she and her husband would just have a cup of coffee and the children would have a glass of orange juice. Often by ten o'clock in the morning Grace felt tired and irritable. Her body had gone too long without food. She started serving cereal with milk, toast, and orange juice for breakfast. It was not a difficult meal to make. She did have to get up earlier but she found she had more energy during the day. Her children would have preferred sugar coated cereals but she tried to stay away from those.

Since neither Grace nor her husband are able to be home when the children arrive from school, she decided to start having healthier snacks in the house for them. She stopped buying chips, cookies and soda. Instead she made sure there was food for sandwiches, fruit and milk. Grace also started eating healthier snacks. Now, she takes fruit to work for a snack between meals.

Grace went to the library to get a cookbook on easy healthy meals. She started cooking with olive oil. It has less cholesterol. Cholesterol can accumulate in the walls of blood vessels which gradually narrows them. This condition may lead to a heart attack or stroke.

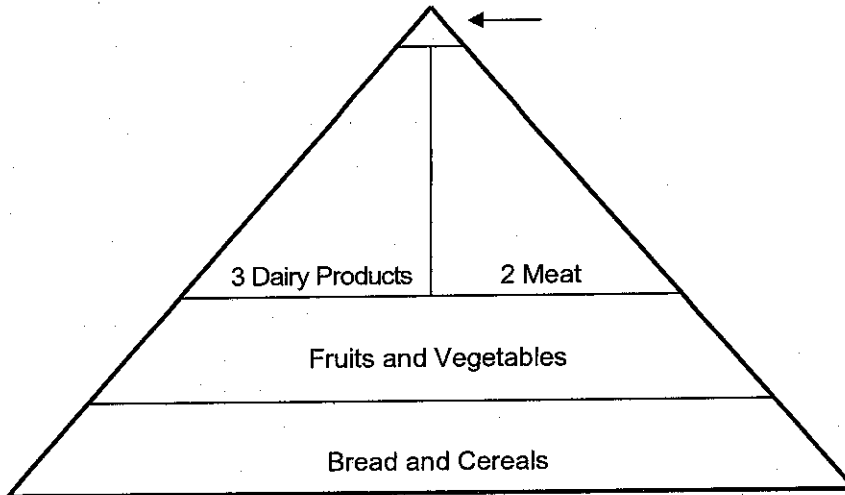
She and her family started eating more rice and pasta dishes and less red meat. Along with this, they eat salads, fruits, and vegetables.

Grace is feeling better and has more energy. Besides eating healthier meals she and her family eat healthier snacks. They no longer drink sodas but instead drink water. She is glad they have changed their diet.

Food triangle

Fill in the Triangle with the foods you like. Write in the number of foods for each group. For example write in five different fruits and vegetable for that group. Extras - sugars & fats.





Comprehension: Questions and Answers

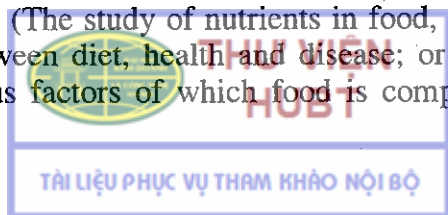
1.1. Answer the following questions in complete sentences.

1. What health problem does Grace have?
.....
2. What health problem does her husband have?
.....
3. Name two health problems that can cause heart disease .
.....
4. Fast foods and frozen dinners often contain high quantities of two ingredients that made Grace decide to change her family's diet. What were they?
.....
5. After Grace started her family's new diet, which meal did they begin eating?
.....
6. Instead of soda, what did Grace's family begin to drink?
.....
7. What healthy snacks do Grace's children have?
.....
8. Where did Grace go to get a cookbook on easy healthy meals?
.....

Section 2: SPEAKING

2.1. Discuss problems on "Nutrition" based on the suggested questions and answers.

1. What is nutrition? (The study of nutrients in food, how the body uses nutrients, and the relationship between diet, health and disease; or nutrition is the science that deals with all the various factors of which food is composed and the way in which



proper nourishment is brought about; nutrition consists of diet (what you take in) and metabolism (what happens to it after it enters your body).

2. What role does nutrition play in life? (Nutrition is very important and gives humans energy. Children especially need nutrition in their everyday meals, as well as adults).

3. Why is proper nutrition important? (Your body needs the right amount of all the required molecules to function properly. If it lacks one or more essential nutrients, it will not be able to function normally)

4. How do I know if I am getting the proper nutrition? (To function properly, your body must take in adequate amounts of several vitamins and minerals as well as of proteins, fats, and carbohydrates. If you are not getting adequate amounts of some required nutrient, your body will develop symptoms of deficiency).

5. What is a balanced diet? (The key to obtaining all the nutrients that your body requires is eating the right mix of foods: a balanced diet. This means eating a variety of foods from different food groups that together contain all the vitamins, minerals, and fuel - in the form of the macromolecules carbohydrates, proteins, and fats - your body needs).

6. Which diseases are related to poor nutrition? (There are many diseases caused by poor nutrition. These cause diabetes, cardiovascular disease, obesity, anorexia, malnutrition ...etc...).

2.2. Practise the dialogue.

Nurse: Good morning, Mr. Adams. How are you doing today?

Patient: Horrible! I can't eat anything! I just feel sick to my stomach. Take the tray away.

Nurse: That's too bad. I'll just put this over here for now. Have you felt queasy for very long?

Patient: I woke up in the middle of the night. I couldn't get back to sleep, and now I feel terrible

Nurse: Have you been to the toilet? Any diarrhoea or vomiting?

Patient: I've been to the toilet twice, but no diarrhea or vomiting. Perhaps, I should drink something. Can I have a cup of tea?

Nurse: Certainly, I'll get you a cup immediately. Would you like black tea or peppermint tea?

Patient: Peppermint, please. Do you think I could have another blanket? I'm so cold. I think I'm getting a chill.

Nurse: Here's an extra blanket. Let me tuck you in.

Patient: You're so sweet. What is your name?

Nurse: My name is Alice. I'll be on duty during the day for the next few days.

Patient: Hello Alice. My name is Jack. Nice to meet you.

Nurse: Let's get you feeling better Jack! Is there anything else I can get for you?

Patient: That's alright, I think a cup of tea and a warm blanket should help.

Nurse: OK. I'll be back as soon as the tea is ready.

Patient: Thank you.



Key phrases:

To feel queasy

To feel terrible, awful, horrible

To go to the toilet

to feel sick to one's stomach

to get back to sleep

to get the chills

To tuck someone in

2.3. Match what they want with what they say.

<p><i>The nutritionist wants you</i></p> <ol style="list-style-type: none">1. to cut down the fat. She says,2. to have a balanced diet. She says, <p><i>The doctor wants.....</i></p> <ol style="list-style-type: none">3. to take your blood pressure. He says,4. to check your pulse. He says,5. to listen to your chest. He says,6. to check your eyes. He says,7. to check your throat. He says,8. to check your urine. He says,9. to take off most of your clothes. He says,10. to put your clothes on. He says,	<ol style="list-style-type: none">A. just look straight aheadB. you can get dressed nowC. now let's have a look at...D. could you give me a little sample in this bottle?E. Don't eat fatty food.F. would you roll up your sleeve for me?G. hold out your hand, pleaseH. have a variety of foodI. lift up your top,J. please could you strip down to your underwear?
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Section 3: GRAMMAR AND VOCABULARY PRACTICE

Purpose

Look at these sentences.

*The beds are arranged **so that** patients can have as much fresh air as possible.*

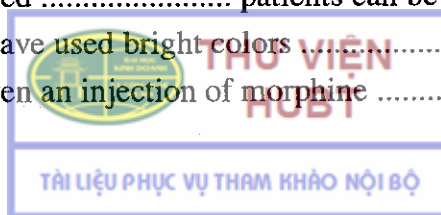
*There must be adequate space between beds **to** prevent cross-infection.*

*Furniture and fittings have been designed **to** allow easy cleaning.*

*John's leg was X-rayed **so that** the surgeon could see the exact site and extent of the fracture.*

3.1. Complete the following sentences with 'so that' or a suitable infinitive with 'to'.

1. A day room is provided ambulant patients have somewhere to relax.
2. The patient was given an antibioticthe onset of infection.
3. The doorways are always wide enough patients in wheelchairs to enter with ease.
4. Some side wards have their own basins and lavatories suitable accommodation is provided for infectious patients.
5. The beds are arranged patients can be observed without difficulty.
6. Hospital planners have used bright colors a cheerful atmosphere.
7. The patient was given an injection of morphine shock and pain.



8. Jane studied hard she could pass her examinations.
9. Furniture and fittings are designed they can be cleaned easily.
10. Mary made notes at the lecture she could remember the important points.

3.2. Complete the following sentences with the appropriate words.

1. "Physician" is another name for.....
2. Someone who is under a doctor's care is called a.....
3. A prescription drug can be purchased only in a.....
4. A disease which spreads from one person to another is a.....
5. Laboratory technicians use a.....to examine blood specimens.
6. The Salk and Sabin.....have greatly reduced the threat of polio.
7. In 1895 Roentgen discovered.....which make it possible to diagnose problems in the skeleton and internal organs.
8. A doctor who specializes in heart problems is a.....
9. The cost of health care is so high that..... is necessary for most people.
10. The study of the structure of the human body called..... was greatly advanced when dissection was first used in 1515.

3.3. Use each word once to fill in the blanks.

smoking	senior	lung	pain	relationship
college	gum	cough	blood	cigarettes
quit	breath	chest	matches	complaints

1. It is dangerous to play with.....
2. She smokes ten..... a day.
3. She wants to..... smoking.
4. He will be a..... in college.
5. His grandmother died of..... cancer.
6. My sister has a..... in her chest.
7. She chews.....instead of smoking cigarettes.
8. After walking up the stairs, she was out of.....
9. The doctor hears many..... everyday.
10. He has a very deep.....
11. He has been..... since he was sixteen years old.
12. They plan to attend a..... near their home.
13. Jeff plans to donate.....
14. When he is worried about his..... with his girlfriend, he smokes.
15. When she coughs her.....hurts.

3.4. Use each word once to fill in the blanks in the reading passage.

as nutrients nutrition whole moderation
found amount daily guidance much

It is easy to get confused when confronted with a bewildering array of food choices. For (1)....., just keep in mind the following basic rules of good (2).....:

Get more than half of your (3) calories from carbohydrates, concentrating on foods such (4)..... rice, pasta and potatoes.

Eat plenty of fiber-rich foods, such as vegetables, (5)..... grains and fruits, including the skins.

Consume a relatively small (6)..... of fat, especially the saturated fats (7) in butter, fatty meats and tropical oils.

Avoid too (8)..... sodium, sugar. If you drink alcohol, drink it in (9)

Avoid processed food as much as possible. Processing generally removes fiber and (10) while it adds unhealthy sodium and fats.

3.5. Read the passage below and decide if the following sentences are True (T) or False (F).

How many calories can you burn in one hour? Well, it all depends on the activity. You use calories all the time, even when you are resting. Reading, sleeping, sitting and sunbathing all use about 60 calories an hour.

Very light activities use 75 calories. Examples are eating, writing, knitting, shaving, driving, and washing up.

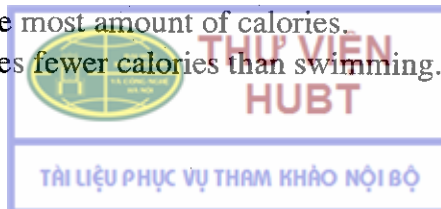
Light activities which use about 100 calories an hour include playing the piano, getting dressed and having a shower.

Under moderate activities which use between 100 and 200 calories an hour we can put walking, doing housework, shopping and skating.

Energetic activities use 200 - 400 calories. These include horse riding, cycling, swimming, skipping and dancing.

Finally, there are strenuous activities which use up to 600 calories an hour. These activities include climbing stairs, jogging, digging the garden and playing football.

1. The amount of calories we use an hour depends on the activity we do.
2. When we are resting we don't burn calories.
3. Reading uses as many calories as writing.
4. The calories we burn for eating and washing up are the same.
5. Sunbathing uses more calories than driving.
6. Having a shower uses only 100 calories an hour.
7. Walking is a very light activity.
8. Cycling and dancing use the same amount of calories.
9. Horse riding uses the most amount of calories.
10. Playing football uses fewer calories than swimming.



3.6. Further reading passage.

Nutrition and Diet

One of the most important lifestyle choices that affects your health is what you eat. Indeed, there is substantial evidence that your choice of diet can influence your risk for five out of the 10 leading causes of death in the Western world, including coronary heart disease, stroke, diabetes, atherosclerosis and certain forms of cancer. And while health experts urge people to make healthier choices to avoid these chronic illnesses, which are responsible for well over half of all deaths in the United Kingdom, many individuals nevertheless maintain a diet that is far from optimal.

Even though many people know that it would be beneficial to cut down on dietary fat, watch their sodium intake, and eat more foods rich in complex carbohydrates and fibre, they are not always certain about how to apply these principles in their daily lives.

A Balanced Diet, fortunately, developing healthy eating habits is actually quite simple to do. The object is to eat a balanced diet consisting of many different types of foods, without emphasizing any one particular category.

Choosing from a wide variety of foods - including fruit, vegetables, whole grains, pasta, pulses, low-fat milk products, lean meats, poultry and fish - not only gives you a broad range of nutrients in your diet, but it also lessens the chance that you will consume dangerous amounts of toxic substances and chemicals found in some foods.

Each type of food makes a slightly different nutritional contribution to your diet. In addition to eating familiar favourites, it is best to broaden your palate and try some unfamiliar foods as well, since this gives you the opportunity to enjoy new varieties and try exotic tastes. A healthy diet, after all, need not confine you to a lifetime of eating foods that are bland or unappealing.

Moderation is another important component of a healthy diet. A moderate eating plan involves alternating substitutions - for example, if you eat a fat-laden morning meal, select low-fat foods for the remainder of that day. It is unlikely that most people are going to abandon steak and chips for tofu (bean curd) and alfalfa sprouts. But there is no reason for you to give up all your favourite foods. Although eating red meat every night is not recommended, there is nothing wrong with an occasional meal of beef, lamb or pork.

Overall, no more than 30 per cent of your calories should come from fat. Of the remainder, about 11 per cent should come from protein, and by far the largest portion - at least 55 per cent of your caloric intake - should come from carbohydrates, which are divided into two general types: simple and complex.

Simple carbohydrates are sugars, including glucose and fructose from fruits and vegetables, lactose from milk, and sucrose from cane or beet sugar. Refined and processed foods such as sweets, biscuits, cake, jams and many soft drinks contain mostly sucrose. Although these processed foods are all dense in calories, they offer very little else in the way of nutrients. However, many natural foods containing simple sugars, such as fruits and juices, are good sources of vital nutrients as well.

Moreover, carbohydrates are your most efficient source of energy. They are transformed into the blood sugar - glucose - which serves as your basic fuel. Contrary to what most people believe, carbohydrates are not fattening as long as you limit yourself to moderate amounts and do not smother them in rich sauces.



Unit 14

DISABILITIES

Section 1: READING COMPREHENSION

Nancy had a handicapped baby. She was very sad when she was first told. While in the hospital, she came in contact with a support group. Members of this group gave her emotional support in the first year. Now that her child is seven she continues to get support and advice from the group.

Nancy is a volunteer at her daughter's school which is a special school for handicapped children. From working at the school, Nancy has learned that expectant mothers who smoke, drink alcohol, take drugs, do not receive regular prenatal care, and have an unhealthy diet run a greater risk of having a handicapped baby.

Nancy has two other children. She makes sure they receive plenty of love and attention. Nancy and her family are helping her handicapped daughter, Alicia, to become as independent as possible. Nancy enjoys attending the self-help group for parents of children with handicaps. The group not only offers information and practical assistance but gives her a chance to discuss particular problems.

Nancy works in Alicia's classroom once a week. Several of the children are handicapped because of accidents which happened in the home or on the road. Besides working in the classroom, Nancy helps on school outings and special projects.

Older people make up the greatest number of disabled people. In adults over 50, the most common forms of handicaps are rheumatoid arthritis, the after effects of a stroke, Parkinson's disease, and coronary and respiratory problems. Some of these could be prevented by eating healthy food, keeping fit, and cutting down on smoking and alcohol.

Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences.

1. How many children does Nancy have?

.....

2. What is the name of the daughter who is handicapped?

.....

3. What are five things that can lead to having a handicapped baby?

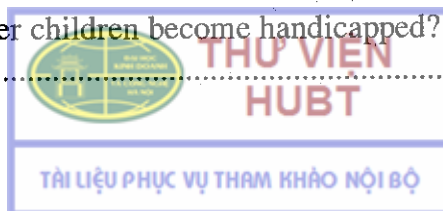
.....

4. Why does Nancy enjoy attending the self-help group?

.....

5. What's one way older children become handicapped?

.....



6. Who makes up the greatest number of disabled people?

7. What are the most common forms of handicaps in people over 50?

8. How can the risk of handicaps in older people be reduced?

1.2. Write a sentence with each of the following words.

- | | |
|-------------|----------|
| advice | 1. |
| volunteer | 2. |
| special | 3. |
| diet | 4. |
| unhealthy | 5. |
| plenty | 6. |
| attention | 7. |
| receive | 8. |
| daughter | 9. |
| independent | 10. |
| disable | 11. |
| information | 12. |
| practical | 13. |
| assistance | 14. |
| prevent | 15. |

Section 2: SPEAKING

2.1. Discuss problems on “Handicaps” based on the suggested questions and answers

1. What is a handicap? (To refer to people having physical or mental disabilities, those described by the word tend to prefer the expressions *disabled* or *people with disabilities* or people who are crippled or otherwise physically handicapped; a person who has some condition that markedly restricts their ability to function physically or mentally or socially).
2. Are handicapped people able to work like able-bodied people?
3. Do they have the same opportunity as others?
4. Are the terms “disabled” and “handicapped” similar? (Disability is due to work-related injury or incapacity to function as a consequence of injury or illness. Maybe a handicapped person is born with a disability).
5. Discuss the problems for handicapped people in your community.
6. What should our society do to help the disabled. (Create work for them to make their lives easier, form sports clubs for people with disabilities).



7. What technology have you got for disabled people? (Space technology to help the blind: personal navigator system for the blind; wheelchairs; mobility scooters; walking aids, hearing aids...etc...).

2.2. Retell the story of Nancy.

2.3. Practise the dialogue.

A 50 year old widow with a 10 month history of indigestion, heartburn and regurgitation is admitted to hospital. On admission she is anxious, pale and in constant severe pain. She is soon shown to her room where the doctor comes to see her.

Doctor: Good morning, I'm Doctor Reed. I'd like to ask you a few questions. I have to take down your history.

Patient: Please do.

Dr: What's your full name?

Pt: Mary Campbell

Dr: How do you spell 'Campbell'?

Pt: C-A-M-P-B-E double L

Dr: What was your maiden name?

Pt: O'Brien.

Dr: Where are you from?

Pt: I'm from Ireland. Indeed, I was born in Belfast in 1945 but I grew up in London.

Dr: Are you married?

Pt: I'm a widow unfortunately.

Dr: What was the cause of your husband's death?

Pt: He died in a car crash.

Dr: How long were you married?

Pt: Ten years

Dr: Have you got any children?

Pt: Yes, a boy and a girl.

Dr: How old are they?

Pt: My son is twenty; my daughter is thirteen.

Dr: And what's your job?

Pt: I'm a shop assistant.

Dr: Have you still got your parents?

Pt: My father died of lung cancer but my mother is still alive.

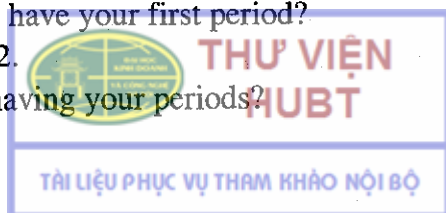
Dr: How old was your father when he died?

Pt: He was 71.

Dr: When did you have your first period?

Pt: When I was 12.

Dr: Are you still having your periods?



- Pt:** Yes.
- Dr:** Did you have any trouble during your pregnancies?
- Pt:** No, I didn't.
- Dr:** Are you allergic to any medicines or food?
- Pt:** I was allergic to one kind of antibiotic when I was a child, but I don't remember its name.
- Dr:** Have you had all the childhood diseases?
- Pt:** As far as I can remember I've had whooping cough, German measles and chicken-pox but I haven't had mumps.
- Dr:** Is there any history of nervous disease, syphilis, metabolic disorder, blood disorder, stones or gout in your family?
- Pt:** No, nothing like that.
- Dr:** Any family history of diabetes or hypertension?
- Pt:** My mother has high blood pressure.
- Dr:** Any trouble with your liver, I mean, have you ever had jaundice, hepatitis, or anything like that?
- Pt:** No, never.
- Dr:** Have you ever had any palpitations, or swelling of the ankles?
- Pt:** Well, I've had palpitations every now and then.
- Dr:** Have you had any trouble with your heart?
- Pt:** No, never.
- Dr:** Have you had any operations?
- Pt:** I've had my appendix out.
- Dr:** Any other problems with your health in the past?
- Pt:** No, apart from occasional migraine-type headaches.
- Dr:** Do you suffer from constipation or diarrhoea?
- Pt:** No, I don't.
- Dr:** Have you ever had kidney trouble?
- Pt:** No, not at all.
- Dr:** What about your blood pressure? How often do you have it measured?
- Pt:** Once a month and it's all right.
- Dr:** How much do you weigh?
- Pt:** I weighed 70 kilos last year. Now I weigh 60.
- Dr:** What's your appetite like?
- Pt:** Rather poor lately. I often have indigestion and sometimes heartburn and regurgitation. Is it serious?
- Dr:** No, not serious. Goodbye for now.
- Pt:** Goodbye

Practice: One is a patient and the other is a doctor; ask the patient the following information: name, age, occupation, marriage, parents, children, family's medical history, blood pressure, weight, appetite...etc...

Section 3: GRAMMAR AND VOCABULARY PRACTICE

Question tags

With a positive statement, we have a negative tag

She is a gynecologist, isn't she?

You have seen the treatment room, haven't you?

He likes ice-cream, doesn't he?

She will come, won't she?

They often visit him, don't they?

With a negative statement, we have a positive tag

She isn't a gynecologist, is she?

You haven't seen the treatment room, have you?

He doesn't like ice-cream, does he?

She won't come, will she?

They don't visit him often, do they?

3.1. Supply the missing question tags.

1. The syringe is sterile, ?
2. He has had his injection, ?
3. He's not a consultant, ?
4. They are radiographers, ?
5. You're not going, ?
6. They did it, ?
7. This is the dispensary, ?
8. This isn't the preparation room, ?
9. They weren't staff nurses, ?
10. John was admitted yesterday, ?
11. She went home last week, ?
12. You will help me, ?
13. It won't hurt, ?
14. It doesn't hurt, ?
15. There are enough beds, ?
16. She can walk, ?
17. It wasn't difficult to find, ?
18. You found them, ?
19. He will get better, ?
20. This equipment isn't sterile, ?
21. You have given her a bedpan, ?
22. She is on duty, ?
23. Nurse Brown admitted him, ?
24. You will come tomorrow, ?



3.2. Supply question tags to make your voice rise and fall correctly.

Statement: This isn't disinfectant.
 With tag: This isn't disinfectant, is it?

1. This isn't disinfectant.
2. The treatment room wasn't large.
3. The sluice is tiled.
4. Ward flowers can be attractive.
5. Contaminated bed linen must be destroyed.
6. The doctor can scrub up here.
7. Doorways ought to be wide.
8. Supper isn't ready yet.
9. This patient has been admitted.
10. His condition is not better.

3.3. Use each word once to fill in the blanks.

decided	frozen	diet	cereal	prefer
sandwich	contain	breakfast	difficult	snack
alive	husband	irritable	energy	between

1. She eats for breakfast.
2. She eats fruit for a
3. Many frozen foods a lot of salt.
4. When he is hungry he is
5. I orange juice with my breakfast.
6. Myhad high blood pressure.
7. Manyfoods contain a lot of fat.
8. When she eats healthy food, she has more
9. He does not eat.....meals.
10. It is.....to diet.
11.is my favorite meal of the day.
12. Heto join Weight Watchers.
13. She eats afor lunch.
14. They plan to change their
15. The fish is still

3.4. Sum up your problem in one word, taken from the following.

Diarrhoea, insomnia, constipation, anorexia, incontinence, atrophy, lombosciatalgy depression, apnoea, obesity, diplopia

E.g.: Your bowel movements are loose = diarrhoea

1. You weigh 108 kg =
2. You can't sleep well and wake up frequently =
3. You can't control your bladder =
4. You are in low spirits, you feel nervous =
5. You have difficulty in moving your bowels =
6. You have no appetite =
7. You have pain in your back and legs =
8. You get out of breath =
9. You see things double =
10. Your muscles are withering and becoming weak =

3.5. For the following illnesses, which type of drugs might you prescribe

1. constipation
 - a. vitamins
 - b. laxatives
 - c. analgesics
2. ulcer
 - a. aspirin
 - b. antibiotics
 - c. antacids
3. pneumonia
 - a. antacids
 - b. antibiotics
 - c. antihypertensive drugs
4. trauma
 - a. anti-inflammatory drugs
 - b. antiarrhythmic drugs
 - c. anticoagulants
5. diabetes
 - a. glucocorticoids
 - b. insulin
 - c. estrogens

3.6. Further reading passage

Handicap

The life of Franklin Roosevelt, President of the United States (1933 – 1945), illustrates the difference between the two concepts: disabled and handicapped. Roosevelt was disabled as a result of polio; the muscles in his legs were wasted. For a long time he tried to learn to walk, to overcome the effect polio had had on his legs through exercise, grit and hard work. He was in the grip of the first concept of disability. He was not successful in walking again.

At a certain point he decided to put his time and energy into politics rather than into the struggle to walk again. He used a wheelchair to move about his homes and offices. He had ramps and other structures built to accommodate his wheelchair.

Roosevelt had an impairment, atrophied leg muscles, which left him with a disability, he could not walk. Because of the disability, he was handicapped; he could not move around under his own power. He tried two methods for getting rid of the handicap. First he tried to get rid of the disability. Then he gave up on that, and simply adopted a different method for moving about under his own power.

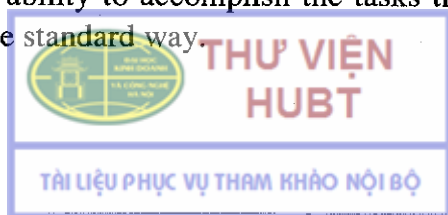
After Roosevelt died, the ramps were removed from Hyde Park, his home. As a result, for a long time some of the visitors to Hyde Park were handicapped (relative to the goal of moving about quickly and efficiently), in a way that Roosevelt himself had not been.

From the point of view of the circumstantial conception of disability, using a wheelchair was a reasonable decision on Roosevelt's part. It is similar in structure to the decision a commuter makes to buy a car, rather than getting in shape to run to work - or trying to learn to fly. Or the decision a teacher might make to use a microphone, rather than learn to shout. Or the decision an executive might make, to buy a Rolodex rather than enroll in a memory course. It was simply a matter of using technology to get rid of an inability - something each one of us does all the time. The only difference in the case of Roosevelt was that the inability to move around resulted from a disability.

Roosevelt felt that it would be political suicide to reveal to the American public that he used a wheelchair. It's not that Americans wanted to see their President walk everywhere. It was acceptable to the public for him to get from place to place by car - for there he was employing a bit of technology that non-disabled individuals also use. But it was not acceptable for him to use a wheelchair. Roosevelt knew that the American public was in the grip of the intrinsic concept of disability. At meetings in the White House, he would always be seated where he wanted to be, in a regular chair, when guests entered, and remain there when they left. He used heavy iron supports on his legs, that clamped into a position that kept his leg rigid, when he had to give a speech standing up. In certain situations, Roosevelt had to appear to walk to a podium to deliver a speech. In these situations his sons or associates would move him forward in such a way that his legs would swing forward as if he were walking with a little help. In fact he could not supply locomotion at all.

The illusion was thus created that Roosevelt had learned to walk again, but just couldn't do it very well. Being a poor walker was acceptable to the American Public. The truth, that Roosevelt had become an adept and efficient wheelchair user, was not acceptable. Most Americans who were alive when Roosevelt was President were unaware that he used a wheelchair. This fact became common knowledge only years after he died.

This attitude towards the President was pretty silly. As Roosevelt's career demonstrates, it simply is not essential, for the tasks a President needs to perform, that he be able to walk. Applicants for the Presidency of the United States, like applicants for any job, should be judged on their ability to accomplish the tasks that the job requires, not on whether they do them in the standard way.



House Call Dentists for people with disabilities

When Debbie Green's 92-year-old aunt lost a front tooth, she needed a dentist. But Green knew getting her to one wouldn't be easy.

For one thing, Green lives in Aptos (Santa Cruz County), and her aunt, Jean Christian, lives at Sunrise of San Mateo, a continuing care facility for seniors.

So Christian didn't go to the dentist. The dentist went to her. A team from Bay Area House Call Dentists went to her apartment, evaluated her dental health and took X-rays. They discovered that besides a new tooth, she needed root canals and a crown - "a huge reconstruction of her teeth", Green said.

Because she needed so much work, Bay Area House Call Dentists arranged transportation to its office in San Francisco, where all the work was done in about four hours. After a follow-up visit, "she did fine", Green said. "She liked the people. They kept us informed".

Even better, "She can eat now. She can smile", Green said.

A division of the Blende Dental Group in San Francisco, Bay Area House Call Dentists specializes in working with seniors and people with disabilities or other special needs. The latter can include phobic, obese or immobile people, people with dementia, the homebound and people who can't control their movements.

A dentist and registered dental assistant will go to a person's home for the initial screening and X-rays with a portable unit. Performed while the person sits in a favorite chair or wheelchair or lies in bed, this process takes about an hour. House calls, available within 50 miles of San Francisco on weekdays between 8 a.m. and 6 p.m., cost \$375. Emergency care is available around the clock. While the group doesn't accept dental insurance, it will file claims for patients who have it.

After the visit, a patient care coordinator reviews the results with the patient or responsible caregiver to recommend treatment, which can be done by House Call Dentists or the person's own dentist. Procedures that can be done at home include cleaning, extracting, and making or repairing dentures. The coordinator also schedules appointments, arranges transportation and facilitates communication between the dentist and the patient or caregiver.



DROWNING

Section 1: READING COMPREHENSION

Silvia needed child care for her three year old son. Her friends had given her the names of several people. She went to meet these people and to check out their homes. One house had a swimming pool but there was a tall fence around it with a locked gate. Another had a rain barrel in the backyard. Silvia told the childcare provider that a child could possibly climb into the barrel, fall in head first, and drown. The childcare provider said she had not thought of that and said she would get rid of the water.

Silvia is concerned about drowning accidents, especially since a friend's two-year-old son drowned in the bathtub. Her friend left the baby unattended while she answered the telephone. Silvia knows that many drowning accidents happen to small children and infants. Just last month she and her husband had taken their children to visit friends and to see their new home. Silvia had been admiring the living room when she remembered her three-year-old. "Where's Peter?" she frantically asked. They found him standing next to the outdoor Jacuzzi. Luckily there was a child-proof cover over it.

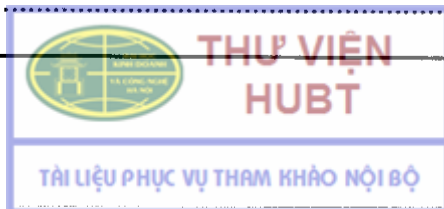
Silvia had been a lifeguard when she was younger and realized that water sports claim many lives and diving accidents can cause very serious injuries. It is important not to dive into unfamiliar water where there may be rocks or it may be shallow. She has a friend who is a therapist who works with a quadriplegic. He dived off his boat into shallow water and broke his neck. He is now unable to use his arms and legs.

A couple of summers ago her brother almost drowned when he was trying to rescue his friend. Her brother, Doug, is not a strong swimmer. When he got close to his friend who was thrashing about in the water, his friend was in such a panic that he grabbed Doug in order to stay afloat. Doug would have been pulled to the bottom with his drowning friend if someone hadn't come by in a boat and pulled them both in. After that Doug learned the motto, "Throw, tow, row, go." If a drowning swimmer is close to shore, the rescuer can throw a board, rope, or ring buoy and then tow the swimmer to safety. If a boat is available, the rescuer can row out to the drowning person. Only if the rescuer is a strong swimmer with lifesaving practice should he/she enter the water to save the drowning victim.

Drowning

Write a paragraph of five sentences about a water accident you or a friend has had or known.

.....
.....
.....
.....



Comprehension: Questions and Answers

1.1. Answer the following questions in complete sentences.

1. When Silvia visited the first home, what did the swimming pool have around it to keep out children?
.....

2. What did Silvia find dangerous at the second home?

3. How did the two year old son of Silvia's friend die?

4. Why is it dangerous to dive into unfamiliar water?

5. What is a quadriplegic?

6. How did Doug almost drown?

7. What is the motto for rescuing a person who is drowning?.....

Section 2: SPEAKING

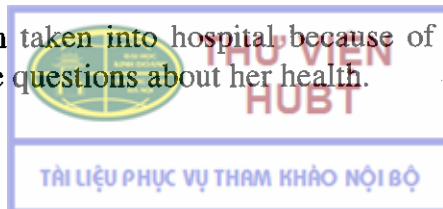
2.1. Discuss problems on "Drowning" based on the suggested questions and answers.

1. What is drowning? Is drowning common? (Drowning is simply suffocation in water. Death occurs due to anoxia, the lack of oxygen, which causes progressive damage to important organs; brain, lungs, heart, ...etc..).
2. How does one drown? Where does it often occur? (At the beach, home swimming pool, river, lakes).
3. Who often drowns? in what cases?
4. What does it cause? (It may lead to death).
5. How can we prevent unnecessary loss of life? (Swimming lessons, awareness of the risk of drowning, water safety classes for children).
6. Do you know how to perform Cardiology Pulmonary Resuscitation rescue breathing in case someone is drowning?

2.2. Practise the dialogue.

Asking about symptoms

Mrs. Smith has been taken into hospital because of persistent pain and sickness. The doctor asks her some questions about her health.



Doctor: Hello, Mrs. Smith. How are you today?

Patient: I'm a bit down because I don't think I'm making good progress.

Doctor: I see, are you still having pain?

Patient: It's very bad at the moment; it makes me feel sick too. You see, I'm not getting any rest at all. It wakes me up even at night. I go to sleep for about an hour and then I'm awake again.

Doctor: Show me where it hurts.

Pt: Down here.

Doctor: Can you describe the pain?

Pt: It's a sort of dull pain, sometimes it moves up and down.

Doctor: You're taking something for the pain, aren't you?

Pt: Yes, I am. They're giving me a lot of medicines.

Doctor: Did you have fever last night?

Pt: I didn't have a fever last night, but today my temperature is going up again, that's why I am very upset.

Doctor: Don't worry. We'll try to bring your temperature down. Are you eating well?

Pt: I often get indigestion. I can't eat a lot.

Doctor: Does any particular food upset you?

Pt: If I eat fatty food I feel very sick.

Doctor: Do you work?

Pt: I work in a bank. I've been off work a lot lately.

Doctor: What about your bowels? Is there any blood in your stools?

Pt: No, there isn't.

Doctor: What about your kidneys? Are you urinating more frequently than usual?

Pt: Not really, although sometimes I have to get up during the night to pass water.

Doctor: And do you get any pain when you urinate?

Pt: No, no pain at all.

Doctor: Do you often get a cough?

Pt: Only when I have a cold or a sore throat. It usually happens in winter or in damp weather.

Doctor: Do you suffer from breathlessness?

Pt: Not really. I sometimes get breathless when I climb the stairs or I rush about.

Doctor: Are you a smoker?

Pt: I don't smoke too much, just four or five cigarettes a day.

Doctor: Do you get palpitations?

Pt: From time to time. When I am anxious I feel my heart thumping.

Doctor: Any pain in your chest?

Pt: No.

Doctor: Do your hands tremble?

Pt: Only when I am edgy.

Doctor: Do you get giddy at all?

Pt: Sometimes in the morning when I get up but it doesn't last long.

Doctor: Do you suffer from headaches?

Pt: Quite a lot lately.

Doctor: Do you take anything for them?

Pt: Every now and then a pill

Doctor: Is your hearing good?

Pt: I think so.

Doctor: I see you wear glasses?

Pt: Yes, I'm short-sighted.

Doctor: I see, try to keep calm.

2.3. Partner Role Play.

You are visiting the doctor for the first time. One partner is the doctor. The other is the patient. Write a conversation. Present your conversation to the class. Try to manipulate all questions necessary to ask about symptoms.

2.4. Discuss the following considerations in order to avoid drowning.

- Keep a watch out for others.
- Keep children in full view.
- Swim only in areas where adequate supervision is present (i.e. a trained and certified Lifeguard).
- Have a locked fence around swimming pools.
- Bring a cordless telephone to the pool, so children are not left unsupervised while answering a phone call.
- Have cold-acclimatisation training prior to swimming in very cold waters.
- Ensure that boats that are in use are reliable, properly loaded and that functional emergency equipment is onboard.
- Wear a properly fitting lifejacket while enjoying water sports such as sailing, surfing or canoeing.
- Pay attention to the weather, tides and water conditions, and especially currents. Currents are usually perceived from the outside as weaker than they actually are.
- Be aware of your personal limits.

Section 3: GRAMMAR AND VOCABULARY PRACTICE

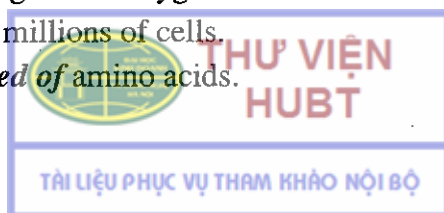
Expressing the composition of things

Examples below illustrate ways to describe what things are made of:

Water *contains* hydrogen and oxygen.

The body *consists of* millions of cells.

Proteins *are comprised of* amino acids.



Verbs dependent upon other verbs

Some verbs in English are followed by the infinitive, the 'to' form

We *want to discover* the meaning of life.

Some verbs in English are followed by the infinitive, without 'to' form

The doctor *makes me stop* drinking and smoking immediately.

The nurse *let me talk* with my relatives for more than an hour.

Others are followed by the gerund or verbal noun, the 'ing' form

Many people *hate drinking* coffee without sugar.

Some can take either form, but with a different meaning.

He has *forgotten to meet* me. (hasn't remembered)

He has *forgotten meeting* me last summer (can't remember)

Verbs followed by a preposition (phrase verbs) such as "from" or "in" are followed by the present participle:

He *insisted on paying* for the meal

Root Words

3.1. Write the root word for each word on the left. The answers are in the box on the right. The first one has been done for you.

1. abuse	<i>abuse</i>	explain
2. unexplained		want
3. cruelty		nourish
4. scaring		cruel
5. hitting		be
6. stabbing		abuse
7. parental		parent
8. prenatal		damage
9. undernourished		hit
10. bodies		scare
11. repeating		emotion
12. emotionally		natal
13. damaged		stab
14. unwanted		repeat
15. being		body



3.2. Write the root word for each word on the left. The answers are in the box on the right. The first one has been done for you.

- | | | |
|------------------|----------------|----------|
| 1. missed |miss..... | examine |
| 2. fortunately | ..... | prepare |
| 3. worried | ..... | health |
| 4. examination | ..... | danger |
| 5. discussion | ..... | gain |
| 6. drinking | ..... | poison |
| 7. relaxes | ..... | miss |
| 8. preparation | ..... | fortune |
| 9. healthy | ..... | help |
| 10. indigestion | ..... | drink |
| 11. gaining | ..... | worry |
| 12. dangerous | ..... | discuss |
| 13. accidentally | ..... | digest |
| 14. helpful | ..... | relax |
| 15. poisonous | ..... | accident |

3.3. Match the words with similar meanings.

1. young
2. busy
3. glad
4. important
5. careful
6. raw
7. notice
8. thankful
9. always
10. warm
11. area
12. ready
13. solid
14. result
15. difficult

significant
grateful
outcome
see
section
inexperienced
prepared
tepid
uncooked
hard
happy
constantly
cautious
firm
active



3. Burning pain, flatulence, heartburn, waterbrash, loss of appetite, nausea, vomiting

ulcer

indigestion

appendicitis

4. Throbbing headache, flashes of light, partial loss of vision, numbness, tingling, nausea, vomiting

migraine

cold

hypertension

5. Excessive output of urine, thirst, loss of weight, weakness

diabetes

thyrotoxicosis

anemia

3.7. A patient has been admitted to your ward. Inform the consultant about his/her condition and suggest the most likely diagnosis.

Example: chest tightness/ after exertion/ several minutes (angina)

He has had an attack of chest tightness. The attack came on after exertion and lasted several minutes. The most likely diagnosis is angina.

1. Shortness of breath/ tightness in the chest/ hours or days. (bronchial asthma)
2. Blood in the stools / loss of weight/ mild fever/ constipation (cancer of the colon)
3. Heartburn and flatulence/ hunger pain in the epigastria region/ vomit/ (duodenal ulcer)
4. Colicky pain in the right iliac fossa /loss of appetite/nausea/ vomiting/ (appendicitis)
5. Throbbing headache/ anorexia/ nausea/ (migraine)

3.8. Put the following steps into the appropriate order.

1. Maintain an open airway while you pinch the injured person's nose shut.
2. Position the injured person on his or her back, being extremely careful not to move or twist the head, neck or spine. If several rescuers are present, use their assistance to minimize this danger.
3. Give two long, slow breaths, being sure to maintain a seal between your mouth and his or hers. .
4. Determine whether the surrounding location is safe.
5. Determine whether the injured person is breathing.

3.9. Use one of the phrases given to fill in the gaps.

stopped

home

records

nine minutes

face down

dialed

to answer

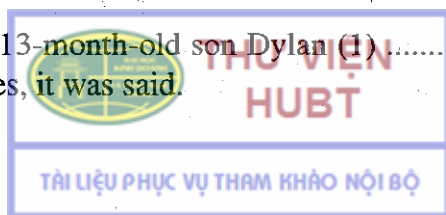
on the phone

any longer

statement

A Baby drowned in his bath while his mother was chatting on the phone, an inquest heard.

Gail Ireland found her 13-month-old son Dylan (1) in the water after she had left him for nine minutes, it was said.



She had put the boy in the bath with his brother Bobby, three. Bobby soon got out. The telephone rang and 23 - year - old Miss Ireland went downstairs (2).....it, but it had stopped by the time she got there. She (3).....1471 to find out who had called her. It had been a friend and Miss Ireland rang her back.

She told police later that she thought she had been (4).....'for about a minute' before returning to the bathroom. 'I told my friend that I could not talk (5)..... because my son was in the bath', she said. But detectives found from (6).....of the call that it had lasted (7)....., the inquest at Rochdale was told. Miss Ireland, who was not at the inquest, said in a (8).....which was read out that after finding Dylan face down in the water at their (9).....in Radcliffe, she dialed 999. Although Dylan's heart had (10)....., he was revived and taken to hospital.

3.10. Further reading passage

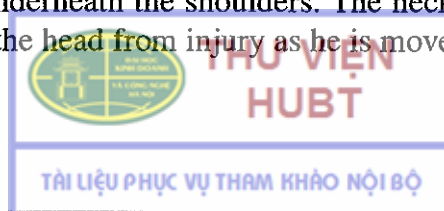
What to do in a drowning emergency

Do you like to go swimming? Are you mindful of what to do when someone is drowning? What if it is your family, could you save any of them from drowning or would you panic? Unfortunately, one of the major causes of death in America is drowning. Anyone can drown, depending upon different types of circumstances. The best of swimmers have had accidents and their deaths have been attributed to drowning. Water is a powerful force that should never be underestimated, especially when it is a great body of water, such as a lake, or the ocean.

In fact, drowning victims can die within four to six minutes if not rescued quickly. One can die from being submerged in water, getting water into the lungs, and asphyxiating. There is no oxygen left in which to breathe; hence, the impending death.

Take Action Immediately

Most importantly, rescue breathing must be given to the drowning victim as soon as he is reached. Even if time has passed, this is what needs to be done immediately above all else, do not ever leave the drowning victim alone under any circumstances whatsoever. This is a serious emergency. Stay with him and do what can be done to help. In addition, as soon as the drowning victim is out of the water, have someone call for help. Do not try to get water out of the person's lungs, If after two times trying to ventilate does not work, treat this accident as a choking emergency and give the Heimlich Manoeuvre. Take note of the fact that if the victim seems all right, still insist that he be seen at a medical facility as soon as possible. The reason is due to the fact that a near drowning victim can still die hours after the incident happens More about victims that are injured: Equally important in an emergency; never move an injured victim before an experienced ambulance team or physician examines him. The only exception to this rule would be when someone is drowning in water and needs to be taken out immediately. Additionally, if the victim must be moved to safety, then pull him only by the feet or underneath the shoulders. The neck needs to be protected from excessive movement and the head from injury as he is moved slowly.



Unit 16

PREGNANCY

Section 1: READING COMPREHENSION

Angela is sixteen and pregnant. She lives with her aunt. Her aunt was very upset when she found out Angela was pregnant. Fortunately for Angela there is a teen pregnancy program at her school. There are forty girls in the program.

After Angela had missed her period she became worried. A couple of weeks later she did a home pregnancy test. It turned out positive. She talked with the counselor at school and the counselor suggested she enter the teen pregnancy program.

The program provides regular visits to a nearby clinic for prenatal care. At the first visit the doctor checked her medicinal history, hereditary illnesses, and her general state of health. She received a general examination which included having her weight, height and blood pressure measured. Samples of her urine and blood were taken.

Angela enjoys being in the program. She enjoys the discussion groups. They discuss emotional and physical problems that occur in pregnancy. Angela has had morning sickness. Every day she brings crackers and water to school. Eating the crackers helps her feel not so nauseous. Several of the young women suffer from backaches. Their instructor tells them good postures, wearing low heeled shoes, and not carrying or picking up heavy items will help relieve the pain. Other girls suffer from constipation and heartburn. Their instructor reminds them to drink plenty of water, at least eight cups a day, and a mild antacid can help the heartburn. Several of the young women have hemorrhoids. Drinking plenty of water will help this also. Angela relaxes everyday with her feet up in the hope that she won't get varicose veins. A couple of the girls wear support stockings to prevent varicose veins. Angela also has classes on baby care and preparation for labor and childbirth.

Angela attends a class on nutrition. She knows a well-balanced diet is very important especially during pregnancy. "Eating for two" is not necessary. In fact gaining too much weight is bad for the mother and the baby and makes it difficult for the mother to regain her figure after the birth. The maximum weight gain should be between 25 and 28 pounds. Angela tries to eat a healthy diet. She eats a well-balanced diet with plenty of protein, fresh fruits, vegetables, and cereal, pasta, slices of bread. To prevent indigestion and heartburn Angela avoids fried foods. Angela tries to stay away from cookies and candy. This will prevent her from gaining too much weight and also avoid trouble with her teeth. She makes sure she brushes her teeth after each meal and flosses once a day.

The girls are involved in a regular exercise program. They are taught that moderate exercise is very important. Every day they take a walk in the park that is near their school. Several of the girls are trying to stop smoking since this can be dangerous for

the baby. Smoking increases the chances of mental and physical damage to the fetus. They are told all drugs and pills should not be taken without the advice of a doctor. An occasional alcoholic drink may not harm the baby, but heavy drinking can damage the baby's brain and slow the baby's growth.

With adequate rest, a good diet, and moderate exercise, Angela hopes to have a healthy pregnancy without any serious complications.

Comprehension: Questions and Answers

Answer the following questions in complete sentences.

1. In what type of program is Angela involved?

.....

2. Why did Angela think she was pregnant?

.....

3. What four things does the teen pregnancy program provide?

.....

4. What are five physical problems a person can suffer in pregnancy?

.....

5. Why is smoking dangerous for the unborn baby?

.....

6. Why can drinking alcohol be dangerous for the unborn baby?

.....

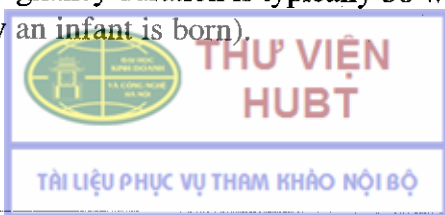
7. What are three things Angela is doing to have a healthy pregnancy?

.....

Section 2: SPEAKING

2.1. Discuss problems on "Pregnancy" based on the suggested questions and answers.

1. How do you define pregnancy? (Pregnancy is the carrying of one or more offspring, known as a fetus or embryo, inside the womb of a female).
2. What is its progression? (initiation, perinatal period - perinatal defines the period occurring "around the time of birth", postnatal period - the postnatal period begins immediately after the birth of a child and then extends for about six weeks, duration - the expected date of delivery (EDD) is 40 weeks counting from the last menstrual period, and birth usually occurs between 37 and 42 weeks. The actual pregnancy duration is typically 38 weeks, childbirth-childbirth is the process whereby an infant is born).



3. How long does pregnancy typically last? (40 weeks or 9 months)
4. What types of tests are commonly used to detect pregnancy? (The urine test or the blood test).
5. Where can pregnancy tests be obtained? (At a doctor's office or even at the drugstore)
6. What are physical changes in pregnancy? (Hormonal changes, musculoskeletal changes, physical changes, cardiovascular changes, respiratory changes, metabolic changes, renal changes...etc..).
7. What should pregnant women pay attention to? (Nutrition, weight gain, immune tolerance, drugs in pregnancy, sexual activity during pregnancy, exposure to toxins).
8. Which diseases do pregnant women often have? (Bleeding, placental disorders, depression, diabetes risks, anemia, preeclampsia)

2.2. Practise: Dialogue 1

A = Patient

B = Doctor

A: My period is late and I'm worried that I might be pregnant. But since I've been using a coil, is that possible?

B: There's a small possibility. *How late is your period?*

A: Two weeks

B: I'll send you for a pregnancy test. It won't take long. Bring the result back to me this afternoon.

(Thirty minutes later when the patient brings back the result)

Well, you're lucky this time. The test proved negative, but to be on the safe side in future, you'd better *take extra precautions*. I suggest that you also consider using another method of birth control, for example, the rhythm method. Since you're not allowed to have any more children, it's better for you to take extra precautions.

A: I see, Doctor

2.3. Practise: Dialogue 2

Consider these question topics before studying the dialogue

Previous pregnancy?

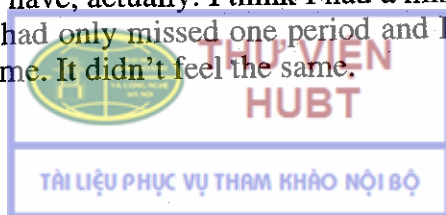
Complications?

Medications?

Infectious diseases?

Doctor: So, then, your last period was two months ago, you say. Have you ever been pregnant before?

Mrs. Adams: Yes, I have, actually. I think I had a miscarriage about four years ago. But I had only missed one period and I didn't feel pregnant like I do this time. It didn't feel the same.



Doctor: Do you take any tablets or medicine? Things like that?

Mrs. Adams: No.

Doctor: I see. And have you had any serious symptoms?

Mrs. Adams: Sorry. Did I say 'no'? I should have said 'yes'. I do take some pills. I take vitamin pills. Is that important?

Doctor: Not vitamin pills, no. You are sure that's all you take?

Mrs. Adams: Quite sure, Yes.

Doctor: And have you had any serious illnesses in the past?

Mrs. Adams: Well, in fact I have. I had mumps very badly when I was ten.

Doctor: And apart from mumps, anything else?

Mrs. Adams: The only thing besides mumps was appendicitis.

Doctor: What about German measles?

Mrs. Adams: No.

Doctor: Right. Now, is there any one in your family.....?

Mrs. Adams: Just a minute. Sorry, Doctor. I was wrong. I did have German measles when I was very small. I can't remember how old I was.

Doctor: It's very important for me to know that. Now, assuming you are pregnant, where do you want to have the baby? There's the Northern Hospital not too far from here.

Mrs. Adams: I'd rather have it at the Central Clinic if that's at all possible. It's nearer my mother's.

Doctor: Yes, that's possible. Nearer your mother's, you say? Any special reason for wanting that?

Mrs. Adams: I may have to stay with her. I hope I don't, but I may have to. It's our flat, Doctor. You see...

Section 3: GRAMMAR AND VOCABULARY PRACTICE

Comparison of adjectives

Look at the following examples

One syllable adjectives

This patient's temperature is *as high as* it was yesterday.

A pulse rate is not normally *slower than* 50 per minute.

A temperature is *lowest* in the morning and *highest* in the evening.

The patient's temperature was *the highest* we have ever recorded.

With long adjectives, we usually use *more/ less* and *most/ least*:

The most convenient point to take a person's pulse is on the anterior surface of the wrist: it is *less convenient* to take the apex beat.

Exceptions

Irregular Adjective	Comparative Form	Superlative Form
good	better	best
bad	worse	worst
far	farther	farthest
little	less	least
most	more	most

Hospitals in the city center are **better than** the provincial ones.

This hospital is **the best** one in the city.

The equipment in this old hospital is **worse than** any in the newly built hospital.

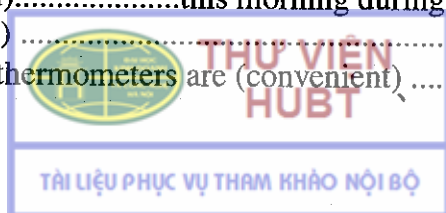
Of all the hospitals in the City, this one is **the worst**.

Two-syllable adjectives that follow two rules. These adjectives can be used with “-er” and “- est” and with “more” and “most”.

Two - Syllable Adjective	Comparative Form	Superlative Form
clever	cleverer	cleverest
clever	more clever	most clever
gentle	gentler	gentlest
gentle	more gentle	most gentle
friendly	friendlier	friendliest
friendly	more friendly	most friendly
quiet	quieter	quietest
quiet	more quiet	most quiet
simple	simpler	simplest
simple	more simple	most simple

3.1. Fill in the gaps with the most suitable comparative or superlative form of the adjectives add “than” where “than” necessary.

1. Normal urine is (light)..... urine passed when the fluid intake is decreased.
2. The patient is feeling (good).....she was yesterday.
3. He received (expensive) treatment available.
4. The pulse rate is usually (high)..... after exercise.
5. The pain is (bad)..... it was yesterday.
6. This is (bad) attack of asthma I've ever had.
7. It was (large) cyst the surgeon had ever removed.
8. Mr. Smith was (tired).....this morning during treatment time in hospital.
9. She's (uncooperative) patient in the ward.
10. The new chemical thermometers are (convenient) mercury thermometers.



Comparison of adverbs

Look at these sentences

The pulse rate *is most easily* felt at the wrist.

She recovered *more quickly than* they had expected.

His temperature decreased *less rapidly than* they had hoped.

We usually use more/ less and most / least for short adverbs as well as for long ones.

3.2. Fill in the most suitable comparative form of either adjectives or adverbs.

1. You will get home (quick) by taxi on foot.
2. Autoclaving sterilizes (efficient)..... boiling.
3. Rabbits are (high) developed humans, but some people say they are fertile.
4. Good, his heart is beating (strong)..... it was an hour ago.
5. I'm glad to say she comes for check-ups (regular)..... she used to.
6. Today, I'm (tired)..... I was yesterday.

3.3. Put the adjectives and adverbs in brackets in the comparative or superlative form if necessary.

The (elderly) (1) patient's condition is (bad) (2)..... than it was a week ago. He is not any (well) (3) and his pain is (bad) (4)..... than it was. His temperature is (high) (5).... .. than it has ever been and his symptoms are (evident) (6)than before. His (psychological) (7)..... state is even (alarming) (8) than his (physical) (9) condition. His illness is (troublesome) (10) than it was.

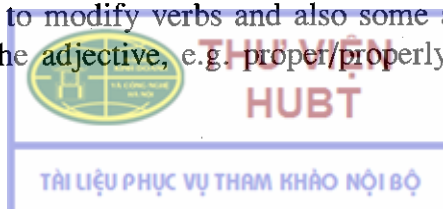
3.4. Use one word to fill in each gap in the passage below.

Do you want to be fitter and healthier? Would you like to look younger? Do you want to feel (1).....relaxed? Then try a few days at a health farm. Health farms are becoming (2)of the most popular places (3).....a short break. I went to Henly Manor for a weekend. It's (4).....largest health farm in the country, (5)..... it isn't the most expensive. After two days of exercise I (6).....ten times better. But the best thing for me was the food. It was all very healthy, of (7)....., but it was excellent, too.

If you are looking for something a (8).....cheaper, try a winter break. Winter is the darkest and the coldest (9).....of the year, and it can also be the worst time for your body. We all eat too (10).....and we don't take enough exercise. A lot of health farms offer low prices, Monday to Friday from November to March.

Adverbs and adjectives

Adverbs can be used to modify verbs and also some adjectives. Most adverbs are formed by adding -ly to the adjective, e.g. proper/properly, usual/usually. There are a



number of exceptions to this rule, such as fast, hard, which do not add the extra letters. There are some adverbs which are not directly derived from adjectives, such as often, always, sometimes, never.

3.5. In the sentences below, the adjectival form is given. Where appropriate, change it to the adverbial form.

1. Heroin is (extreme) addictive.
2. Septicemia (occasional) occurs in heroin addicts as a consequence of a lack of sterilisation.
3. Paranoid delusions may result from (excessive) use of cocaine.
4. It is (easy) to overdose on diamorphine.
5. Group therapy has been used (successful) in the treatment of some alcoholics.
6. It is (usual) necessary to admit a (new) diagnosed case to hospital.
7. A florid withdrawal syndrome requires (adequate) sedation to avoid (potential) injury

3.6. Practical activities.

From the word *success* we can form *successor*, *successful*, *successfully*, *unsuccessful*, *unsuccessfully*.

Now try to find as many words as you can that are derived from the same root as:

1. blood;
2. admit;
3. smoking;
4. patient;
5. necessary.

3.7. Further reading.

Pioneers in medicine

James Young Simpson was born in Bathgate, a small town in central Scotland, in 1811. He graduated in Medicine at Edinburgh University in 1832 and in 1840 he was appointed to the chair of midwifery at that University. He wrote many books on obstetrics and gynaecology including *Obstetric Memories and Contributions*, *Selected Obstetrical and Gynaecological Works* and *Clinical Lectures on the Diseases of Women*. However, he is remembered above all for his contribution to anaesthesia. When Simpson heard of the first experiments with ether, he realized that it could be effectively used in midwifery. However, he carried out further experiments, often on himself, in the search of a still more effective anaesthetic.

In 1847, he discovered the anaesthetic properties of chloroform and recommended its use in surgery and in obstetrics to relieve pain. At first he had to face the opposition of many of his colleagues and of the Churchmen of his time. Simpson did not give up and in 1853, when chloroform was administered to Queen Victoria at the birth of Prince Leopold, all opposition subsided. He became one of the Queen's physicians and was created a baronet in 1866. Four years later he died in London. Like most men of genius, his interests went far beyond his specialization; in fact, he was also an expert on the history of medicine and on archaeology.

1. When and where was Simpson born?
2. What branch of medicine did he specialize in?
3. Why is Simpson remembered to the present day?

4. What use did Simpson foresee for chloroform?
5. Who opposed his effort to introduce anaesthetics?
6. When was this opposition silenced?
7. What honours did Simpson receive for his discoveries?
8. Was he interested in any other fields of study?

Calcium supplements in pregnancy

SOME pregnant women develop preeclampsia, which is characterized by high blood pressure and extra protein in the urine and is dangerous to their health and their baby's. No one knows what triggers this condition, but one theory points to calcium deficiency. Might calcium supplements offer protection?

A study involved 8,325 women who were less than 20 weeks pregnant and considered likely to be taking in less than 600 milligrams a day of calcium. They were randomly assigned to take daily calcium supplements (1,500 milligrams) or placebos until the end of their pregnancy. About 4% of both groups developed preeclampsia. But the more serious complications of the disorder - including severe gestational hypertension and the potentially fatal eclampsia - occurred 24% less often in those who had taken calcium. Newborn deaths occurred 30% less often in the calcium group.

Who may be affected? Pregnant women who are calcium-deficient. (Adults need 800 to 1,200 milligrams of calcium daily; pregnant women should take in at least 1,200 milligrams.) Preeclampsia, which occurs in about 4% of pregnancies, is the leading cause of death for pregnant women and fetuses in the US.

Good nutrition for two

The food you eat during pregnancy supplies your baby's needs as well as your own. Therefore good nutrition is essential for the healthy development of the growing baby and the maintenance of your own health. "Eating Well" does not mean "the more you eat, the better" but the true definition is the quality of the food you choose rather than the quantity. The quality of the food is the most important thing to consider. Apparently, the additional energy required in our body is about 10% - 15% of the normal energy intake. Taking 2 cups of milk daily is the easiest example of the additional energy. But, during pregnancy more food must be taken compared to normal human needs. Paying extra attention to the following nutrients will help the health of baby and mother. Protein is essential for building tissues. An adequate supply of protein will help the growth of the baby, placenta, uterus, breast tissue and blood supply. Milk, meat, fish, eggs and legumes are excellent examples of protein. Usually, a mother eating a varied diet that includes lacto-ovo-vegetarian (vegetarian diet that includes eggs and milk) should not face any problems in protein requirement. On the other hand, vegan mothers (no animal products including eggs and milk) need to be more careful with their diet as cereals, beans, and nuts do not contain the whole supplement or complement of essential amino acids on their own. A combination of them can help meet the amino acids requirement.



Unit 17

DENTISTRY

Section 1: READING COMPREHENSION

For Helen Fowke, dental technology is the perfect combination of her two great loves - science and art.

“I learnt about dental technology at a school careers expo at home in Tauranga and I immediately knew it was for me. I liked that it was technical, but also artistic, and I liked the idea of working with my hands,” she says.

Dental technicians work behind the scenes making the appliances that dentists use like crowns, bridges, plates, and dentures.

“It helps if you are good with your hands and have an artistic eye. You need to be able to see the different colours and translucency of a tooth, see its shape and be able to recreate that so no one can tell it isn’t the real thing,” Helen says.

The course combines studying physics and biology with hands on construction classes that involve carving wax, making moulds, grinding, polishing and painting.

“It’s hard work, but it’s manageable. You can’t just cruise,” Helen says. “You are constantly dealing with new technology and materials. The lecturers are very helpful. They really know their stuff and have a lot of industry experience.”

As part of the course dental technology students are teamed up with dentistry students and spend time in the School of Dentistry’s clinics.

“Working with the dentistry students and watching them fit your appliances is really helpful as a student, because you see why appliances are made in a particular way and really understand the reasoning behind each design. Also, seeing your own work in a mouth is very rewarding and satisfying.”

Since graduation Helen has been working as a resident dental technician at the School of Dentistry.



Comprehension: Questions and answers

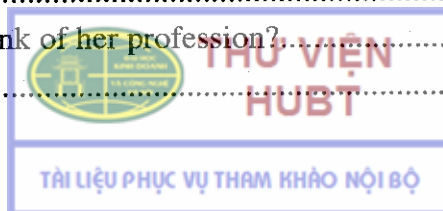
1.1. Answer the following questions in complete sentences.

1. What did Helen Fowke learn about at a school careers expo?

.....

2. What does she think of her profession?

.....

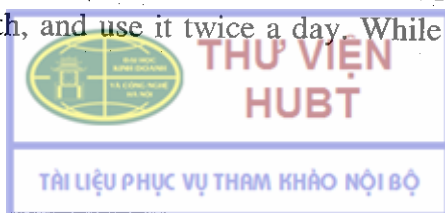


3. Does she like it? Why?
4. What do Dental technicians make?
5. What skills do Dental technicians need?
6. What do the students learn during the course?
7. What does she think of the course?
8. What does she think of the lecturers?
9. As part of the dental technology course, how do the students learn?.....
10. What has she done since graduation?

Section 2: SPEAKING

2.1. Discuss problems on “Dentistry” based on the suggested questions and answers.

1. What is dentistry? (The World Health Organization defines Dentistry as “the science and art of preventing, diagnosing and treating diseases, injuries and malformation of the teeth, jaws and mouth”; Dentistry is the art and science of prevention, diagnosis, and treatment of conditions, diseases, and disorders of the oral cavity, the maxillofacial region, and its associated structures as it relates to human beings).
2. What is a dentist? (A dentist is a doctor qualified to practice dentistry. In most countries, several years of training in a university (usually 4 - 8) and some practical experience working with actual patients’ dentition are required to become a qualified dentist).
3. What is decay? What causes decay?
4. How often should I brush my teeth?
5. How often should I get a dental check-up?
6. Are regular dental check-ups covered by insurance in your country?
7. Is flossing good?
8. Should I brush or floss first? (Choose a toothbrush that feels comfortable in your hand and in your mouth, and use it twice a day. While tooth brushing removes



plaque from tooth surfaces, it can't do the entire job of removing plaque. Cleaning between the teeth daily with floss or other interdental cleaners removes debris from between the teeth, where your toothbrush cannot reach).

9. Could the health of my mouth affect my general health?
10. What problems could my dental health cause? (Heart disease, strokes diabetes, respiratory lung diseases).

2.2. Make sure you understand the meaning of these words.

- | | | |
|-------------|---------------------|------------------|
| 1. abscess | 5. dental hygienist | 9. gums |
| 2. braces | 6. dentist | 10. anesthetic |
| 3. cavity | 7. dentist's chair | 11. receptionist |
| 4. cleaning | 8. extraction | 12. waiting room |

2.3. Practise the following sentences of Colin and the dentist.

Patient: Colin

- One of my teeth is broken
- This tooth at the back hurts a bit
- Sometimes my gums bleed

Dentist

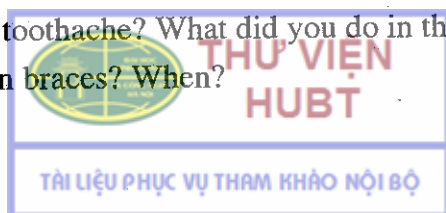
- Open wide for me
- I'll have a look around
- You have a mild gum infection
- That back tooth has a bit of decay
- You've got a loose filling
- I'll have to take that tooth out
- You need a filling

Colin

- So flossing is good for my gums, is it?
- Do I need another appointment?

2.4. Practise these questions with your partner.

1. Do you go to the dentist? What is your dentist's name?
2. Where is your dentist's office?
3. Do you like your dentist? Why or why not?
4. Have you ever had toothache? What did you do in that case?
5. Have you ever worn braces? When?



6. Have you ever had a filling? Did it hurt? Did you have an anesthetic?
7. How do you feel when you leave the dentist's office?
8. How often do you visit the dentist?
9. What does the dentist (or the hygienist) do?
10. In your country, when do people go to the dentist? What kinds of feelings do people get?

2.5. Partner Role Play

You have toothache and can't eat. Make a "telephone call" for an appointment with the dentist. Present your conversation to the class.

2.6. Practise the dialogue.

Dental Hygiene

Sam:

Hello.

Gina the Dental Hygienist:

Hello Mr. Waters. I'm Gina. I'll be cleaning your teeth today.

Sam:

Dr. Peterson has just filled two cavities. Why do I need a cleaning?

Gina the Dental Hygienist:

Well, we have to get your teeth and gums clean and disease free.

Sam:

I guess that makes sense.

Gina the Dental Hygienist:

Oral health leads to trouble-free teeth. I'll start off by removing plaque. Please lean back and open wide.

Sam:

OK, I hope it's not too bad.

Gina the Dental Hygienist:

Everybody gets plaque, even if they floss regularly. That's why it's important to come in twice a year for check - ups.

Sam:

(getting his teeth cleaned, can't say much...)

Gina the Dental Hygienist:

OK, please take a mouthful of water and rinse.

Sam:

Ah, that's better.

Gina the Dental Hygienist:

OK, now I'll apply some fluoride. Which flavour would you like?

Sam:

I have a choice?

Gina the Dental Hygienist:

Sure, we have mint, spearmint, orange or bubble-gum - that's for the kids.

Sam:

I'd like to have the bubble-gum!

Gina the Dental Hygienist:

OK. (applies fluoride) Now, let me give your teeth a final flossing.

Sam:

What type of floss tape do you recommend?

Gina the Dental Hygienist:

Personally, I like the flat tape. It's easier to get between the teeth.

Sam:

OK, I'll remember that the next time I buy floss. How often should I floss?

7. "I run a successful design studio".
Victor told the man that he a successful design studio.
a. running b. is running c. ran
8. "I am a good dancer".
She told me that she a good dancer.
a. is b. was c. will be
9. "I have been to that clinic".
He told me that he to that clinic.
a. had been b. will have been c. is being
10. "I am writing an email to my doctor".
He told me that he an email to his doctor.
a. is writing b. was writing c. writes

3.3. Choose the best response to fill in the missing words.

of is diseases diagnosis a
known and study necessary service

Dentistry is the known evaluation, (1)....., prevention, and treatment of diseases, disorders and conditions of the soft and hard tissues (2)..... the jaw (mandible), the oral cavity, maxillofacial area (3)..... the adjacent and associated structures and their impact on the human body. Dentistry is (4)..... part of stomatology.

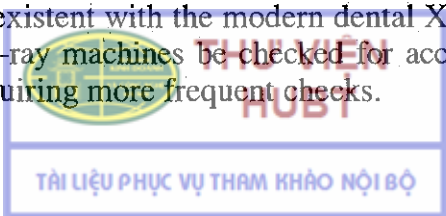
Dentistry (5).....widely considered (6)..... for complete overall health. Those in the practice of dentistry are (7).....as dentists. Other people aiding in the oral health (8).....include dental assistants, dental hygienists, dental technicians, and dental therapists.

Dentistry is that branch of medicine which deals with the (9).....and practice of diagnosis, prevention, and treatment of (10).....of the mouth, the maxilla, and the face.

3.4. Further reading passage

Do tooth X-rays affect our health?

Advances in dentistry over the years have lead to the low radiation levels emitted by today's X-rays. Some of the improvements are new digital X-ray machines that limit the radiation beam to the small area being X-rayed, higher speed X-ray films that require shorter exposure time compared with older film speeds to get the same results, and the use of film holders that keep the film in place in the mouth (which prevents the film from slipping and the need for repeat X-rays and additional radiation exposure). Also, the use of lead-lined, full-body aprons protects the body from stray radiation (though this is almost nonexistent with the modern dental X-ray machines.) In addition, federal law requires that X-ray machines be checked for accuracy and safety every two years, with some states requiring more frequent checks.



Even with these advancements in safety, it should be kept in mind, however, that radiation accumulates over a lifetime. So every little bit of radiation you receive from all sources counts.

Plaque and its effects on your dental health

Sticky plaque is a kind of bio-film. A thin grouping of bacteria, plaque bio-film lives on gum tissue, teeth, and crowns.

Plaque constantly forms on your teeth. When you eat or drink foods or beverages with sugars or starches, the bacteria release acids that attack your tooth enamel. The plaque is so sticky that it keeps the acids in contact with your teeth, in time breaking down the enamel so that tooth decay occurs.

Plaque build - up can also lead to gum disease - first gingivitis, the tender and swollen gums that sometimes bleed. If it progresses, severe periodontal (gum) disease can develop. Gum tissue pulls away from the teeth, allowing the bacteria to destroy the underlying bone supporting the teeth.

“This may hurt” Japanese dental students warn robot

Few people like sitting in the dentist’s chair, but at least Japanese students aiming to fix people’s smiles now have a new robot to practice on before they are let loose on real patients. In what was billed as the world’s first large-scale practical use of a dental robot, 88 students of Japan’s Showa University took exams using the patient robot, which reacts to procedures that would cause pain in a human subject.

“Medical skill and ability is first built upon failure. One’s skills only improve once they have failed once,” said vice director of Showa University Dental Hospital Koutaro Maki.

“Therefore, we figured that a robot is the only way that would allow students to learn from their mistakes without inconveniencing patients.” The robot, which would survive all the exams intact, was developed at the University’s Department of Orthodontics and stands 157 cm (5ft 1 in) high. It is the third generation of its kind, and was developed to allow students to practice on a life-like patient that would react without having to actually work on a real human being.

Not only does the robot automatically react to motions that would cause a human pain, but instructors can also use a separate touch-panel controller to inject unpredictable events such as sneezing, coughing or moving away from the instruments.

According to students such as 26-year-old Shugo Haga, this provides a much better replica of human reactions than other robots. “This robot is quite different from those up to this point in that its movements are very close to that of a real patient, as it has a very lifelike presence.” Haga explained.

The robot also secretes artificial saliva to simulate the conditions of the human mouth, and even gets tired and attempts to close its mouth if the student takes too long.

While Showa University has still been using humans for its final clinical exams, the dental hospital hopes to let their new robotic patients take over the task of being poked, drilled and prodded to train the next generation of smile makers.



Unit 18

TRADITIONAL MEDICINE

Section 1: READING COMPREHENSION

Traditional medicine has a long history. The World Health Organization (WHO) defines traditional medicine as: "the health practices, approaches, knowledge and beliefs incorporating plant, animal and mineral-based medicines, spiritual therapies, manual techniques and exercises, applied singularly or in combination to treat, diagnose and prevent illnesses or maintain well-being."

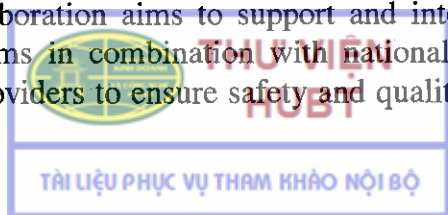
During the last decade, use of traditional medicine has expanded globally and has gained popularity. It has not only continued to be used for primary health care of the poor in developing countries, but has also been used in countries where conventional medicine is predominant in the national health care system. With the tremendous expansion in the use of traditional medicine worldwide, safety and efficacy as well as quality control of herbal medicines and traditional procedure-based therapies have become important concerns for both health authorities and the public.

Practices of traditional medicine vary greatly from country to country, and from region to region, as they are influenced by factors such as culture, history, personal attitudes and philosophy. In many cases, their theory and application are quite different from those of conventional medicine. Long historical use of many practices of traditional medicine, including experience passed on from generation to generation, has demonstrated the safety and efficacy of traditional medicine. However, scientific research is needed to provide additional evidence of its safety and efficacy. In conducting research and evaluating traditional medicine, knowledge and experience obtained through the long history of established practices should be respected.

Not many countries have national policies for traditional medicine. Regulating traditional medicine products, practices and practitioners is difficult due to variations in definitions and categorizations of traditional medicine therapies. A single herbal product could be defined as either a food, a dietary supplement or an herbal medicine, depending on the country. This disparity in regulations at the national level has implications for international access and distribution of products.

Safety, effectiveness and quality: Scientific evidence from tests done to evaluate the safety and effectiveness of traditional medicine products and practices is limited. While evidence shows that acupuncture, some herbal medicines and some manual therapies (e.g. massage) are effective for specific conditions, further study of products and practices is needed..

WHO and its member states cooperate to promote the use of traditional medicine for health care. The collaboration aims to support and integrate traditional medicine into national health systems in combination with national policy and regulation for products, practices and providers to ensure safety and quality. The aim is to ensure the



use of safe, effective and quality products and practices, based on available evidence; acknowledge traditional medicine as part of primary health care, to increase access to care and preserve knowledge and resources; and ensure patient safety by upgrading the skills and knowledge of traditional medicine providers.

Comprehension: Questions and answers

1.1. Answer the following questions in complete sentences.

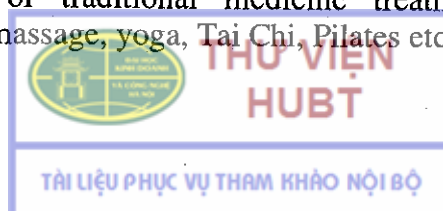
1. What has happened to traditional medicine during the last decade?.....
.....
2. What have become important concerns for both health authorities and the public?
.....
3. Are practices of traditional medicine the same in different countries?
.....
4. Why are practices of traditional medicine different from country to country?
.....
5. What has demonstrated the safety and efficacy of traditional medicine?
.....
6. Why is regulating traditional medicine products, practices and practitioners difficult?.....
7. State three ways a single herbal product could be defined?
.....
8. Is there a lot of scientific evidence from tests done to evaluate the safety and effectiveness of traditional medicine products and practices?
.....
9. What do WHO and its member states cooperate to do?
10. What does the collaboration aim to do?
.....

Section 2: SPEAKING

2.1. Discuss problems on "Traditional medicine" based on the suggested questions and answers.

1. What is traditional medicine? ("the health practices, approaches, knowledge and beliefs incorporating plant, animal and mineral-based medicines, spiritual therapies, manual techniques and exercises, applied singly or in combination to treat, diagnose and prevent illnesses or maintain well-being." by WHO), has it been used for a long time?

2. What are forms of traditional medicine treatment? (Herbal medicine, acupuncture, cupping, massage, yoga, Tai Chi, Pilates etc....)



3. What is the difference between traditional medicine & modern medicine? (More about maintaining health and preventing illnesses, not curing illnesses).
4. What benefits does traditional medicine have? (Many thousands of symptoms can be relieved with proven effectiveness).
5. What are the disadvantages of traditional medicine?
6. What medicines are considered to be traditional ones?
7. For what known diseases are there effective traditional medicines?

2.2. Choose the word that fits best.

are	all	am	ambulance	at	chest
couldn't	for	seemed	siren	spoke	sure
surgery	traffic	treatment	way	weak	

Neighbour: (1).....you Dr Blasco? I'm Mr. Lindley's neighbour - we (2)..... on the phone.

Doctor: Yes, I....(3)..... Where's Mr. Lindley?

Neighbour: He's gone off in the (4)..... They've taken him off to the A and E Department (5).....St Mary's hospital.

Neighbour: I told them you were on your (6).....but the ambulance men said they were sorry, they (7).....wait.

Doctor: Just as well - I got stuck in (8).....There's a burst water-main at Tolley Cross. How's Mr. Lindley?

Neighbour: Still alive, but very (9)..... He didn't look very good at all. I saw them put an oxygen mask on him, then they carried him on a stretcher into the ambulance and left with the (10).....on.

Doctor: Did they put any electrodes on his (11).....and give him a shock.

Neighbour: Not that I saw. They were very quick – they (12)..... to know exactly what they were doing. They said to tell you he'd be going to St Mary's Cardiac Unit and that they were pretty (13)..... it was a stroke he'd had.

They didn't wait for you because he needed urgent (14)..... and they knew about that burst water - main.

Doctor: Good job they've got that siren, then, eh? I'd better be getting back to the (15)..... I've still got some patients to see. Thank you for (16)..... you've done – you did a good job calling the surgery.

Neighbour: Thanks (17)..... coming.



Section 3: GRAMMAR AND VOCABULARY PRACTICE

Conditional sentences

Expressing conditions

Type 1:

If you don't eat, you lose weight

If you drop a glass, it will break

3.1. Take one clause from each of the columns below and make a sentence. Make sure your sentences make sense.

- | | |
|---|---|
| 1. You must work hard | 1. She'll hurt herself |
| 2. If you don't study | 2. He will need to go to hospital |
| 3. If they are rich | 3. You need to see a doctor |
| 4. If you are ill | 4. If you relieve their poverty |
| 5. If money is spent on arms | 5. They'll be able to get health care |
| 6. You can improve the health of the poor | 6. You won't learn anything |
| 7. If she falls over | 7. The plants will grow |
| 8. If it rains | 8. There is less to spend on health and education |
| 9. You'll get very tired | 9. If you want to become a doctor |
| 10. If he breaks his leg | 10. If you don't sleep |

3.2. Make sentences based on the example below.

Example: Horses/ have / wings

If horses had wings, they would fly.

1. No-one / smoke
2. Price of oil / rise
3. Forests / clear
4. People / live / longer
5. I / lose / my books
6. Everyone / rich
7. No / diseases / in / world
8. We / have / no doctor
9. It / not rain
10. I / rule / the world

3.3. Make up sentences based on the example below.

Type 3:

If our country had not discovered oil, it would have been very poor.

1. I / not / blind
2. Penicillin / not discover
3. I / not study / hard
4. They / not / eat / so much
5. Columbus / not discover / America
6. Patients / early diagnosis
7. Baby / fully / vaccinate
8. He/ not / bite/ mosquito / malaria
9. He / not / smoke / lung cancer
10. They / careful / cause/ accident

3.4. Formulate hypotheses as indicated, taking care to use the correct verb sequence.

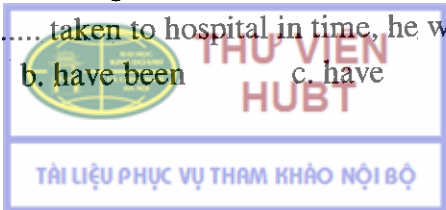
e.g. What would you do, if you were ill? (call / doctor)

If I were ill, I would call a doctor

1. Where will you go, if you want to buy some aspirins? (chemist's)
2. What will John take, if he has a headache? (aspirin)
3. Whom would you have consulted, if you hadn't got better? (best specialist in town)
4. When would you phone, if you had to speak to your family doctor? (in the morning)
5. Who will look after your children, if you go into hospital? (my sister)
6. What would you have done, if you had seen the accident? (call/ ambulance)
7. Whom would you consult, if you had dysmenorrhoea (painful menstruation)? (gynecologist)
8. What mustn't you eat, if you have gastritis? (fried foods)
9. What would you have suggested, if John had told you he wasn't well (stay off work)
10. When will the babies be born if all goes well? (next April)

3.5. Further practice on conditional sentences.

1. If Iyou, I wouldn't risk it.
a. had been b. am c. would be d. were
2. If they had waited another month, they could probably a better price for their house.
a. would get b. had got c. have got d. could get
3. If the patient..... taken to hospital in time, he wouldn't have died.
a. has been b. have been c. have d. had been



4. If he decides to refuse the job in the laboratory, he it for the rest of his life.
 - a. has regretted
 - b. had regretted
 - c. is regretting
 - d. will regret
5. If you of applying for that job in the hospital, my advice is: take it.
 - a. are thinking
 - b. will think
 - c. will be thinking
 - d. would think
6. If he hadn't been driving so fast, he..... have hit the motorcyclist.
 - a. didn't
 - b. hadn't
 - c. wouldn't
 - d. hasn't
7. If the nurse..... been more careful, she would have spotted the mistake.
 - a. were
 - b. had
 - c. has
 - d. have
8. If she goes on passing her exams,..... soon be qualified to practice as a doctor.
 - a. she's
 - b. she had
 - c. she has
 - d. she'll
9. If I pay you twice as much, will youto finish by Tuesday?
 - a. are able
 - b. is able
 - c. be able
 - d. can be able
10. If only I'd invested in that company, I'd.....a millionaire by now.
 - a. became
 - b. have become
 - c. had become
 - d. would become.

3.6. Use each word once to fill in the blanks.

Friday	adjust	discuss	family	development
enjoys	special	summer	parents	disagreement
quiet	weekends	blend	activities	content

1. The children do many at school.
2. Parents play an important role in their child's
3. Next we will go to the movies.
4. This weekend we will do something
5. In the we go to the beach.
6. On most we go hiking.
7. My mother likes it in the evenings.
8. The two brothers had a
9. We have to to the new situation.
10. She and her mother will the problem.
11. I will the ingredients to make the cookies.
12. Maria playing with her children.
13. My goes camping three times a year.
14. Jack's will attend the PTA meeting.
15. She is very with her new cat.



Compound Words

3.7. Write the two words that make up each compound word. The first one has been done for you.

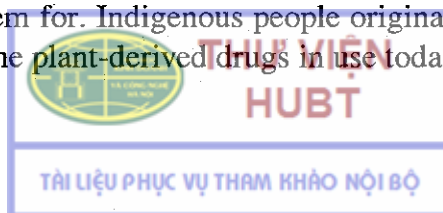
	<i>grand</i>	<i>mother</i>
1. grandmother
2. stepsisters
3. breakfast
4. doorknobs
5. everyday
6. cookbook
7. backache
8. heartburn
9. childbirth
10. ashtrays
11. lifelong
12. wheelchair
13. indoors
14. someday
15. girlfriend

3.8. Further reading passage.

Diseases & Conditions

The World Health Organization estimates that up to 80 percent of the world's population still relies mainly on herbal medicine for primary health care - especially in developing nations and rainforest countries. People in tropical forests around the world have utilized the plants growing in their backyards as part of their primary health care systems for millennia. In fact, archaeologists have discovered the remains of plants used as medicine at archaeological dig sites in Latin and South America dating back to 8000 B.C. In the northwestern Amazon alone, at least 1,300 plant species are used to create "wilderness drugs" for the primary health care needs in the region today - many of which have never been subjected to any type of scientific research.

Traditional uses of medicinal plants can be very important, especially to researchers and drug companies. If a plant has been used in a specific way for a specific purpose for many years and in many different geographical areas, there is probably a reason for it. It is this rapidly growing industry that helps scientists target which plants to research first and what to study them for. Indigenous people originally discovered the medicinal uses of three-quarters of the plant-derived drugs in use today.



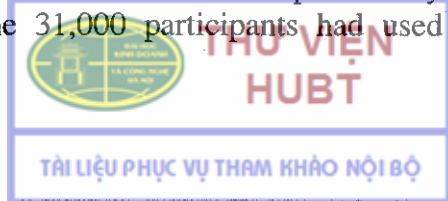
Let's face it, pharmaceutical drugs aren't getting any cheaper and most are out of the financial reach of a peasant or farmer in the Amazon who earns the equivalent of US\$50. monthly to support a family of seven. That doesn't mean he and his family can't afford to be sick, or aren't faced with many of the same illnesses and maladies as people in developed nations. What it does mean is that plant-based medicines are often the most accessible and appropriate therapy for a wide diversity of health problems experienced by rural and rainforest inhabitants. Oftentimes, this population cultivates and transplants wild medicinal plants in and around their homes and villages that are used to treat common fevers, fungal infections, respiratory problems, pain, gastrointestinal problems and even antidotes for poisonous snake bites, among many other health problems. But it also doesn't mean that many wouldn't rather have a convenient aspirin or two to take for a simple headache occasionally instead of going through the time consuming steps of harvesting some leaves, bark or roots out of the forest and boiling it into a headache tea remedy. The sad fact is that even aspirin can be unavailable or too expensive for some forest dwellers.

What is herbal medicine?

Herbal medicine is one of the practices utilized under the system of Traditional Chinese Medicine (TCM). TCM originated in China and is based on the concept that disease results from disruption in the flow of qi and imbalance in the forces of yin and yang. In addition to herbs, practices such as meditation, massage, and acupuncture seek to aid healing by restoring the yin - yang balance and the flow of qi. Herbal remedies are given to strengthen and support organ system function. They are used to treat a wide variety of conditions, from chronic pain and insomnia to digestive problems. Herbs, which can be used as a stand-alone therapy or as a complement to acupuncture, come in a variety of forms, including tablets, capsules, powders, teas, extracts and fresh or dried plants. When used appropriately, herbal remedies are safe and without side effects.

What is massage therapy?

There are over 80 types of massage therapy. In all of them, therapists press, rub, and otherwise manipulate the muscles and other soft tissues of the body, often varying pressure and movement. They most often use their hands and fingers, but may use their forearms, elbows, or feet. Typically, the intent is to relax the soft tissues, increase delivery of blood and oxygen to the massaged areas, warm them, and decrease pain. A few popular types of massage include Swedish, deep-tissue, trigger-point and shiatsu. Massage therapy dates back thousands of years. References to massage have been found in ancient writings from many cultures, including those of Ancient Greece, Ancient Rome, Japan, China, Egypt, and the Indian subcontinent. In the United States, massage therapy first became popular and was promoted for a variety of health purposes starting in the mid-1800s. In the 1930s and 1940s, however, massage fell out of favor, mostly because of scientific and technological advances in medical treatments. Interest in massage revived in the 1970s, especially among athletes. More recently, a 2002 national survey on Americans' use of complementary and alternative medicine found that 5 percent of the 31,000 participants had used massage therapy in the



preceding 12 months, and 9.3 percent had never used it. People today use massage for a wide variety of health-related reasons: to relieve pain, rehabilitate sports injuries, reduce stress, increase relaxation, address feelings of anxiety and depression, and aid general wellness.

What is acupuncture?

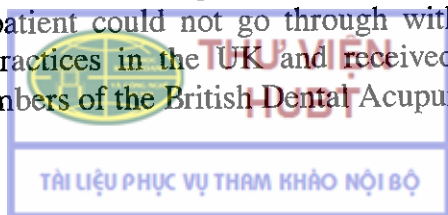
Acupuncture is among the oldest healing practices in the world. As part of Traditional Chinese Medicine (TCM), acupuncture aims to restore and maintain health through the stimulation of specific points on the body. In the United States, where practitioners incorporate healing traditions from China, Japan, Korea, and other countries, acupuncture is considered part of complementary and alternative medicine. Acupuncture became better known in the United States in 1971, when The New York Times reporter James Reston wrote about how doctors in China used needles to ease his pain after surgery.

Practiced in China and other Asian countries for thousands of years, acupuncture stimulates specific points on the body through a variety of techniques, including the insertion of thin metal needles through the skin. It is intended to remove blockages in the flow of qi (vital energy) and restore and maintain health. Qi can be unblocked, according to TCM, by using acupuncture at certain points on the body that connect with pathways known as meridians. Sources vary on the number of meridians, with numbers ranging from 14 to 20. There are at least 2,000 acupuncture points. The report from a Consensus Development Conference on Acupuncture held at the National Institutes of Health in 1997 stated that acupuncture is being widely practiced by thousands of physicians, dentists, acupuncturists, and other practitioners for relief or prevention of pain and for various other health conditions. According to the 2002 National Health Interview Survey the largest and most comprehensive survey of complementary and alternative medicine use by American adults to date, an estimated 8.2 million U.S. adults had used acupuncture, and an estimated 2.1 million U.S. adults had used acupuncture in the previous year. Relatively few complications have been reported from the use of acupuncture, however, it can cause potentially serious side effects if not performed properly by a qualified practitioner.

Acupuncture eases dentist phobia

People who are terrified of the dentist could be helped by acupuncture, research suggests. Five minutes of acupuncture treatment in the top of the head cuts anxiety levels by more than half, the small study on 20 patients found. Sixteen men and four women with an average age of 40 took part in the research, published in the journal *Acupuncture in Medicine*. All had suffered from fear of the dentist for between two and 30 years.

On previous dental visits, three patients had needed general anaesthetic to cope with their fears while six others had required sedatives. In 14 cases, treatment had to be cancelled because the patient could not go through with it. The patients came from eight different dental practices in the UK and received the acupuncture from their dentists, who are all members of the British Dental Acupuncture Society.



They had acupuncture needles inserted into their heads at acupuncture points GV20 and EX6, which have been reported to aid relaxation. Using a well-known anxiety reporting scheme, the Beck Anxiety Inventory (BAI), the patients' levels of distress were measured.

Typically, scores fell from 26.5 to 11.5 after acupuncture and all 20 patients were able to undergo treatment. About one in 20 members of the public have extreme anxiety when visiting the dentist while another 20% to 30% report moderate dental anxiety, the researchers said. The authors, from Sheffield and Denmark, said more studies were needed but concluded: "Acupuncture prior to dental treatment has a beneficial effect on the level of anxiety in patients with dental anxiety and may offer a simple and inexpensive method of treatment

Yoga is a system of physical and mental exercise. The classical techniques of Yoga date back more than 5,000 years. In ancient times, the desire for greater personal freedom, health and long life, and heightened self-understanding gave birth to this system that has since spread throughout the world. The word Yoga means "to join or yoke together," and it brings the body and mind together into one harmonious experience.

The whole system of Yoga is built on three main structures: exercise, breathing, and meditation. The exercises of Yoga are designed to put pressure on the glandular systems of the body, thereby increasing their efficiency and total health. The body is looked upon as the primary instrument that enables us to work and evolve in the world, and so a Yoga student treats it with great care and respect. Breathing techniques are based on the concept that breath is the source of life in the body. The Yoga student gently increases breath control to improve the health and function of both body and mind. These two systems of exercise and breathing then prepare the body and mind for meditation, and the student finds an easy approach to a quiet mind that allows silence and healing from everyday stress. Regular daily practice of all three parts of this structure of Yoga produce a clear, bright mind and a strong, capable body. There are over a hundred different schools of Yoga. Some of the most well-known are Hatha, Raja, Jnana, Bhakti, Karma, Tantra, and Kashmir Shaivism.

Yoga probably arrived in the United States in the late 1800s, but it did not become widely known until the 1960s, as part of the younger generation's growing interest in Eastern cultures. As more became known about the beneficial effects of Yoga, it gained acceptance and respect as a valuable method for helping in the management of stress and improving health and well-being. Many physicians now recommend Yoga practice to patients at risk of heart disease, as well as those with back pain, arthritis, depression, and other chronic conditions.

Unit 19

FIRE SAFETY

Section 1: READING COMPREHENSION

Jose was at the store buying fire extinguishers and smoke detectors. He is planning to put a fire extinguisher in the kitchen and one in the garage. He is planning to put a smoke detector in each bedroom, one in the hallway and another in the kitchen. His son had brought home a pamphlet about fire safety. Jose had read it and decided to make some changes in his home.

The next day was Saturday. Jose and his family practiced a household fire drill. They planned escape routes and decided who would be responsible for each child. Since there are three children in Jose's family, his wife would be responsible for the two older ones and he would be responsible for the baby. The curb in front of their house is where they would meet to make sure everyone was safe. Then Jose would run to a neighbour's house to call 911. Jose showed his children how to remove the screens from the windows if they ever needed to leave by a window.

On Sunday afternoon, Jose cleaned out the garage. He made sure gasoline, paint, and other flammable fluids were stored in tightly closed cans and away from heat. He cleared the garage of old newspapers. He threw away several oily rags that could burst into flames spontaneously.

Late in the afternoon, Jose talked with his children. He told them if their clothes ever caught fire to "stop, drop, and roll". He also told them never to open a door that felt hot. They must use another escape route. If they do get trapped in a room, shut the door and block any cracks (like under the door) with blankets or other material to keep smoke from entering the room.

Then go to a window and shout for help. They may lean out the window for fresh air. Fortunately for Jose's family their house is one story and they can jump out the windows.

Later that night, Jose read the directions for the fire extinguishers. He had bought the type that would extinguish all fires including grease and electric.

The extinguisher would be easy to use. All a person had to do was pull the pin, stand back about 8 feet, and then aim the nozzle at the base of the flames while pushing the lever.

As he went to bed on Sunday night, he felt good about what he had accomplished over the weekend.

Fire safety

Write a paragraph of three sentences about the fire safety equipment or drill you have in your home.

.....

.....



Comprehension: Questions and answers

1.1. Answer the following questions in complete sentences.

1. What was Jose buying at the store?
2. Where is Jose planning to put the smoke detectors?
3. Where is Jose planning to put the fire extinguishers?
4. What did he and his family practice on Saturday?
5. What should you do if you are trapped in a room which is on fire?
6. Why did Jose feel good when he went to bed on Sunday night?
7. What does flammable mean? What is its root word?
8. What three things should people do if their clothes catch fire?
9. What kind of fire extinguisher had Jose bought?

Section 2: SPEAKING

2.1. Discuss problems on "Fire safety" based on the suggested questions and answers.

1. What is fire safety? (fire safety refers to precautions that are taken to prevent or reduce the likelihood of a fire that may result in death, injury, or property damage, alert those in a structure to the presence of a fire in the event one occurs, better enable those threatened by a fire to survive, or to reduce the damage caused by a fire. Fire safety measures include those that are planned during the construction of a building or inserted into structures that are already standing, and those that are explained to occupants of the building).
2. What should we do with our house to prevent fire? (Keep operational fire extinguishers handy, install and maintain smoke detectors or smoke alarms, know what to do in a fire emergency, electrical safety and water damage).
3. What should we do during the fire? (Leave personal belongings; don't go back for any reason. It is better to get out and place the call to fire authorities from a safe location outside the home. In dense smoke, crawl to the nearest exit as quickly as possible).
4. Have you ever witnessed any fatal case of fire in your community?



2.2. Complete the following dialogue between a doctor and a patient.

A:

B: Doctor, I've been having pains in my chest.

A:

B: It feels like sharp knives cutting at my heart. It's almost unbearable.

A:

B: Yes, my father and grandfather had heart attacks. That's why I'm almost certain that I'm having heart trouble as well.

A:

B: Usually in the afternoon or late evening.

A:

B: Yes, I also get indigestion very badly.

A:

B: Yes. I like to eat tomatoes and oranges.

A:

B: Well, yes, I often eat uncooked vegetables.

A: Then your problem is not heart disease. It's ulcers.

2.3. Try to fill the blanks with what the doctor or Mr. Johnson will say.

Mr. Johnson: I haven't been feeling well just lately, doctor, so I thought I'd come and see you for a check-up.

Doctor:

Mr. Johnson: I feel a slight pain just here sometimes. I think it may be arthritis.

Doctor:

Mr. Johnson: I get the pain about once a week, generally after I've been gardening.

Doctor:

Mr. Johnson: It generally lasts about a quarter of an hour, but it's a continuous pain. Perhaps I've got a touch of appendicitis.

Doctor:

Mr. Johnson: Yes, doctor, I often have difficulty breathing.

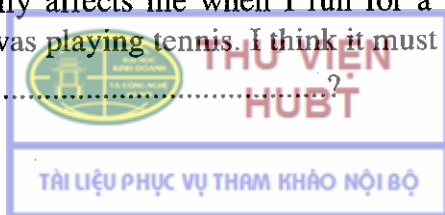
Doctor:

Mr. Johnson: I've had trouble with my breathing for quite a long time now.

Doctor:

Mr. Johnson: It usually affects me when I run for a bus, but last week I had it while I was playing tennis. I think it must be blood pressure.

Doctor:



Mr. Johnson: I work in an office.

Doctor:

Mr. Johnson: Yes, I have an excellent appetite. In fact, my wife says I eat so much, there must be something wrong with me.

Doctor:

Mr. Johnson: No, I've never had a really serious illness. I had rather a severe attack of influenza a few years ago, though.

Doctor:

Mr. Johnson: I last had a holiday when I went skiing in Harbin?

Doctor:

Mr. Johnson: Just before Christmas. Is it serious?

Doctor: No, Mr. Johnson. I do not think your condition is very serious. Nevertheless, you must look after yourself. I suggest that you drink a glass of water three times a day and whenever you feel that pain, take an aspirin.

2.4. Practical activities

Find another word or phrase that could replace of the italicized words.

e.g.: He was *admitted* early this morning

He was *taken in* early this morning.

1. She is *pregnant*.
2. I'll give you something to *relieve* the pain.
3. The tests will be carried out *immediately*.
4. *My mother and my father* are both healthy.
5. Thank you for your *help*.
6. We must inform the patient's *relations*.
7. People *rarely* die of appendicitis.
8. I feel *giddy* when I bend down.
9. His heart is bad and he suffers from *shortness of breath*.
10. Her *occupation* is very tiring.

Section 3: GRAMMAR AND VOCABULARY PRACTICE

Conjunctions

Conjunctions are a small set of words used to connect phrases and sentences. They are traditionally categorized into several types: **co-ordinating conjunctions**, **subordinating conjunctions** and **correlative conjunctions**.

Below are some examples of each.



Co-ordinating conjunctions: *and, or, nor, for, but, yet, so*

Subordinating conjunctions: *because, since, while, before, after, unless*

Correlative conjunctions: *if...then, either...or, neither...nor, both...and, whether...or, not only... but... also, as... as*

You can use a conjunction to link words, phrases, and clauses, as in the following example: I ate the pizza and the pasta.

1. Co-ordinating conjunction In the following sentences, each of the **highlighted** words is a co-ordinating conjunction:

Lilacs **and** violets are usually purple. In this example, the co-ordinating conjunction "and" links two nouns.

This movie is particularly interesting to feminist film theorists, **for** the screenplay was written by Mae West. In this example, the co-ordinating conjunction "for" is used to link two independent clauses.

Daniel's uncle claimed that he had spent most of his youth dancing on rooftops **and** swallowing goldfish. Here the co-ordinating conjunction "and" links two participle phrases ("dancing on rooftops" and "swallowing goldfish") which act as adverbs describing the verb "spends."

2. Subordinating Conjunctions

A **subordinating conjunction** introduces a dependent clause and indicates the nature of the relationship between the independent clause(s) and the dependent clause(s).

The most common subordinating conjunctions are "after", "although", "as", "because", "before", "how", "if", "once", "since", "than", "that", "though", "till", "until", "when", "where", "whether", and "while."

Each of the **highlighted** words in the following sentences is a subordinating conjunction:

After she had learned to drive, Alice felt more independent.

The subordinating conjunction "after" introduces the dependent clause "After she had learned to drive."

If the paperwork arrives on time, your cheque will be mailed on Tuesday.

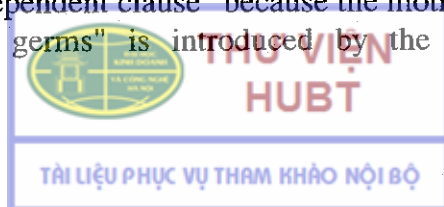
Similarly, the subordinating conjunction "if" introduces the dependent clause "If the paperwork arrives on time."

Gerald had to begin his thesis over again **when** his computer crashed.

The subordinating conjunction "when" introduces the dependent clause "when his computer crashed."

Midwifery advocates argue that home births are safer **because** the mother and baby are exposed to fewer people and fewer germs.

In this sentence, the dependent clause "because the mother and baby are exposed to fewer people and fewer germs" is introduced by the subordinating conjunction "because."

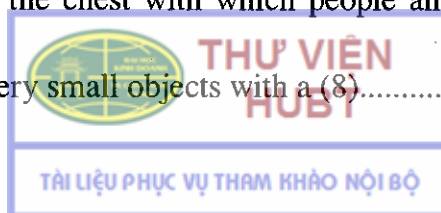


3.2. Choose the right subordinating conjunction for each of the sentences.

1.he claims that he is innocent, everyone knows he is guilty.
a. while b. now that c. in order that
2.you're here, I'm going to tell you a secret.
a. whereas b. now that c. in order that
3. ... You like him personally, you have to agree that he's done a lot for the company.
a. if only b. rather than c. whether or not
4.I prefer to live in an apartment, my wife wants to buy a house.
a. until b. whereas c. because
5.I had read that anatomy book three times, I wanted to read it again
a. although b. whereas c. unless
6. you already know the answer, why are you asking me?
a. although b. since c. whereas
7.you go to the hospital, call your brother.
a. because b. although c. before
8.give the money to my sister, I gave it to my cousins.
a. though b. rather than c. whereas.
9.the doctor asks me something, I feel happy.
a. whenever b. although c. while
10.the test starts, you will not be able to talk.
a. whatever b. once. c. because

3.3. Choose one word to fit in each of the sentences.

1. The organ in the body that produces insulin and substances which help to digest food so that it can be used by the body is called the (1).....
2. The line of bones down the centre of the back that provides support for the body and protects the spinal cord is called the (2).....
3. A piece of medical equipment which has two tubes fixed to a small disc which is put onto a patient's chest or back to listen to the heart or lungs is called a (3).....
4. The long tube through which food travels while it is being digested from the stomach and out of the body is called the (4).....
5. Red cells, white cells and plasma are found in the (5).....
6. Measles and mumps are two examples of infectious (6).....
7. The two organs in the chest with which people and some animals breathe are called (7).....
8. You can examine very small objects with a (8).....



9. Sir Alexander Fleming (9)..... Penicillin
10. You need a (10)..... to measure temperature.
11. The (11) carries air from the throat to the bronchial tubes.
12. The organ that sends the blood around the body is called the (12).....
13. The pain caused in the abdomen by the stomach not correctly breaking down food is called (13).....
14. The organ in the body of a woman or other female mammal in which a baby develops before birth is called the (14).....
15. An infectious illness which is like a very bad cold, but which causes a fever is called (15).....
16. A drug made from opium which is used in medicine to kill pain and help people to sleep is (16).....
17. A very small organism, smaller than a bacterium, which causes disease in humans, animals and plants is called a (17)..... Examples ofinclude chicken pox, flu, and HIV.
18. The cutting open and examination of a dead body in order to discover the cause of death is an
19. (19)..... is to give a weak form of a disease to someone usually by injection.
20. When you feel the sensation of a lot of sharp pins being put quickly and lightly into your body this is known as (20).....

3.4. Further reading passage.

A doctor's working day

Dr. Alex Brown is a doctor who is typical of many others. A look at a routine day in his life will serve to illustrate the problems and challenges confronting most physicians. Dr. Brown has a practice in Chicago which he shares with two other general practitioners. Dr. Brown's day begins at 7:00 AM when he leaves his home. He reaches the office by 7:30 in time to review the day before's cases before his first patient arrives at 8:00.

John Smith, a man of about 50 is Dr. Brown's first patient this day. He is a nervous man with a demanding job. Consequently he suffers from chronic ulcers. Despite Dr. Brown's repeated advice that he should cut out some of his activities and stop smoking, Mr. Smith continues in his ways. As a result, he visits Dr. Brown frequently. Dr. Brown listens to Mr. Smith's new complaints patiently, hearing the same familiar symptoms repeated. Mr. Smith is often nauseous, he has constant indigestion and alcohol irritates his stomach. But he has no fever so he is apparently no worse than usual. Dr. Brown encourages Mr. Smith once again to stop smoking and prescribes some antacids. He also proposes a simple diet with no alcohol.

Dr. Brown completes his first consultation at 8:45, making him only fifteen minutes late for his second patient. Jane Anderson is a new patient. She thinks she is

pregnant and wants to confirm her suspicions. Dr. Brown's nurse has recorded Ms. Anderson's medical history in preparation for the examination. After reviewing her history and briefly discussing the important points with her, Dr Brown begin examing the patient.

By 10:00 Dr. Brown is ready to leave for the general hospital nearby to visit the patients he and his colleagues have in the hospital. One of the three makes rounds daily to check on their patients. Today, he sees Johnny Lee, a twelve-year-old boy who broke his arm falling out of a tree. Johnny is in the paediatric ward with other children his own age. He seems to be recovering well. The break required reduction before casting, and Johnny was a little lethargic, so he was kept in the hospital for an extra day in order to ensure that the cast would not cause him difficulty.

While he is in the hospital, Dr. Brown hears his name called over the loudspeaker. He is being paged to come to the emergency room. Edna Johnson, one of his elderly patients, has just been brought to the hospital in an ambulance after suffering a stroke. One side of her body is paralysed due to a blood clot which has stopped the flow of blood to her brain.

Dr. Brown's day continues without a break until he finally manages to get away about 7:00 in the evening and return home for supper with his family. He has two young sons and enjoys spending time with them. In fact, the one regret he has about his choice of medicine as a profession is that it keeps him away from his wife and sons so much. And, sure enough, shortly after supper, he receives an urgent call from a head nurse at the hospital saying that Edna Johnson's vital signs are weakening and urging him to come immediately. As he is on call that evening, Dr. Brown has no choice but to go as it is his responsibility.

The life of a doctor is a challenging one with many rewards, but it is not an easy one. It demands a great deal of patience and dedication to the ideals of good health. Anyone who decides to become a doctor should be aware of these drawbacks as well as the rewards.

1. What was wrong with Dr. Brown's first patient, Mr .Smith?

.....

2. Why did Jane Anderson come to see Dr. Brown?

.....

3. While Dr. Brown was visiting Johnny Lee in the hospital, he was paged. What does that mean?

.....

4. Why was Dr Brown paged? What was wrong with Edna Johnson?

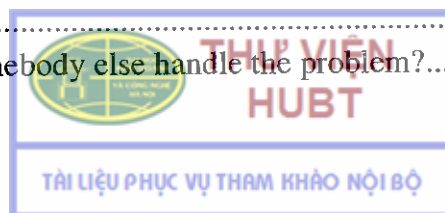
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5. Dr. Brown's one regret about being a doctor is that he is so often called away from his family. What happened to interrupt his evening on the night of the story?

.....

6. Why couldn't somebody else handle the problem?

.....



Fire prevention

Install smoke detectors: Check smoke detectors once a month and change the batteries at least once a year. Smoke detectors sense abnormal amounts of smoke or invisible combustion gases in the air. They can detect both smouldering and burning fires. At least one smoke detector should be installed on every level of a structure.

Post emergency numbers near telephones: Be aware that if a fire threatens your home, you should not place the call to emergency services from inside the home. It is better to get out and place the call to fire authorities from a safe location outside the home.

After a fire emergency: Give first aid where appropriate. Seriously injured victims should be transported to professional medical help immediately. Stay out of the damaged building. Return only when fire authorities say it is safe.

Make sure you have a safe fire escape method for all situations: You may have installed a very expensive home security system, but if you cannot escape the burning structure you have a false level of confidence.

Space heaters need space: Keep portable heaters and space them at least 3 feet from anything that may burn. Never leave heaters on when you leave home or go to sleep. Children and pets should always be kept away from them.

Smokers need to be extra careful: Never smoke in bed or when you are sleepy. Carelessly discarded cigarettes are a leading cause of fire deaths in the United States.

Be careful cooking: Keep cooking areas clear of combustibles and wear short or tight-fitting sleeves when you cook. Keep the handles of your pots turned inward so they do not over-hang the stove. If grease catches fire, carefully slide a lid over the pan and smother the flames, then turn off the burner.

Matches and lighters are dangerous: In the hands of a child, matches and lighters can be deadly! Store them where kids can't reach them, preferably in a locked area. Teach children that matches and lighters are "tools" and should only be used by adults.

Use electricity safely: If an appliance smokes or has an unusual smell, unplug it immediately and have it repaired. Replace frayed or cracked electrical cords and don't overload extension cords. They should not be run under rugs. Never tamper with the fuse box or use an improper size fuse.

Cool a burn: If someone gets burned, immediately place the wound under cool water for 10 to 15 minutes. If the burn blisters or chars, see a doctor immediately!

Be careful of halogen lights: If you have halogen lights, make sure they are away from flammable drapes and low ceiling areas. Never leave them on when you leave your home or office.



GLOSSARY

A

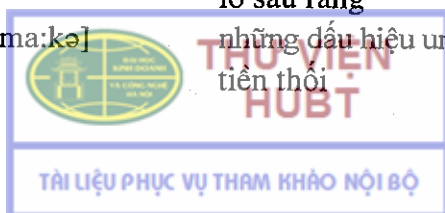
abate [ə'beɪt] <i>v.</i>	thuyên giảm
acupuncture [ˈækjʊpʌŋktʃə] <i>n.</i>	châm cứu
aggravate [ˈægrəveɪt] <i>vt.</i>	làm tội tệ thêm
agony [ˈæɡəni] <i>n.</i>	cơn đau
allergic [ə'lɜːdʒɪk] <i>a.</i>	dị ứng
anaemic [ə'niːmɪk] <i>a.</i>	thiếu hồng cầu
anaesthesia [ˌænis'tiːzjə] <i>n.</i>	thuốc gây mê
anemia [ə'niːmiə] <i>n.</i>	bệnh thiếu hồng cầu
ankle [ˈæŋkl] <i>n.</i>	mắt cá chân
antibiotic [æntɪbaɪ'ɒtɪk] <i>n.</i>	kháng sinh
antihistamine [æntɪhɪstə'mɪn] <i>n.</i>	kháng dị ứng
antiseptic [æntɪ'septɪk] <i>a.; n.</i>	(thuốc) sát trùng
anus [ˈeɪnəs] <i>n.</i>	hậu môn
appetite [ˈæpɪtaɪt] <i>n.</i>	sự ngon miệng
appointment [ə'pɔɪnt mənt] <i>n.</i>	cuộc hẹn
associate [ə'souʃiɪt] <i>a.</i>	liên kết
assuage [ə'sweɪdʒ] <i>v.</i>	làm dịu
asthma [ˈæsmə] <i>n.</i>	suyễn

B

barium [ˈbeəriəm] <i>n.</i>	bari
barium meal [ˈbeəriəm mil]	sunfát bari
bean product [biːn 'prɒdɒkt]	sản phẩm đậu hạt
benign [bi'nain] <i>a.</i>	lành tính
bile [ˈbaɪl] <i>n.</i>	mật xanh
birth control [biː θ 'kɒntrɒl]	biện pháp kiểm soát sinh đẻ
blood sample [blʌd 'sɑːmpl] <i>n.</i>	mẫu máu
boil [bɔɪl] <i>n.</i>	sôi/ phỏng
bowel [ˈbauəl] <i>n.</i>	ruột
bruise [bruːz] <i>vi.</i>	bầm giập
bruit [bruːt]	tiếng động
burn [bɜːn] <i>v.</i>	rát, bỏng

C

cavity [ˈkeɪvɪtɪ] <i>n.</i>	lỗ sâu răng
cancer markers [ˈkænsə 'mɑːkə]	những dấu hiệu ung thư, kháng nguyên ung thư
change [tʃeɪndʒ] <i>n. &</i>	tiền thời



charcoal [ˈtʃɑ:k ɔul] <i>n.</i>	than (củi)
charcoal tablets [ˈtʃɑ:k ɔul 'tæblɪt]	viên thuốc than
chart [tʃɑ:t] <i>n.</i>	bảng chữ
check up [tʃek ʌp] <i>n, v.</i>	kiểm tra
chesty cough [ˈtʃɛsti kɔf]	ho lồng ngực
chronic [ˈkrɒnɪk] <i>a.</i>	kinh niên
clench [klentʃ] <i>v.</i>	nắm chặt
clog [klɒg] <i>v.</i>	ngẽn, đông
coil [kɔɪl] <i>n.</i>	vòng tránh thai
coin [kɔɪn] <i>n.</i>	tiền xu
colic [ˈkɒlɪk] <i>n.</i>	cơn đau bụng
collapse [kəˈlæps] <i>v.</i>	gục, ngã
concentrate on [ˈkɒnsntreɪt] <i>v.</i>	tập trung vào
condom [ˈkɒndəm] <i>n.</i>	bao cao su
confirm [kənˈfɜ:m] <i>v.</i>	khẳng định
congenital [kənˈdʒenɪtəl] <i>a.</i>	bẩm sinh
constrict [ˈkɒnstrikt]	thắt lại, siết lại, bóp lại.
consultant [kənˈsʌltənt] <i>n.</i>	tư vấn
contraception [kɒntrəˈsepʃn] <i>n.</i>	thuốc ngừa thai
corridor [ˈkɒrɪdɔ:] <i>n.</i>	hành lang
cotton bud [ˈkɒtn bʌd]	bông ngoáy tai
couch [kaʊtʃ] <i>n.</i>	ghế dài
cough mixture [kɔf 'mɪkstʃə]	thuốc ho
count [kaʊnt] <i>n.</i>	số lượng
cracking rales/ [ˈkrækɪŋ 'ra:l]	tiếng ran
cramp [kræmp] <i>n.</i>	quặn đau, cứng cơ
cuff [kʌf] <i>n.</i>	băng, vòng
cup [kʌp] <i>n.</i>	tách
cystography [ˈsɪstə, ɡrəfi] <i>n.</i>	thuốc tạo ảnh bàng quang

D

day-room [deɪ ru:m] <i>n.</i>	phòng dưỡng bệnh
decay [diˈkeɪ] <i>vi.</i>	bị sâu/phân huỷ
delicate [ˈdelɪkət] <i>a.</i>	yếu (sức khoẻ)
dental hygienist: [dɛntl haɪˈdʒənɪst]	nhân viên y tế chuyên làm vệ sinh răng miệng
depressed [diˈprest] <i>a.</i>	chán nản
diabetes [ˌdaɪəˈbi:tɪz] <i>n.</i>	tiểu đường
diastolic [daɪˈæstəli] <i>a.</i>	(thuộc) trương tim
discharge [dɪsˈtʃɑ:dʒ] <i>n, v.</i>	ra máu
discomfort [dɪsˈkʌmfət] <i>n.</i>	sự khó chịu



disabled [dis'eibld] <i>a, n</i>	tàn tật
disincline [,disin'klain] <i>v.</i>	làm cho không vui
dislocate ['disləukeit] <i>v.</i>	sai khớp
duodenal ulcer [dju:ou 'di:nl ʌlsə]	loét tá tràng

E

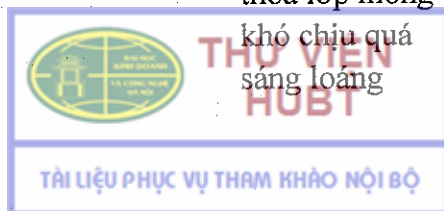
earthenware pot ['ə: θ wə:k pɔ:t]	siêu đất
effective [i'fektiv] <i>a.</i>	công hiệu
electrotherapy [i'lektrou'θerəpi] <i>n.</i>	trị liệu bằng điện
elevation [ˌeli'veiʃn] <i>n.</i>	thang máy
endoscope ['endəuskəup] <i>n.</i>	nội soi
excruciating [esk'kru:ʃieitiŋ] <i>a.</i>	đau khủng khiếp
exertion [ig'zə:ʃn] <i>n.</i>	nỗ lực
extra-precaution ['ekstrə pri'kɔ:ʃn] <i>n.</i>	phòng ngừa kỹ
eyedrop [ai drɒp] <i>n.</i>	thuốc nhỏ mắt
eyelid ['aɪlɪd] <i>n.</i>	mí mắt
eyewash ['aiwɔʃ] <i>n.</i>	thuốc rửa mắt

F

face cream ['feis kri:m]	kem thoa mặt
fast [fɑ:st] <i>v.</i>	nhịn ăn
fatulence [fla chə' ləns] <i>n.</i>	đầy hơi
feeble ['fi:bl] <i>a.</i>	yếu (đuôi), yếu ớt
femur ['fi:mə] <i>n.</i>	xương đùi
flavor ['fleivə] <i>n.</i>	hương vị
floss ['flɒs] <i>v.</i>	chải răng
floss tape:	cuộn chỉ dùng để chải răng
fluoride ['fluə raid] <i>n.</i>	florua
focus ['foukəs] <i>v.</i>	tập trung, nhìn
fracture ['fræktʃə] <i>n.</i>	sự nứt, sự gãy
fragrance ['freigrəns] <i>n.</i>	mùi hương
fridge [frɪdʒ] <i>n.</i>	tủ lạnh
fundus ['fʌndəs] <i>n.</i>	đáy

G

gash [gæʃ] <i>n.</i>	vết tét
gall-bladder ['gɔ:l 'blædə] <i>n.</i>	túi mật
gauze [gɔ:z] <i>n.</i>	thoa lớp mỏng
generally wretched	khó chịu quá
glistening ['glɪsniŋ] <i>a.</i>	sáng loáng



gnasher [næʃə] <i>n.</i>	nghiến răng
gown [gaun] <i>n.</i>	áo choàng
graduation [grædʒu'eɪʃn] <i>n.</i>	mức thuốc
graze [greɪz] <i>v. n.</i>	trầy da
greasy food ['gri:z: fu:d]	thức ăn có mỡ
grind [graɪnd] <i>v.</i>	nghiền
gum [gʌm] <i>n.</i>	lợi, răng

H

haemoptysis [hi:'mɒptɪsɪs] <i>n.</i>	ho ra máu
hairline ['heəlɪn] <i>n.</i>	sợi tóc
handicapped ['hendɪkæpt] <i>a, n.</i>	bị tật nguyên, bị tàn tật
heal [hi:l] <i>v.</i>	lành vết thương
hepatic [hi'pætɪk] <i>a.</i>	(thuộc) viêm gan
herbal ['hɜ:bəl] <i>a.</i>	thảo dược
hold the breath	giữ hơi, nín thở
hydrogen peroxide: ['haɪdrədʒən pɜ'rɒksaɪd]	hydrô peroxide
hypertension [,haɪpə:'tenʃn] <i>n.</i>	cao huyết áp
Heimlich Manoeuvre:	các chỉ dẫn cấp cứu người bệnh khi bị ngạt thở

I

iatrogenic [ai,ætrə'dʒenɪk] <i>a.</i>	do sử dụng thuốc
identity card [aɪ'dentɪtɪ kɑ:d]	chứng minh thư
impact ['ɪmpækt] <i>v.</i>	ảnh hưởng
in that case [ɪn æt keɪs]	trong trường hợp đó
inappropriate [ɪnə'prɒpriət] <i>a.</i>	không thích hợp
incisor [ɪn'saɪzə] <i>n.</i>	răng cửa (dưới)
inconvenient [ɪnkən'vi:njənt] <i>a.</i>	bất tiện
insert ['ɪnsɜ:t] <i>v.</i>	đưa vào
instruction [ɪn'strʌkʃn] <i>n.</i>	sự hướng dẫn
interest ['ɪnrəst] <i>n.</i>	đam mê, quan tâm
intermittent [ɪntə'mɪtənt] <i>a.</i>	xen kẽ, từng cơn
intolerance [ɪn'tɒlərəns] <i>n.</i>	tham thức/ không hợp (thức ăn)
intra-uterine [ɪntrə'ju:təreɪn] <i>a.</i>	trong tử cung
itch [ɪtʃ] <i>n, v.</i>	ngứa
ischemic [ɪs 'ki:mɪk] <i>a.</i>	chứng thiếu máu cục bộ
ischemic heart disease:	bệnh tim thiếu máu cục bộ
iron-binding capacity:	dung dịch sắt kết



THƯ VIỆN
HUBT

TÀI LIỆU PHỤC VỤ THAM KHẢO NỘI BỘ

J

jog [dʒɔg] *v.* chạy bộ

K

keep one's fingers crossed. cầu xin

L

label ['leɪbl] *n.* nhãn, mác
laminogram ['læm mə nə gram] *n.* chụp tia X cắt lớp
larynx ['læriŋks] *n.* thanh quản
lateral ['lætərəl] *a.* bên hông, bên cạnh
lesion ['li:ʒn] *n.* thương tổn
light diet [laɪt 'daɪət] ăn kiêng nhẹ
liver function test xét nghiệm chức năng gan
lobe [ləʊb] *n.* chóp, thùy
lower back ['ləʊə bæk] *n.* lưng dưới
lukewarm [lu:kwɔ:m] *n.* ấm ấm
lump [lʌmp] *n.* khối u
lymphangiography X-quang hạch bạch huyết
[lɪm fən dʒi:ou gr:'æphi] *n.* ho ra máu
haemoptysis [hi:'məptɪsɪs] *n.*

M

macrocytic [,mækrou'sɪtɪk] *a.* thuộc hồng cầu lớn
malignant [mə'lɪgnənt] *a.* ác tính
manipulate [mə'nɪpjuleɪt] *v.* nắn bóp
bone marrow ['mærou baʊn] tuỷ xương
mattress ['mætrɪs] *n.* nệm
medication ['medi keɪʃn] *n.* thuốc chữa bệnh
microphone ['maɪkrəfəʊn] *n.* micrô
micturition [,mɪktʃə:'rɪʃn] *n.* chứng tiểu dắt
migraine ['mi:greɪn; 'maɪgreɪn] *n.* đau nửa đầu
molar ['məʊlə] *n.* răng hàm

N

nauseous['nɔ: siəs] *a.* nôn mửa
necessarily [,nesə'serəli] *ad.* nhất thiết
negative ['negətɪv] *a.* âm tính
neighbouring tooth ['neɪbərɪŋ tu:θ] răng xung quanh



nocturnal [nɒk'tə:nl] *a.* thuộc về ban đêm
numb [nʌm] *v.* tê
numbness ['nʌmnɪs] *n.* tê cứng

O

on an empty stomach: để bụng đói
on the safe side: để chắc ăn
orally ['ɔ:rəli] *ad.* qua đường miệng
overwork ['ouvəwə:k] *v.* làm quá sức

P

painkiller ['peɪn,kɪlə] *n.* thuốc giảm đau
paper work ['peɪpə wə:k] giấy tờ, bài kiểm tra
paralysis [pə'rælɪsɪs] *n.* liệt
pass water [pɑ:s 'wɔ:tə] *v.* đi tiểu
pelvic ['pelvɪk] *a.* thuộc xương chậu
penicillin [,peni'sɪlɪn] *n.* thuốc kháng sinh penicillin
penis ['pi:nɪs] *n.* dương vật
perfume ['pɜ:fiu:m] *n.* nước hoa
period ['piəriəd] *n.* kinh nguyệt
pessary ['pesəri] *n.* vòng nâng Petxe, vòng tránh thai, viên thuốc đặt vào âm đạo
phlegm ['flem] *n.* đờm rãi
physical examination ['fɪzɪkl ɪg,zæ mi 'nei]*n*] khám sức khỏe tổng thể
pillow ['pɪləʊ] *n.* cái gối
pilates ['pɪlɑ:ti:z] *n.* pilat
plaster ['plɑ:stə] *n.* bó bột
plaque ['plɑ:k] *n.* mảng bám
pneumonia [nju:'mouniə] *n.* viêm phổi
polish ['pəʊlɪʃ] *n.* thuốc đánh bóng răng
pop [pɒp] *v.* bỏ vào
porridge ['pɒrɪdʒ] *n.* cháo
pregnant ['pregnənt] *a.* có thai
prick [prɪk] *n.v.* đau như kim châm
prickly heat [prɪkli hi:t] nóng oi bức
protest ['prəʊtest] *v.* chống đối
pulses['pʌls] *n.* hạt đậu (đậu lăng, đậu hòa lan, hạt đậu khô)
to pull up a file: lấy hồ sơ

Q

queasy [kwi:zi]
queue up [kju: ʌp]

R

radius ['reidiəs] *n.*
rash [ræʃ] *n.*
reaction [ri:'ækʃn] *n.*
rectally ['rektəli] *ad.*
register ['redzistə] *v.*
registration [,redzi'streiʃn] *n.*
relish ['reliʃ] *n.*
remit [ri'mit] *v.*
to remove [ri'muv] *v.*
renal ['ri:nl] *a.*
rhythm ['riðəm] *n.*
rhythm method ['riðəm 'meθəd]
rib [rib] *n.*
right away
to rinse [rins] *v.*
robe [roub] *n.*
rubber band ['rʌbə 'bænd]

S

scale [skeil] *n.*
scan [skæn] *v.*
scratch [skrætʃ] *v.*
seafood ['si:fud] *n.*
shake [ʃeik] *v.*
sharp pain [ʃɑ:p pein]
shadow [ʃædou] *n.*
ship shape [ʃip ʃeip] *n.*
shoot [ʃu:t] *vi.*
sick [sik] *a.*
sick note [sik nout]
simmer ['simə] *vi.*
skip a day.
slip ['slip] *n.*
slot ['slɒt] *n.*
solution [sə'lu:ʃn] *n.*

buồn nôn, đầy bụng
xếp hàng

bán kính/xương quay
mẩn đỏ
phản ứng
bằng trực tràng
đăng ký
(sự) đăng ký
khoái khẩu, sự ngon miệng, sành ăn
làm dịu đi
làm bong ra
(thuộc về) thận
chu kỳ kinh nguyệt
biện pháp kiểm tra chu kỳ kinh nguyệt
xương sườn
ngay lập tức
xúc miệng
áo choàng
dây chun, dây cao su

ạo cao răng
chụp scan, siêu âm
gãi
thức ăn hải sản
bắt (tay)
đau nhói
vết mờ
gọn gàng
lan xuống
bệnh
giấy chứng nhận có bệnh
sôi riu riu
bỏ một ngày
miếng/ tê giấy
một chỗ
dùng dịch



sore [sɔ:] <i>n.</i>	đau, nhức nhối
soybean ['sɔiə bi:n] <i>n.</i>	đậu nành
sterilize ['sterilaiz] <i>v.</i>	sát trùng
stitch [stɪtʃ] <i>n.</i>	mũi khâu
sticky [s'tɪki] <i>a.</i>	dính, nhớt, đặc
strip off:	cởi quần áo
stuffy [s'tʌfi] <i>a.</i>	khó thở, ngạt mũi
substernal area ['sʌb stə: nəl 'eəriə]	vùng dưới xương ức
sugary things	những thứ có đường
surgery ['sə:dʒəri] <i>n.</i>	giải phẫu
swab [swɒb] <i>n.</i>	miếng bông, gạc
swallow ['swɒləu] <i>v.</i>	nuốt
sweetened ['swi:tnd] <i>a.</i>	ngọt
to switch ['swi:tʃ] <i>v.</i>	cắt (thuốc)
symptom ['sɪmptəm] <i>n.</i>	triệu chứng
systolic [sis'tɒlik] <i>a.</i>	(thuộc) tâm thu

T

tablet ['tæblɪt] <i>n.</i>	viên thuốc
tantrum ['tæntɾəm] <i>n.</i>	cơn thịnh nộ
testis ['testɪs] <i>n.</i>	tinh hoàn
tetanus ['tetənəs] <i>n.</i>	phong đòn gánh
thirsty ['θɜ:sti] <i>a.</i>	khát
throbbing pain [θɾɒbɪŋ peɪn]	đau nhức nhối
tingling [tɪŋglɪŋ]	đau nhói dây thần kinh
to follow one's advice.	làm theo lời khuyên của ai
to make a mess	làm lộn xộn
to scrape off	cạo
toilet ['tɔɪlɪt] <i>n.</i>	toa-lét
traction ['trækʃn] <i>n.</i>	bó bột
transfusion [træns'fju:ʒn] <i>n.</i>	truyền (máu, dịch)
traumatology [,trɔ:mə'tɒlədʒɪ] <i>n.</i>	chấn thương
twist [twɪst] <i>v.</i>	vặn vẹo
to tuck someone in:	sắp xếp ai vào

U

ultrasonic / ultra-sound [,ʌltrə'sɒnɪk] <i>a.</i>	siêu âm
unbearable [,ʌn'beərəbl] <i>a.</i>	không chịu nổi
underwear ['ʌndəweə] <i>n.</i>	đồ lót
unfasten [ʌn'fɑ:stn] <i>v.</i>	tháo, cởi



upset [ʌp'set] *a.*
ureter [juə'ri:tə] *n.*
urology [juə'ɒlədʒi] *n.*
urethra [juə'ri:θrə] *n.*

khó chịu, rối loạn
ống dẫn tiểu
niệu học
ống tiểu

W

to warn ['wɔ: n] *v.*
waist [weɪst] *n.* eo,
to warrant ['wɔ rənt] *v.*
to wriggle out ['wriɡl] *v.*

cảnh báo
thắt lưng
ra lệnh cho ai
lén vào

Abbreviations

A and E : Accident and Emergency Department: khoa Tai nạn và Cấp cứu

C.S.S.D: Central Sterile Supply Department: khoa Thiết bị vô trùng trung tâm

E.N.T: Ear Nose and Throat : Tai mũi họng

PTA: Parents-Teacher-Association: Hội phụ huynh học sinh

EKG/ ECG: electrocardiogram: Điện tim

PCP: phenylcyclohexylpiperidine/phencyclidine: Một loại thuốc gây nghiện, độc dùng để gây tê, thường hay gây ảo giác.



ANSWER KEYS

Unit 1

STRESS

1.1. Refer to the story on "Stress" to answer the following questions.

1. At work she drinks water instead of coffee or soda.
2. She worries about her son since she cannot be home when he arrives from school. She also worries about not having enough money to pay the bills.
3. She feels severe pain on both sides of her head, loses her appetite, feels nauseous, and sometimes even vomits
4. High blood pressure is when the heart works harder to pump blood through the arteries.
5. High blood pressure can cause a heart attack, stroke, or kidney disorders.
6. She walks with her friends, and often goes bike riding with her son. she needs to eat a sensible diet to maintain the energy needed to cope with her stress.

3.1. Write the words on the right in alphabetical order.

- | | | | | |
|------------|----------------|-------------|-------------|-------------|
| 1. escape | 2. gym | 3. hobby | 4. meditate | 5. mental |
| 6. minutes | 7. physical | 8. pressure | 9. relax | 10. scenery |
| 11. school | 12. stretching | 13. tense | 14. tired | 15. yoga. |

3.5. Choose "at", "in" or "onto" to complete the sentences.

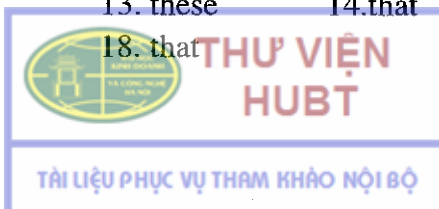
- | | | | | |
|---------|--------|--------|--------|--------|
| 1. in . | 2. on | 3. at | 4. in | 5. in |
| 6. at | 7. in | 8. on | 9. in | 10. at |
| 11. in | 12. on | 13. in | 14. in | 15. in |

3.6. Choose "a", "an", or "some" to complete the sentences.

- | | | | | |
|---------|----------|----------|----------|----------|
| 1. some | 2. an | 3. an | 4. some | 5. a. |
| 6. some | 7. an. | 8. an | 9. an | 10. a |
| 11. a | 12. some | 13. a | 14. some | 15. some |
| 16. a | 17. a | 18. some | | |

3.7. Complete the sentences using one of the words in parentheses.

- | | | | | |
|-----------|-----------|-----------|----------|----------|
| 1. that | 2. those | 3. this | 4. those | 5. this |
| 6. these | 7. these | 8. those | 9. that | 10. this |
| 11. this | 12. that | 13. these | 14. that | 15. that |
| 16. these | 17. these | 18. that | | |



3.8. Human Body Quiz

- | | | | | |
|-----------|----------|----------|-----------|-------------|
| 1. throat | 2. elbow | 3. toe | 4. cheeks | 5. forehead |
| 6. naval | 7. nappy | 8. spine | 9. skin | 10. hip |

Unit 2

RELAXATION

1.1. Refer to the story on "Relaxation" to answer the following questions.

1. Sue exercises at the gym three times a week.
2. She does breathing or stretching exercises.
3. She needs eight hours.
4. One of her favorite hobbies is reading.
5. On weekends she cycles with a bicycle club.
6. She has more patience, is less irritable, feels good about herself, and enjoys her job more.

3.2. Write the plural form for each noun.

- | | | | | |
|-----------------|-------------|--------------|-------------|------------|
| 1. babies | 2. tomatoes | 3. zoos | 4. dishes | 5. boxes |
| 6. dictionaries | 7. potatoes | 8. knives | 9. boys | 10. radios |
| 11. hobbies | 12. wives | 13. bodies | 14. matches | 15. keys |
| 16. stitches. | 17. viruses | 18. uteruses | | |

3.3. Match the singular nouns with their plural forms.

- | | | |
|-------------------|----------------|----------------|
| Child - children; | goose - geese; | woman - women; |
| man - men; | foot - feet; | mouse - mice; |
| tooth - teeth | | |

3.4. Fill in the blanks with the correct word

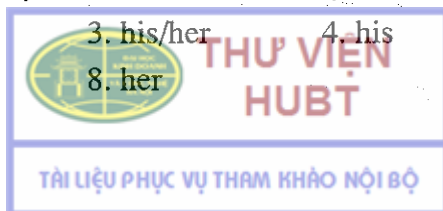
- | | | |
|---------|----------|---------|
| 1. deer | 2. sheep | 3. fish |
| 4. deer | 5. sheep | 6. fish |

3.5. Fill in the blank with the correct word from the list.

- | | | | | |
|-------------|--------------|---------|-------|----------|
| 1. in; down | 2. up; round | 3. down | 4. up | 5. off |
| 6. down | 7. off | 8. to | 9. on | 10. back |

3.6. Complete the following sentences with the correct word from the list: your, his, her, my, our, its, their.

- | | | | | |
|---------|---------|------------|--------|-------|
| 1. her | 2. your | 3. his/her | 4. his | 5. my |
| 6. your | 7. his | 8. her | | |



3.7. Fill in the blanks with “a”, “an”, or “the” where necessary.

- | | | | | |
|-------|-------|-------|--------|---------|
| 1. a | 2. a | 3. – | 4. a | |
| 5. a | 6. a | 7. – | 8. the | |
| 9. an | 10. – | 11. – | 12. – | 13. the |

Unit 3

ALCOHOLISM

1.1. Refer to the story on “Alcoholism” to answer the following questions.

1. He was 14.
2. Mark was the driver.
3. The liver is often damaged by drinking alcohol.
4. Cirrhosis is a disease of the liver.
5. Birth defects.
6. He / she has to accept the fact that he/ she is an alcoholic.
7. A support group for people who have a drinking problem.
9. A designated driver is a person at a social gathering who promises to abstain from alcohol so he / she can ensure that others arrive home safely.

2.3. Work in groups of five or six.

- | | | | | |
|--|--------------|-----------|------------|----------------|
| 1. heart | 2. throat | 3. lungs | 4. kidneys | 5. gallbladder |
| 6. appendix | 7. arm | 8. brain | 9. lungs | 10. liver |
| 11. head | 12. arm/ leg | 13. skin | 14. throat | |
| 15. skin, sclerae (the white part of the eyes) and mucus membranes | | | | |
| 16. eyes | 17. nose | 18. tooth | | |

2.5. Sylvia is drunk. What symptoms could she have? Tick them.

2. She slurs her words.
3. Her face is flushed.
4. She's dizzy.
5. She feels nauseous.

3.2. Write the present third person singular for each word.

- | | | | | |
|----------|-------------|------------|------------|------------|
| 1. cries | 2. buys | 3. sits | 4. watches | 5. writes |
| 6. flies | 7. fixes | 8. studies | 9. washes | 10. pushes |
| 11. does | 12. teaches | 13. goes | 14. gets | 15. drives |

3.7. Turn the following sentences into the plural.

1. These instruments aren't sharp.
2. The children fall and cut their feet.

3. The nurses do their best to help the sick.
4. Patients are never satisfied.
5. The analyses are essential for a correct diagnosis.
6. The hospitals are overcrowded.
7. The wheelchairs are being pushed by the patients' relatives.
8. These cases require the attention of specialists.

3.8. Fill in the blanks with "some", "any", "no" or "none".

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. any | 2. some | 3. any | 4. some | 5. any |
| 6. none | 7. any | 8. some | 9. some | 10. any |

3.9. Put one of the following words in each space in the sentences below.

- | | | | | |
|-------|--------|----------|-------|---------|
| 1. on | 2. to | 3. from | 4. in | 5. with |
| 6. of | 7. for | 8. under | 9. at | 10. in |

Unit 4

DRUG ABUSE

1.1. Refer to the story on "Drug Abuse" to answer the following questions.

1. Susan is addicted to cocaine.
2. Her parents noticed that she was having a hard time sleeping, was irritable and depressed.
3. Susan met Alice at the centre.
4. Alice had smoked a lot of crack.
5. Alice was abused by her father.
6. She is going to live at a halfway house after she leaves the rehabilitation center.
8. Students to give their own answer.

2.3. What sympathy do these people get from their friends? What advice do they get?

1. Oh, that's no good, stop drinking.
2. Oh, that's terrible, go to the dentist.
3. Oh, you poor thing, lie down for a while.
4. That cough doesn't sound very good, stop smoking.
5. Well, you poor thing, take vitamin C.

2.4. Match the cause.

- | | | | | |
|------------|-------------|--------|------------------|-----------|
| 1. allergy | 2. diabetes | 3. flu | 4. getting drunk | 5. stress |
|------------|-------------|--------|------------------|-----------|



3.1. Choose "around", "at", "between", "in", "on", or "under" to complete the sentences.

- | | | | | |
|-------------|--------|--------------|------------|-------------|
| 1. in | 2. on | 3. under | 4. between | 5. around |
| 6. at | 7. in | 8. between | 9. on | 10. under |
| 11. around. | 12. at | 13. under/in | 14. on | 15. around. |
| 16. in | | | | |

3.3. Write the sentences in the past tense. The first one has been done for you.

2. It was hot yesterday.
3. Tom and Alice were at the park.
4. Yesterday I was tired.
5. Yesterday He was busy.
6. You were sick yesterday.
7. They were in Los Angeles yesterday.
8. Yesterday we were on the boat.
9. I was at work, yesterday.
10. They were ill yesterday.

3.4. Match the words with similar meanings.

- | | | |
|-----------------------------|-------------------------|----------------------|
| 1. occasionally – sometimes | 2. start – begin | 3. couple – two |
| 4. several – some | 5. realize – understand | 6. accept – believe |
| 7. attends – visits | 8. twice – two | 9. heavy – hefty |
| 10. dangerous – risky | 11. defect – blemish | 12. happens – occurs |
| 13. mix – combine | 14. rush – dash | 15. cure – remedy. |

3.5. Fill in the blanks: Use each word once from the box below to fill in the blanks.

- | | | |
|----------------|---------------|---------------|
| 1. risk | 2. bone | 3. surgery |
| 4. treatment | 5. hospital | 6. mammogram |
| 7. breast | 8. spread | 9. painful |
| 10. diagnosis | 11. malignant | 12. physician |
| 13. recommends | 14. lump | 15. cancer |

3.6. Use the words given in the box to complete in the following sentences.

- | | | | | |
|-----------|----------------|------------|-----------------|------------|
| 1. scales | 2. temperature | 3. records | 4. waiting room | 5. medical |
|-----------|----------------|------------|-----------------|------------|

3.7. Select the correct possessor to complete the sentences.

- | | | | | | |
|----------|-------------|--------------|-------------|-------------|-------------|
| 1. Sue's | 2. father's | 3. students' | 4. Silvia's | 5. friend's | 6. parents' |
|----------|-------------|--------------|-------------|-------------|-------------|

3.10. Fill in the blank with an appropriate possessive adjective or pronoun.

- | | | | | |
|--------|----------|-----------|--------|-------------|
| 1. his | 2. his | 3. his | 4. her | 5. his |
| 6. her | 7. their | 8. theirs | 9. his | 10. their s |

Unit 5

POISON

1.1. Answer the following in complete sentences.

2. It is it important to call Poison Control when there has been an accident with a poison so that doctors can give the patient advice immediately otherwise they will die.

3. Five household poisons in our home are furniture polish, lighter fluid, drain cleaner, bleach, toilet bowl cleaner, dishwashing detergent.

4. Keep products in their correct containers. Keep poisonous products up high and locked away.

6. They wanted to know the name of the medicine, how much he took, how old her child was, and how much he weighed.

7. They told her just to watch him and to give him fluids to dilute the medicine.

8. He threw up.

2.3. Work in groups of five or six.

- | | | |
|----------------------------|---|--------------------|
| 1. ophthalmologist | 2. cardiologist/internist | 3. radiologist |
| 4. neurologist | 5. neurologist/rehabilitation physician | |
| 6. dermatologist/allergist | 7. internist | |
| 8. allergist/dermatologist | 9. obstetrician | 10. otorhinologist |
| 11. paediatrician | 12. general practitioner | |

2.4. Read the patient complaints.

- | | | |
|---|--------------------|--------------------|
| 1. allergist | 2. obstetrician | 3. physiotherapist |
| 4. oncologist | 5. ophthalmologist | |
| 6. naturopath/ Natural Health Practitioner. | | 7. cardiologist |
| 8. dermatologist | 9. otorhinologist | |
| 10. fertility specialist / gynaecologist | | |

2.5. Match the words on the right with fields of medicine on the left.

- | | |
|-----------------------------------|---------------------------|
| 1. ophthalmology - eyes | 2. dermatology - skin |
| 3. orthopaedic surgery - bones | 4. cardiology - heart |
| 5. gynaecology - female genitalia | 6. Paediatrics - children |
| 7. dentistry - teeth | 8. Psychiatry - mind |
| 9. endocrinology - glands | 10. Pathology - disease |



2.6. What do the following signs mean?

- | | | |
|---------------------|------------------------|---------------------|
| 1. gift shop | 2. cafeteria | 3. X-ray department |
| 4. maternity | 5. laboratory | 6. waiting room |
| 7. long-stay- ward | 8. intensive care unit | 9. exam room |
| 10. paediatric ward | | |

2.7. In what hospital ward or department would you expect to find:

- | | |
|--|-----------------------------------|
| 1. Surgical department | 2. Operating room/ ENT department |
| 3. Emergency Department (for a plaster cast) | 4. Emergency department |
| 5. Neurological department | 6. Geriatric ward |
| 7. Operating room/ surgical department | 8. Dermatological department |
| 9. Maternity ward | 10. Admitting room |
| 11. X-ray department | 12. Pharmacological department |

2.8. Peter's doctor says he has food poisoning.

He's got diarrhoea, feels nauseous, can't breathe properly, has got pains in his stomach and he's been vomiting a lot.

3.3. Use each verb once to fill in the blanks.

- | | | | | |
|-----------|-----------|------------|------------|------------|
| 1. drinks | 2. pays | 3. teaches | 4. worries | 5. studies |
| 6. cries | 7. eats | 8. watches | 9. pushes | 10. kisses |
| 11. fixes | 12. flies | 13. sleeps | 14. buys | 15. runs |

3.4. Choose "have", "has", "do", "does", "go" or "goes" to complete the sentences.

- | | | | | |
|----------|----------|----------|--------|----------|
| 1. has | 2. goes | 3. does | 4. go | 5. does |
| 6. have | 7. do | 8. do | 9. go | 10. have |
| 11. has | 12. does | 13. have | 14. do | 15. have |
| 16. goes | | | | |

3.5. Use the simple present or the present continuous of the verbs

- | | | |
|---------------------|-------------------|---------------------------------|
| 1. are | 2. has | 3. are |
| 4. am | 5. have | 6. have to |
| 7. is examining | 8. is not able to | 9. are... feeling |
| 10. think | 11. is rising | 12. Do... always |
| 13. suffer | 14. is giving | 15. Does ... usually prescribe. |
| 16. generally gives | 17. is | 18. is calling |

3.7. Read the passage and say if the following sentences are true or false.

1. F 2. F 3. T 4. F 5. F



Unit 6

AIDS

1.1. Refer to the story on "AIDS" to answer the following questions.

1. Jack has AIDS.
2. Jack's immune system no longer works properly. He gets many infections and has cancer.
3. Jack caught AIDS by using a contaminated needle. He was a drug user.
4. His lymph glands in his neck and armpit began swelling. Then he began to lose weight, feel very tired, and had diarrhoea .
5. Mark is a homosexual. Mark used to have many sex partners.
6. He caught the virus from a prostitute.
7. Abstaining from sex, using a condom, and not having numerous sex partners are three ways to reduce the spread of AIDS.
8. The first outbreak of AIDS occurred in the United States in 1979.
9. So far, there is no cure for AIDS.

2.2. You are examining a patient. Give these instructions putting them in order.

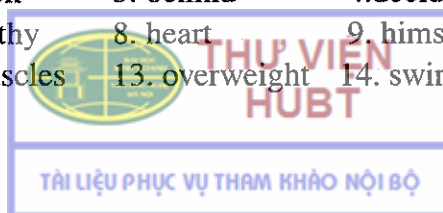
1. Say 99, take a deep breath, give a cough, open your mouth, keep as still as possible.
2. Roll your sleeves up, stretch out your arm, keep your arm still, keep calm, you may put your sleeve down.
3. Bend down, kneel on that chair, look at my finger, grip my hand, relax as much as you can.
4. Please come in and take a seat, take your glasses off, keep your head still, look up at the ceiling, watch the light
5. Stand up please, close your eyes, put your hands by your side, put your arms forward, touch your nose with your right hand

2.4. The following sentences are from a doctor and a patient in a consultation.

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. d | 2. p | 3. d | 4. d | 5. d |
| 6. p | 7. d | 8. d | 9. d | 10. d |
| 11. p | 12. d | 13. d | 14. d | 15. p |

3.1. Write the words on the right in alphabetical order.

- | | | | | |
|--------------|-------------|----------------|--------------|--------------|
| 1. afternoon | 2. attack | 3. behind | 4. decide | 5. engineer |
| 6. flabby | 7. healthy | 8. heart | 9. himself | 10. improve |
| 11. laps | 12. muscles | 13. overweight | 14. swimming | 15. weekends |



3.6. Put the verbs in brackets into the correct present, present continuous or past tense

- | | | | |
|-----------------|----------------------|----------------|---------|
| 1. are | 2. work/ are working | 3. passed | |
| 4. is training | 5. worked | 6. learned | |
| 7. helped | 8. explained | 9. is working | |
| 10. is learning | 11. carries out | 12. assists | |
| 13. takes | 14. has | 15. is helping | |
| 16. assisted | 17. took | 18. was | |
| 19. went | 20. came | 21. walks | |
| 22. meets | 23. walk | 24. is walking | |
| 25. is shining | 26. is not carrying | 27. carried | 28. was |

Unit 7

SMOKING

1.1. Refer to the story on "Smoking" to answer the following questions.

1. Smoking helped her to keep going while studying and helped her to relax.
2. When she was hiking with some friends, she realized that she was the only smoker in the group and found herself out of breath and more tired than the others, furthermore her mother had died of smoking.
3. She died of lung cancer.
4. Smoking is dangerous for an expectant mother because smokers have a higher number of miscarriages or premature babies than non smokers.
5. "Cold turkey" is an expression describing the actions of a person who gives up a habit or addiction at one point of time—that is, rather than gradually easing the process through reduction or by using replacement medication or to quit smoking abruptly, often without forethought or preparation, nor a gradual reduction in amount smoked. Most people also assume "cold turkey" means to quit smoking without using any smoking cessation aids such as nicotine gum or patches.
6. They switched to a brand of cigarettes they didn't like and they started an exercise program.
7. Judy said quitting smoking was the best birthday present.

3.7. Put the words in order to form correct sentences.

1. Dr. Brown is a well-known Paediatrician
2. The patient will be examined immediately.
3. Take two pills a day.
4. Unfortunately, he will not recover.
5. The doctor will be here in a few minutes.
6. From three to four visitors will be admitted.
7. The baby will be born shortly.

8. Mrs Trang will be taken into hospital tomorrow.
9. The drugs are on the shelf.
10. The wards are overcrowded.

3.8. Write the words on the right in alphabetical order.

- | | | | | |
|--------------|--------------|--------------|---------------|-----------------|
| 1. abstain | 2. armpit | 3. cancer | 4. clinic | 5. contaminated |
| 6. cure | 7. daughters | 8. diarrhoea | 9. infections | 10. intravenous |
| 11. outbreak | 12. patients | 13. properly | 14. virus | 15. volunteers |

3.9. Put each of the following words or phrases in the correct space.

- | | | | | |
|---------------|----------|-----------|-------------|--------------|
| 1. examine | 2. treat | 3. suffer | 4. cure | 5. operate |
| 6. look after | 7. keep | 8. ache | 9. exercise | 10. check-up |

Unit 8

HEART DISEASE

1.1. Refer to the story on "Heart Disease" to answer the following questions.

1. Four risk factors of heart disease are high cholesterol, overweight, high blood pressure, smoking.
2. Cholesterol can build up in the arteries. These fatty deposits make it difficult for blood to flow. This lack of blood flow can result in a heart attack
3. High cholesterol can cause heart attacks and strokes.
4. Saturated fats are found in animal products and are usually solid at room temperature. (saturated fat is fat that consists of triglycerides containing only saturated fatty acid radicals).
5. Butter, bacon, cheese are high in saturated fats.
6. Robert stopped frying his food and started baking or broiling it and he drank skim or nonfat milk.
7. He cycles.

2.3. In what part of a consultation would you use these words?

Talking about symptoms

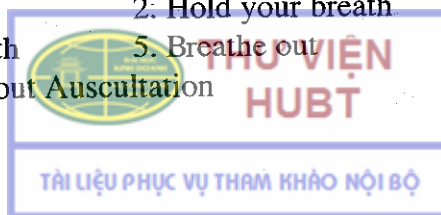
- | | |
|-----------------------|------------------------------|
| 1. I've got heartburn | 2. I'm having a heart attack |
|-----------------------|------------------------------|

Listening to the diagnosis

1. You've got a high triglycerides level.
2. You have got abnormal heart sounds.
3. You've got a high cholesterol level.
4. Run some tests to confirm the diagnosis.

Having an examination

- | | | |
|--|---------------------|----------------------------|
| 1. Lie down | 2. Hold your breath | 3. Breathe in |
| 4. Take a deep breath | 5. Breathe out | 6. Take his blood pressure |
| 7. I'll have to carry out Auscultation | | |



Talking about treatments

1. You should use Nitroglycerin tablets.
2. You need a heart rate checkup.
3. I'd like to take an X-ray now.

3.1. Complete the following sentences with the correct form of the present perfect tense of the verbs in brackets.

- | | | | |
|---------------------|-----------------|------------------|-------------------|
| 1. has just spoken | 2. hasn't asked | 3. has been | 4. has made |
| 5. has already gone | 6. have focused | 7. have received | 8. have never had |

3.2. Complete the following sentences with the correct tense, either present perfect continuous or past simple

- | | | | |
|--------------------|--|---------------|-------------------|
| 1. have been using | 2. have discovered | 3. discovered | 4. has continued |
| 5. used | 6. has worked/has been working/qualified | 7. took | 8. has just taken |

3.7. Complete the following sentences with "for" or "since".

- | | | | | |
|----------|----------|----------|----------|---------|
| 1. since | 2. for | 3. since | 4. since | 5. for |
| 6. for | 7. since | 8. for | 9. since | 10. for |

3.9. Ask questions and answer them following the cues.

1. This patient has been in a coma since last week.
2. Students have been listening to the professor for almost an hour.
3. You have known Dr. Thuy for many years.
4. An has been looking after her mother since she had an accident.
5. This drug addict has been taking morphine for six months.
6. The child has been deaf since birth.
7. The boy has been living with his grandparents since his parents' death.
8. These nurses have been on duty since this morning.
9. You have had these symptoms for a few days.
10. Prof. Hai has been teaching in this university for 10 years.

Unit 9

STROKE

1.1. Refer to the story "Stroke" to answer the following questions.

1. She was 56 years old when she had her stroke.
2. She was at risk of a stroke because she had high blood pressure and high cholesterol.
3. She uses a walker to help her walk.



4. She is paralyzed because of an age-related disease not because of a hereditary defect type.

5. Doris's stroke was caused by a blood clot in her carotid artery.

6. Julie's dad recently stopped smoking since smoking can add to the risk of a stroke.

7. He stopped smoking, started an exercise program to help bring down his high blood pressure. Now he is learning about eating a low fat diet.

8. A therapist taught her exercises so her left arm and leg would not get any worse.

3.1. Complete the following sentences with 'who' or 'that'.

- | | | | | |
|---------|---------|----------|----------|----------|
| 1. that | 2. who | 3. who | 4. that | 5. that |
| 6. that | 7. who | 8. who | 9. that | 10. that |
| 11. who | 12. who | 13. that | 14. that | 15. who |
| 16. who | 17. who | 18. that | | |

3.2. Rewrite the following pairs of sentences as one sentence.

1. The letter (that) we received this morning was from Germany.

2. The doctor whom you wanted to see has just left.

3. The story (that) I've just read is very interesting.

4. The instrument (that) the sister is using is a wound probe.

5. The nurse whom we saw yesterday comes on duty at 9.30.

3.3. Complete the following sentences with "who" or "that".

- | | | | | |
|--------|---------|---------|--------|---------|
| 1. who | 2. that | 3. that | 4. - | 5. - |
| 6. - | 7. who | 8. who | 9. who | 10. who |

3.4. Put in the correct relative pronoun.

- | | | | | |
|--------|---------|---------|--------|----------|
| 1. who | 2. that | 3. that | 4. who | 5. who |
| 6. - | 7. that | 8. who | 9. who | 10. that |

3.6. Put each of the following words in its correct place in the passage below.

- | | | |
|------------------|-----------------|----------------|
| 1. receptionist | 2. waiting room | 3. appointment |
| 4. symptoms | 5. examine | 6. stethoscope |
| 7. pulse | 8. temperature | 9. thermometer |
| 10. prescription | 11. chemist | 12. treatment |
| 13. ward | 14. operation | |

3.7. Match the words with similar meanings.

- | | | |
|----------------------------|--------------------------|-------------------------|
| 1. training - instruction | 2. near - close | 3. designate - appoint |
| 4. instructors - teachers | 5. prevent - stop | 6. toss - throw |
| 7. intolerant - prejudiced | 8. respect - consider | 9. severely - extremely |
| 10. annual - yearly | 11. fatalities - deaths | 12. remind - suggest |
| 13. infant - baby | 14. strapped - connected | 15. installed - fixed |



3.8. Complete the following sentences with the correct word from this list.

- | | | | | |
|--------|----------|----------|-----------|----------|
| 1. in | 2. down | 3. in | 4. to/by | 5. on/on |
| 6. on | 7. on | 8. as | 9. for | 10. from |
| 11. to | 12. from | 13. with | 14. on/of | 15. with |
| 16. up | 17. off | 18. on | | |

Unit 10

CANCER

1.1. Refer to the story on "Cancer" to answer the following questions.

1. Kathy is going to the hospital because a mammogram showed some bumps.
2. Her mother died of breast cancer.
3. A machine takes a picture of your breast/X-ray film of the soft tissue of the breast.
4. She has a mammogram every two years.
5. Malignant means cancerous.
6. Kathy is a high risk for breast cancer since her mother died from it.
7. Cancer is caused by uncontrolled growth and spread of abnormal cells.
8. Two important factors in the treatment of cancer are early diagnosis and prompt treatment.
9. Kathy watches her weight, eats a low fat diet, and exercises. She does monthly breast self-examinations.

2.3. Complete the following phone call.

- | | | | | |
|---------------|-----------|----------|-----------|-------------|
| 1. talk/speak | 2. please | 3. just | 4. if | 5. office |
| 6. phone call | 7. It's | 8. you | 9. he | 10. Oh |
| 11. much | 12. his | 13. home | 14. thank | 15. mention |

3.1. Complete the following sentences with the past continuous tense.

- | | | |
|-----------------|-------------------|-----------------|
| 1. were playing | 2. was reading | 3. were sitting |
| 4. was writing | 5. were you going | |

3.2. Complete the following sentences

- | | | |
|-------------------------------|---|---------------------------|
| 1. was lying, called. | 2. saw, was waiting. | 3. was reading, rang |
| 4. was lying, arrived | 5. signed, was talking | 6. met, was training |
| 7. came, was giving | 8. were having, went | 9. was given, was waiting |
| 10. was setting, was admitted | 11. was being carried out, arrived | |
| 12. was going, saw | 13. started, were sitting | |
| 14. met, were waiting | 15. were operating, waited and worried. | |

3.3. Use the word given to fill in the conversation.

- | | | | | |
|----------|-------------|------------|-------------|--------------|
| 1. wrong | 2. headache | 3. feel | 4. take | 5. would |
| 6. high | 7. common | 8. go away | 9. medicine | 10. symptoms |

3.4. Complete each sentence with one suitable word.

- | | | | | |
|----------|-------|---------|--------|--------|
| 1. from | 2. in | 3. on | 4. off | 5. on |
| 6. round | 7. on | 8. down | 9. for | 10. of |

3.5. Match the comments with the supplies that are needed:

- | | | | | |
|-------|-------|-------|-------|--------|
| 1. c; | 2. a; | 3. d; | 4. h; | 5. i; |
| 6. f; | 7. j; | 8. g; | 9. b; | 10. e. |

3.6. Choose one of the words given to fill in each space in the following sentences.

- | | | | | |
|---------------|------------|---------------|----------------------|--------------|
| 1. prescribed | 2. trouble | 3. take | 4. carried out | 5. down |
| 6. full | 7. refer | 8. blood test | 9. blood transfusion | 10. diagnose |

Unit 11

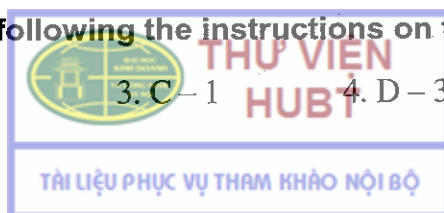
HYGIENE

1.1. Use the story on "Hygiene" to answer the following questions.

1. They wash their hands after using the bathroom and before eating.
2. They wash their hands when they come home from shopping or other public places.
3. There are a lot of germs especially on doorknobs and other places.
4. She is careful with raw meat. She cleans her hands after touching it so bacteria from the meat does not get on other food, especially food that will not be cooked like raw vegetables and bread
5. Because the can that bulges is a sign of spoiled canned food. Some bacteria in the canning process can survive and release gases which build up and make the can bulge. Foods from such cans are not safe to eat even after cooking.
6. She cleans the area with warm water and soap before putting on an antiseptic.
7. When she cut their nails, she makes a game of it by asking which nail should be next and how short it should be.
8. Maria cleans her house once a week.
9. Maria bathes her children everyday.

2.2. These people are following the instructions on their medicine labels.

- | | | | |
|----------|----------|----------|----------|
| 1. A - 4 | 2. B - 2 | 3. C - 1 | 4. D - 3 |
|----------|----------|----------|----------|



2.3. Number the instructions in order from 1 to 5.

1. A 2. E 3. B 4. C 5. D

2.6. Practise guided dialogue 1.

Doctor: What's wrong with you?

Patient: I have a bad cough.

Dr: How long have you had this cough?

Pt: I have had it for over a month.

Dr: Have you been taking anything for it?

Pt: I take cough mixture twice a day.

Dr: When is the cough most troublesome?

Pt: The cough is most troublesome at night.

Dr: I think you should have an X-ray.

2.7. Practise guided dialogue 2.

Doctor: Good morning, Mrs. Brown, I am Doctor Smith.

Patient: Good morning Doctor Smith.

Doctor: What's the matter with you?

Patient: I've had a pain in my chest for 2 days.

Doctor: What is the pain like?

Patient: It's a sharp pain.

Doctor: I'd like to take blood-tests and an ECG.

Patient: What disease do you diagnose?

Doctor: I can't confirm now as the test results are needed before we confirm the diagnosis.

Patient: Thank you doctor.

Doctor: Don't mention it.

3.4. Complete the following sentences with the correct past or present passive forms of the verbs in brackets.

1. were catheterized 2. was given or is given 3. are done 4. was sent
5. are needed 6. are carried out 7. was asked 8. was/or is discarded
9. we're discarded 10. was helped

3.5. Put the following sentences into the passive.

1. The artificial airway was removed from his mouth by a nurse.
2. The toes of his injured leg were examined by a nurse.
3. His pulse and blood pressure were taken half-hourly by a nurse.
4. An intramuscular injection of Pethidine was given to him by a nurse.
5. He was offered a urinal by a nurse / a urinal was offered to him by a nurse.



6. Her leg was put in plaster of Paris by the doctor.
7. The patient was placed on his back.
8. The patient was taken to hospital by ambulance.
9. His parents were asked to sign a consent form.
10. A new patient is being taken to the X-ray department by a nurse.

3.8. Match the words with similar meanings.

- | | | |
|--------------------------------|-----------------------|------------------------------|
| 1. addicted - hooked | 2. decrease - reduce | 3. increase - expand |
| 4. irritable - cranky | 5. depressed - blue | 6. rehabilitation - recovery |
| 7. want - desire | 8. depend - rely | 9. fatigue - exhaustion |
| 10. counsellor - adviser | 11. courses - classes | 12. variety - diversity |
| 13. invincible - unconquerable | 14. support - aid | 15. mental - cerebral |

3.9. Use each adjective once to fill in the blanks.

- | | |
|-------------------------------------|--|
| 1. The counsellor is good | 2. He is the designated driver. |
| 3. My mother was in a car accident. | 4. Early diagnosis is important. |
| 5. He is a heavy drinker. | 6. My glands are sore. |
| 7. Prompt treatment is necessary. | 8. It is dangerous to drink and drive. |
| 9. The needle is contaminated | 10. My father has a drinking problem. |
| 11. A mammogram is not painful | 12. That halfway house is very clean |
| 13. She is a helpful friend. | 14. My aunt has a malignant tumour. |
| 15. She has lung cancer. | |

3.10. Rewrite the passage beginning, "Yesterday,.....".

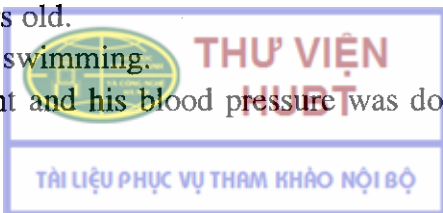
Yesterday, Hoa had a medical check-up. She filled in the medical records and waited in the waiting room. After a few minutes, the nurse called Hoa's name and took her to the doctor's office. The doctor asked Hoa a few questions. Then she weighed Hoa and measured her height. After that she took Hoa's temperature. Next, she listened to Hoa's heart. Then she checked Hoa's eyes and ears. Everything was normal. Finally, Hoa left the office. She felt very happy.

Unit 12

EXERCISE

1.1. Answer the following questions.

1. He was only 48 years old.
2. He decided to begin swimming.
3. Armando lost weight and his blood pressure was down. He also felt better and



did not get angry so often. When winter came, he did not get as many colds as he had in past years.

4. Now on weekends he often rides bikes or goes hiking with his children.
5. Next he plans to learn to improve his diet.

2.4. Make up the questions following the above model and answer.

1. How often does the pain come on? Every half an hour...etc...
2. How often do you get these attacks? Every two hours...etc...
3. How often does this dizziness occur? Once a month....etc...
4. How often do you move your bowels?
5. How often does this lump appear?
6. How often do you feel the baby kick?

2.5. Make up the questions following the above model and answer.

1. What does it taste like? It tastes sour, bitter and a little salty.
2. What are the stomach pains like? It is a stabbing pain.
3. What is your appetite like? I don't feel like eating.
4. What is your child's breathing like? It is rapid breathing / asthmatic wheezing
5. What was your first pregnancy like? I felt nauseous/ sometimes I felt faint due to low blood pressure/ I felt exhausted.
6. What is your baby's cough like? A cough that sounds like barking is more than likely the croup. Or it sounds like a dry hacking cough/ it sounds very mucousy or gurgling.
7. What is the cut on your hand like? It's painful.
8. What is the pain in your chest like? It's a stabbing pain.

2.6. Use "had better" to give advice in the sentences below.

1. You had better stay in bed.
2. You had better lose a little weight.
3. You had better take more exercise.
4. You had better discontinue taking those tablets.
5. You had better stop smoking.
6. You had better run the tests again.
7. You had better stop drinking so much.

3.1. Put the following sentences into past continuous passive.

1. The children were not being fed by him at 7 yesterday.
2. The patient's condition was being talked about.
3. A new patient was being admitted by her.
4. Dinner was not being eaten by the doctors and nurses.
5. Were the medical records of new patients being read by the nurse?
6. Were medical supplies being carried into the surgical department?
7. Were the wards being cleaned?
8. A new diet for those suffering from diabetes was being discussed by the nutritionists
9. The form for a new patient was being filled in by the receptionist.
10. At least 10 children were being examined by the paediatrician yesterday morning .

3.2. Put the following sentences into the passive.

1. The patient's condition is being explained to a trainee doctor by the professor.
2. The best students are chosen to work for a University Hospital.
3. The final anatomy exam had been taken before we had term break.
4. Their task has been finished by the doctors.
5. This medical history wasn't written by Mr. Lofti.
6. By whom were you operated on yesterday?
7. This medication is being tested by physicians.
8. I have been helped into the bed by a nurse.
9. This problem will be resolved by this clever doctor.
10. All doctors and nurses in this hospital are loved.

3.3. Complete the following sentences with the past perfect tense.

- | | | | |
|---------------|------------------|-----------------|-----------------|
| 1. had given. | 2. had done | 3. had gone. | 4. had asked |
| 5. had bought | 6. had recovered | 7. had finished | 8. had examined |

3.4. Complete the following sentences with the correct past simple

- | | |
|-------------------------------|---------------------------------|
| 1. asked/ had happened | 2. told/ had been knocked down |
| 3. had worked/ met | 4. had set/ took |
| 5. had been used/ were thrown | 6. had examined/ told |
| 7. hadn't got/ took | 8. told / had taken |
| 9. had taken / took | 10. had had/ went |
| 11. had performed/ visited | 12. had been taken / was better |



3.5. Use a suitable past tense.

- | | |
|---------------------------------------|-----------------------------------|
| 1. had tried/ helped | 2. said / had / had noticed |
| 3. had been fit / began. | 4. woke/ had got |
| 5. found/ had fallen | 6. thought/ had overdone/ advised |
| 7. asked / had taken / had prescribed | 8. called/ hadn't felt |
| 9. died/ had swallowed/ was working | 10. saw / had followed |

3.6. Put the verbs into the correct form.

- | | | |
|-------------------|--------------------------|------------------------|
| 1. hurt | 2. stopped | 3. had suffered / died |
| 4. transferred | 5. brought up/ had eaten | 6. came round. |
| 7. gave up | 8. came | 9. died / was |
| 10. opened/ asked | | |

Unit 13

NUTRITION

1.1. Refer to the passage on "Nutrition" to answer the following questions.

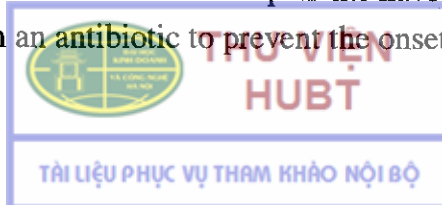
1. Grace has high blood pressure.
2. Her husband has high cholesterol.
3. High blood pressure and high cholesterol can cause heart disease .
4. Fast foods and frozen dinners contain a lot of salt, and a lot of fat.
5. After Grace started her family's new diet, they began eating breakfast.
6. Instead of soda, they would have a cup of coffee and the children would just have a glass of orange juice.
7. Grace's children have fruit and milk.
8. Grace went to the library to get a cookbook on easy healthy meals.

2.3. What could they say?

- | | | | | |
|------|------|------|------|-------|
| 1. E | 2.H | 3. F | 4. G | 5. I |
| 6. A | 7. C | 8. D | 9. J | 10. B |

3.1. Complete the following sentences with 'so that' or a suitable infinitive with 'to'.

1. A day room is provided so that ambulant patients have somewhere to relax.
2. The patient was given an antibiotic to prevent the onset of infection.



3. The doorways are always wide enough to allow patients in wheelchairs to enter with ease.

4. Some side wards have their own basins and lavatories so that suitable accommodation is provided for infectious patients.

5. The beds are arranged so that patients can be observed without difficulty.

6. Hospital planners have used bright colors to create a cheerful atmosphere.

7. The patient was given an injection of morphine to relieve shock and pain.

8. Jane studied hard so that she could pass her examinations.

9. Furniture and fittings are designed so that they can be cleaned easily.

10. Mary made notes at the lecture so that she could remember the important points.

3.2. Complete the following sentences with the appropriate words.

1. a medical/ general practitioner/doctor.

2. patient.

3. pharmacy/ drugstore/chemist

4. communicable/ transmittable/ infectious/ contagious disease

5. microscope

6. vaccines

7. X-rays

8. cardiologist

9. health insurance

10. anatomy

3.3. Use each word once to fill in the blanks.

1. matches

2. cigarettes

3. quit

4. senior

5. lung

6. pain

7. gum

8. breath

9. complaints

10. cough

11. smoking

12. college

13. blood

14. relationship

15. chest

3.4. Use each word once to fill in the blanks in the reading passage.

1. guidance

2. nutrition

3. daily

4. as

5. whole

6. amount

7. found

8. much

9. moderation

10. nutrients

3.5. Read the passage below and decide if the following sentences are True (T) or False (F).

1. T

2. F

3. F

4. T

5. F

6. T

7. F

8. T

9. F

10. F



Unit 14

DISABILITIES

1.1. Use the story on "Disabilities" to answer the following questions

1. She has three children.
2. The name of the daughter who is handicapped is Alicia.
3. Being an expectant mother who smokes, drinks alcohol, takes drugs, does not receive regular prenatal care, and has an unhealthy diet can lead to having a handicapped baby.
4. Because the group not only offers information and practical assistance but gives her a chance to discuss particular problems.
5. Older children may become handicapped because of accidents which happen in the home or on the road.
6. Older people make up the greatest number of disabled people.
7. The most common forms of handicaps are rheumatoid arthritis, the after effects of a stroke, Parkinson's disease, and coronary and respiratory problems.
8. The risk of handicaps in older people can be reduced by eating healthy food, keeping fit, and cutting down on smoking and alcohol.

3.3. Use each word once to fill in the blanks.

- | | | | | |
|---------------|-------------|--------------|--------------|---------------|
| 1. cereal | 2. snack | 3. contain | 4. irritable | 5. prefer |
| 6. husband | 7. frozen | 8. energy | 9. between | 10. difficult |
| 11. breakfast | 12. decided | 13. sandwich | 14. diet | 15. alive |

3.4. Sum up your problem in one word, taken from the following.

- | | | | | |
|-------------|-------------------|-----------------|---------------|-----------------|
| 1. obesity | 2. insomnia | 3. incontinence | 4. depression | 5. constipation |
| 6. anorexia | 7. lombosciatalgy | 8. apnoea | 9. diplopia | 10. atrophy |

3.5. For the following illnesses, which type of drugs might you prescribe.

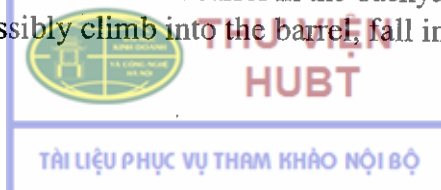
- | | | | | |
|-----------------|----------------|-------------------|----------------------|---------------|
| 1. b. laxatives | 2. c. antacids | 3. b. antibiotics | 4. c. anticoagulants | 5. b. insulin |
|-----------------|----------------|-------------------|----------------------|---------------|

Unit 15

DROWNING

1.1. Use the story on "Drowning" to answer the following questions.

1. The swimming pool had a tall fence around it with a locked gate.
2. At the second home, there was a rain barrel in the backyard. Silvia told the child care provider that a child could possibly climb into the barrel, fall in head first, and drown.



3. Her friend left the baby unattended while she answered the telephone and he drowned in the bathtub.

4. It is important not to dive into unfamiliar water where there may be rocks or it may be shallow.

5. It is paralysis caused by illness or injury to a human that results in the partial or total loss of use of all of their limbs and torso. Cervical (neck) injuries usually result in four limb paralysis

6. Her brother, Doug, is not a strong swimmer. When he got close to his friend who was thrashing about in the water, his friend was in such a panic that he grabbed Doug in order to stay afloat. Doug would have been pulled to the bottom with his drowning friend if someone hadn't come by in a boat and pulled them both in.

7. "Throw, tow, row, go." If a drowning swimmer is close to shore, the rescuer can throw a board, rope, or ring buoy and then tow the swimmer to safety. If a boat is available, the rescuer can row out to the drowning person. Only if the rescuer is a strong swimmer with lifesaving practice should he/she enter the water to save the drowning victim.

3.3. Match the words with similar meanings.

- | | | |
|-----------------------------|-------------------------|-------------------------|
| 1. young - inexperienced; | 2. busy - active; | 3. glad - happy; |
| 4. important - significant; | 5. careful - cautious; | 6. raw - uncooked; |
| 7. notice - see; | 8. thankful - grateful; | 9. always - constantly; |
| 10. warm - tepid; | 11. area - section; | 12. ready - prepared; |
| 13. solid - firm; | 14. result - outcome; | 15. difficult - hard |

3.4. Choose from the list of words the ones which go with each system.

- | | |
|----------------------------|---|
| A. Respiratory system | chest, lungs, cough, breath, bronchitis |
| B. Cardiovascular system | heart, varicose vein, hypertension, murmur, |
| C. Gastrointestinal system | colon, stools, bowel, stomach, |
| D. Genital-urinary system | bladder, urine, |
| E. Central nervous system | steadiness, reflexes |

3.6. Choose the illness indicated by the following symptoms.

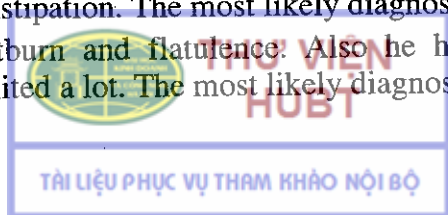
1. influenza 2. hypertension 3. indigestion 4. migraine 5. diabetes

3.7. A patient has been admitted to your ward

1. He has had periodic "attacks" of coughing, wheezing, shortness of breath, and chest tightness. They lasted for hours and days. The most likely diagnosis is bronchial asthma.

2. She has had blood in the stools, recently she has lost weight and also suffered from a mild fever and constipation. The most likely diagnosis is cancer of the colon.

3. He has had heartburn and flatulence. Also he has had hunger pain in the epigastria region and vomited a lot. The most likely diagnosis is duodenal ulcer.



4. She has had colicky pain in the right iliac fossa. She has lost her appetite recently. She has nausea and vomiting. The most likely diagnosis is appendicitis.

5. She has had a throbbing headache. She also suffered from anorexia and felt nausea. The most likely diagnosis is migraine.

3.8. Order the mixed paragraphs in to a suitable passage.

1. Determine whether the surrounding location is safe.

2. Determine whether the injured person is breathing.

3. Position the injured person on his or her back, being extremely careful not to move or twist the head, neck or spine. If several rescuers are present, use their assistance to minimize this danger.

4. Maintain an open airway while you pinch the injured person's nose shut.

5. Give two long, slow breaths, being sure to maintain a seal between your mouth and his or hers.

3.9. Use one of the phrases given to fill in the gaps.

1. face down 2. to answer 3. dialed 4. on the phone 5. any longer
6. records. 7. nine minutes. 8. statement 9. home 10. stopped

Unit 16

PREGNANCY

1.1. Refer to the story on "Pregnancy" to answer the following questions.

1. She has entered the teen pregnancy program.

2. Angela had missed her period and did a home pregnancy test. It turned out positive.

3. The program provides regular visits to a nearby clinic for prenatal care, a general examination, the discussion groups and a class on nutrition.

4. A person can suffer from morning sickness, backaches, constipation and heartburn, some may have hemorrhoids and may get varicose veins.

5. Smoking increases the chances for mental and physical damage to the fetus.

6. Heavy drinking can damage the baby's brain and slow the baby's growth.

7. Angela is having adequate rest, a good diet, and moderate exercise to have a healthy pregnancy.

3.1. Fill in the missing words.

1. lighter than 2. better than 3. the most expensive 4. higher
5. worse than 6. the worst 7. the largest 8. the most tired
9. the most uncooperative 10. more convenient than



3.2. Fill in the missing words.

1. more quickly than 2. more efficiently than 3. less highly/than/ more
4. more strongly than 5. more regularly than 6. more.... than

3.3. Put the adjectives and adverbs in brackets in the comparative or superlative forms if necessary.

1. elderly 2. worse 3. better 4. worse
5. higher 6. more evident 7. psychological 8. more alarming
9. physical 10. more troublesome

3.4. Use one word to fill in each gap in the passage below.

1. more 2. one 3. for 4. the 5. although
6. felt 7. course 8. little 9. season 10. much

3.5. Where appropriate change the adjective form to the adverbial.

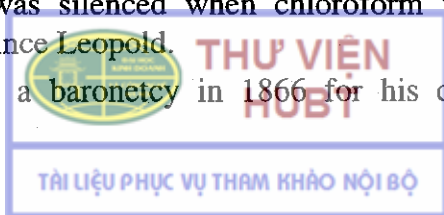
1. extremely 2. occasionally 3. excessive 4. easy
5. successfully 6. usually/ newly 7. adequate/potential

3.6. Practical activities

1. bloody, bloodied, bleed, bled, bleeding;
2. admitted, admittedly, admitting, admission, admittance.
3. smoke, smoked, smoker, unsmoked, non-smoking
4. patience, impatience, patiently, impatiently
5. necessitate, necessarily, necessity, unnecessary, unnecessarily.

3.7. Further reading:

1. He was born in Bathgate, a small town in central Scotland, in 1811.
2. He specialized in obstetrics and gynaecology.
3. He is remembered above all for his contribution to anaesthesia.
4. Simpson discovered the anaesthetic properties of chloroform and recommended its use in surgery and in obstetrics to relieve pain.
5. Many of his colleagues and Churchmen of his time opposed his effort to introduce anaesthetics.
6. This opposition was silenced when chloroform was administered to Queen Victoria at the birth of Prince Leopold.
7. Simpson received a baronetcy in 1866 for his discoveries (Baronet, British



hereditary title, first created by King James I of England in May 1611, a member of the British order of honour; ranks below a baron but above a knight)

8. He was also an expert on the history of medicine and on archaeology.

Unit 17

DENTISTRY

1.1. Use the story on “Dentistry” to answer the following questions. Answer in complete sentences.

1. She learnt about dental technology at a school careers expo at home in Tauranga.
2. She thinks it is the perfect combination of science and art.
3. Yes, she does. She likes it because it is technical, but also artistic.
4. Dental technicians make the appliances that dentists use like crowns, bridges, plates, and dentures.
5. Dental technicians need to be good with their hands and have an artistic eye. They need to be able to see the different colours and translucency of a tooth, see its shape and be able to recreate it.
6. They study physics and biology with hands-on construction classes that involve carving wax, making moulds, grinding, polishing and painting.
7. She thinks it is hard work, but it’s manageable. You must be constantly dealing with new technology and materials.
8. The lecturers are very helpful. They really know their stuff and have a lot of industry experience.
9. They are teamed up with dentistry students and spend time in the School of Dentistry’s clinics.
10. Helen has been working as a resident dental technician at the School of Dentistry.

3.1. Choose the best response to complete each sentence.

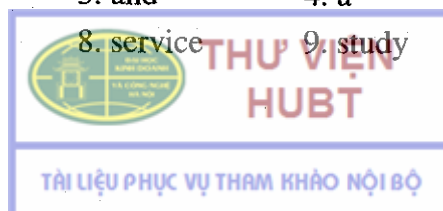
- | | | | | |
|------|-------|------|------|-------|
| 1. c | 2. c | 3. c | 4. b | 5. a |
| 6. b | 7. a. | 8. c | 9. a | 10. b |

3.2. Choose the best response to complete each sentence.

- | | | | | |
|-------|------|------|-------|-------|
| 1. a. | 2. b | 3. c | 4. b. | 5. a |
| 6. b | 7. c | 8. b | 9. a. | 10. b |

3.3. Choose the best response to fill in the missing words.

- | | | | | |
|--------------|----------|------------|----------|--------------|
| 1. diagnosis | 2. of | 3. and | 4. a | 5. is |
| 6. necessary | 7. known | 8. service | 9. study | 10. diseases |



Unit 18

TRADITIONAL MEDICINE

1.1. Answer the following questions in complete sentences

1. During the last decade, the use of traditional medicine has expanded globally and has gained popularity.

2. With the tremendous expansion in the use of traditional medicine worldwide, safety and efficacy as well as quality control of herbal medicines and traditional procedure-based therapies have become important concerns for both health authorities and the public.

3. No, they aren't. Practices of traditional medicine vary greatly from country to country, and from region to region.

4. They are different because they are influenced by factors such as culture, history, personal attitudes and philosophy.

5. Long historical use of many practices of traditional medicine, including experience passed on from generation to generation, has demonstrated the safety and efficacy of traditional medicine.

6. Regulating traditional medicine products, practices and practitioners is difficult due to variations in definitions and categorizations of traditional medicine therapies.

7. A single herbal product could be defined as either a food, a dietary supplement or an herbal medicine, depending on the country.

8. No, there isn't. Scientific evidence from tests done to evaluate the safety and effectiveness of traditional medicine products and practices is limited

9. WHO and its member states cooperate to promote the use of traditional medicine for health care.

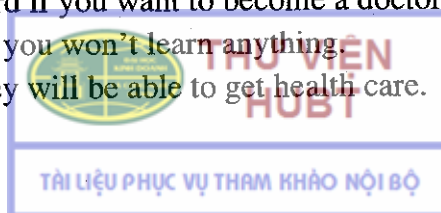
10. The collaboration aims to support and integrate traditional medicine into national health systems in combination with national policy and regulation for products, practices and providers to ensure safety and quality.

2.2. Choose the word that fits best.

- | | | | | |
|-----------|-------------|------------|---------------|-------------|
| 1. are | 2. spoke | 3. am | 4. ambulance | 5. at |
| 6. way | 7. couldn't | 8. traffic | 9. weak | 10. siren |
| 11. chest | 12. seemed | 13. sure | 14. treatment | 15. surgery |
| 16. all | 17. for | | | |

3.1. Take one clause from each of the columns below and make a sentence.

1. You must work hard if you want to become a doctor.
2. If you don't study, you won't learn anything.
3. If they are rich, they will be able to get health care.



4. If you are ill, you need to see a doctor.
5. If money is spent on arms, there is less to spend on health and education.
6. You can improve the health of the poor, if you relieve their poverty.
7. If she falls over, she'll hurt herself.
8. If it rains, the plants will grow.
9. You'll get very tired, if you don't sleep.
10. If he breaks his leg, he will need to go to hospital.

3.2. Make sentences based on the example below.

1. If no-one smoked, our society would have more money/ we would have fewer diseases.
2. If the price of oil kept rising, we would have to reduce consumption
3. If forests were cleared, there would be more disasters on Earth.
4. If people lived longer, the world population would increase.
5. If I lost my English books, I would have nothing to learn.
6. If everyone became rich, they would be nicer to others.
7. If there were no diseases in the world, people would live longer.
8. If we had no doctors, more people would die from diseases.
9. If it didn't rain, there would be no life on Earth.
10. If I had power to rule the world, I would make everyone live happily.

3.3. Make up sentences based on the example.

1. If I hadn't been blind, I would have gone on to further study.
2. If Penicillin hadn't been discovered, more people would have died of diseases.
3. If I hadn't studied hard, I would have failed the exam.
4. If they hadn't eaten so much, they wouldn't have been poisoned.
5. If Columbus hadn't discovered America, there would have been no America.
6. If these patients hadn't had early diagnosis, they would have died from serious diseases.
7. If these babies hadn't been fully vaccinated, they would have had more diseases.
8. If he hadn't been bitten by mosquitoes, he wouldn't have suffered from malaria.
9. If he hadn't smoked, he wouldn't have got lung cancer.
10. If they had been more careful, they wouldn't have caused an accident.

3.5. Further practice on conditional sentences.

- | | | | | |
|-------|------|------|------|-------|
| 1. d. | 2. c | 3. d | 4. d | 5. a |
| 6. c | 7. b | 8. d | 9. c | 10. b |



3.6. Use each word once to fill in the blanks.

- | | | | |
|---------------|----------------|-------------|-----------------|
| 1. activities | 2. development | 3. Friday | 4. special |
| 5. summer | 6. weekends | 7. quiet | 8. disagreement |
| 9. adjust | 10. discuss | 11. blend | 12. enjoys |
| 13. family | 14. parents | 15. content | |

Unit 19

FIRE SAFETY

1.1. Use the story on "Fire Safety" to answer the following questions.

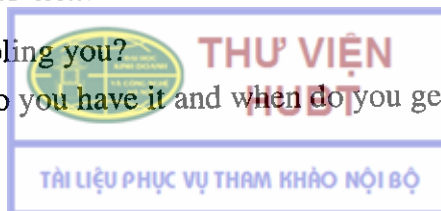
1. Jose was at the store buying fire extinguishers and smoke detectors.
2. He is planning to put a smoke detector in each bedroom, one in the hallway and another in the kitchen.
3. He is planning to put a fire extinguisher in the kitchen and one in the garage.
4. Jose and his family practiced a household fire drill on Saturday.
5. If you get trapped in a room with smoke you will choke. Shut the door and block any cracks to stop smoke from entering the room. Then you must use another escape route.
6. He felt good because he had accomplished everything he wanted to needed over the weekend.
7. To be able to be set on fire/ easily ignited. The root word is "flam" (fire).
8. If their clothes catch fire, they should "stop, drop, and roll".
9. He had bought the type that would extinguish all fires including grease and electric.

2.2. Complete the following dialogue between a doctor and a patient.

- A: What's the matter with you?
A: What's the pain like?
A: Does anyone in your family have a history of heart attacks?
A: When does it usually occur?
A: Do you have any other problem with your health?
A: Do you often have acidic drinks and fruits without having meals?
A: Do you often have raw vegetables?
A: Then your problem is not heart disease. It's ulcers.

2.3. Try to fill the blanks with what the doctor or Mr. Johnson will say.

- Doctor:* What's troubling you?
Doctor: How often do you have it and when do you get it?



Doctor: How long does it last and does it come and go?

Doctor: Do you find it difficult to breath?

Doctor: Have you had the trouble with breathing for long?

Doctor: When does it happen?

Doctor: Where do you work?

Doctor: Do you have a good appetite?

Doctor: Have you ever had any serious illness?

Doctor: When did you last have a holiday?

Doctor: When exactly?

2.4. Practical activities.

1. *pregnant* / expectant/ fecund/ fertile/ fruitful/ productive/going to have a baby
2. to *relieve* / to ease
3. *immediately*/ instantly/ straightaway/ right away/ at once
4. *My mother and my father* / parents
5. *help* / support/ aid/ assistance
6. *relations* / family members/ relatives/ family
7. *rarely* / seldom/ hardly ever/ infrequently
8. *giddy* / dizzy/ woozy/ air headed
9. *shortness of breath* / dyspnoea / breathlessness
10. *occupation* / job / profession / work / career

3.1. Choose the conjunction that fits best.

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. a. | 2. c. | 3. a. | 4. b. | 5. a |
| 6. b | 7. a. | 8. b | 9. c | 10. a |

3.2. Choose the right subordinating conjunction for each of the sentences

- | | | | | |
|------|------|------|------|-------|
| 1. a | 2. b | 3. c | 4. b | 5. a |
| 6. b | 7. c | 8. b | 9. a | 10. b |

3.3. Choose one word to fit in each of the sentences.

- | | | |
|-----------------|--------------------------------------|----------------------|
| 1. pancreas | 2. spinal column (backbone or spine) | 3. stethoscope |
| 4. intestine | 5. blood | 6. diseases |
| 7. lungs | 8. microscope | 9. discovered |
| 10. thermometer | 11. trachea | 12. heart |
| 13. indigestion | 14. uterus or womb | 15. influenza or flu |
| 16. codeine | 17. virus | 18. autopsy |
| 19. inoculation | 20. tingling | |

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