CAREER PATHS

Medical

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Book 1

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Scope and sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Hospital departments	Website	pathology, cardiology, pediatrics, pharmacy, radiology, surgery, obstetrics, orthopedics, dermatology, emergency	Describing locations
2	Hospital staff	Directory	anesthesiologist, cardiologist, lab technician, pediatrician, pharmacist, radiologist, general practitioner, surgeon, obstetrician, nurse	Giving an opinion
3	Hospital equipment	Poster	wheelchair, bedpan, oxygen tank, latex gloves, pressure mattress, gown, gauze, syringe, biohazard waste container, sharps container	Giving a reminder
4	Parts of the body 1	Article	finger, hand, wrist, elbow, arm, shoulder, toe, foot, ankle, knee, leg, hip	Investigating an injury
5	Parts of the body 2	Patient chart	torso, chest, back, waist, abdomen, groin, neck, shoulder blade, rib cage, small	Asking about pain
6	Parts of the body 3	Patient assessment	head, face, eyes, nose, lips, forehead, cheek, eyebrow, jaw, ears	Describing location
7	Respiratory system	Medical dictionary	respiratory system, lung, bronchial tube, alveoli, inhale, exhale, breathe, oxygen, emphysema, asthma	Delivering bad news
8	Circulatory system	Poster	circulatory system, heart, artery, aorta, vein, vena cava, pulmonary, capillary, atrium, valve	Explaining consequences
9	Digestive system	Advice column	digestive system, esophagus, stomach, small intestine, large intestine, colon, appendicitis, ulcer, colonoscopy	Explaining a procedure
10	First aid	First aid guide	first aid, assess, CPR, rescue breathing, pulse, shock, burn, bandage, pressure, wound, laceration	Providing reassurance
11	Common abbreviations	Patient evaluation	BP, Dx , HR, Rx, T, WNL, XR, SOB, c/o, o/e, HTN	Clarifying information
12	Measurements	Patient list	g, mg, mcg, cc, ml, tsp, Tbsp, gtt, oz, mEq	Confirming information
13	Administering medication	Patient chart	route of administration, dosage, P.O., PR, SQ, IM, SL, I.V., topical, administer	Listing options
14	Describing frequency	Patient list	BID, TID, QID, PRN, stat, qh, ahs, ac, pc, QOD	Describing frequency
15	Maintaining hygiene	Email	antimicrobial, bacteria, disinfectant, infection, virus, antibiotic, biohazard, transmit, quarantine, facemask, contagious	Giving advice

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1 Hospital departments





HOME | ABOUT US | SERVICES | CONTACT

Heartland Hospital

Heartland Hospital's dedicated staff is here to serve you. Our first-class departments include:

Pediatrics: provides healthcare from birth to adulthood / Chair: Dr. Richard Collins

Obstetrics: cares for women through all stages of pregnancy / Chair: Dr. Susan Meeks

Radiology: creates X-rays and CT scans for all departments / Chair: Dr. Thomas Locke

Pathology: tests samples for all departments / Chair: Dr. Laura Howard

Surgery: performs everything from routine procedures to organ transplants / Chair: Dr. Rachel Silver

Cardiology: investigates and treats all heart problems / Chair: Dr. Paul Sartin

Dermatology: cares for everything from warts to skin cancer / Chair: Dr. Geoff Schmitt

Orthopedics: provides bone and joint care / Chair: Dr. Catherine Newland

Emergency: treats patients in life-threatening condition / Chair: Dr. Douglas Greene

Additionally, our **pharmacy** can fill prescriptions twenty-four hours a day, seven days a week.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some different hospital departments?

2 Why is it important to know what different departments do?

Reading

2 Read the website about a hospital's departments. Then, mark the following statements as true (T) or false (F).

1 ___ Dr. Silver's department performs organ transplants.

2 ___ Dr. Howard's and Dr. Locke's departments work with all other hospital departments.

3 ___ The pharmacy is closed on Sundays.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

1 ___ pediatrics
2 ___ orthopedics
3 ___ cardiology
4 ___ dermatology
5 ___ obstetrics

A the hospital department that specializes in the treatment of the heart and heart diseases

B the hospital department that treats women and unborn children during pregnancy

C the hospital department that specializes in the treatment of the skin and skin diseases

D the hospital department that specializes in the treatment of bones and muscles

E the hospital department that specializes in the treatment of children

4 Fill in the blanks with the correct words from the word bank.

word BANK

radiology pathology surgery emergency pharmacy

1 Please take this sample to _____ for testing.

2 An ambulance brought the patient to the _____ room.

3 Could you get the X-rays from _____?

4 The _____ on the first floor should have the medicine you need.

5 Take this patient to _____ for her transplant.

5 🎧 **Listen and read the website about a hospital's departments again. What are some of the hospital's departments?**

Listening

6 🎧 **Listen to a conversation between a doctor and a patient. Choose the correct answers.**

1 Where is the dermatology department?

- **A** downstairs
- **B** on the third floor
- **C** past the pharmacy
- **D** next to the emergency room

2 What will the woman likely do next?

- **A** visit the pharmacy
- **B** go to the emergency room
- **C** make a radiology appointment
- **D** go to the dermatology department

7 🎧 **Listen again and complete the conversation.**

Doctor: Well, Mary, other than that rash, you're **1** _____ _____ _____.

Patient: Okay, Doctor. What should I **2** _____ _____ it?

Doctor: I want you to go to dermatology. Make an appointment for them to **3** _____ _____ it.

Patient: Where's that department?

Doctor: It's **4** _____ _____ _____ _____. Turn right when you pass the **5** _____ department.

Patient: Great, I'll head up there now.

Doctor: But first, you should refill your prescription at the **6** _____.

Patient: The pharmacy is downstairs, right?

Doctor: Yes, next to the emergency room.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

I want you to go ...
Where's that ...
It's on the ...

Student A: You are a doctor. Talk to Student B about:

- where to go after an appointment
- directions for where to go
- why the patient is going there

Student B: You are a patient. Talk to Student A about where to go after an appointment.

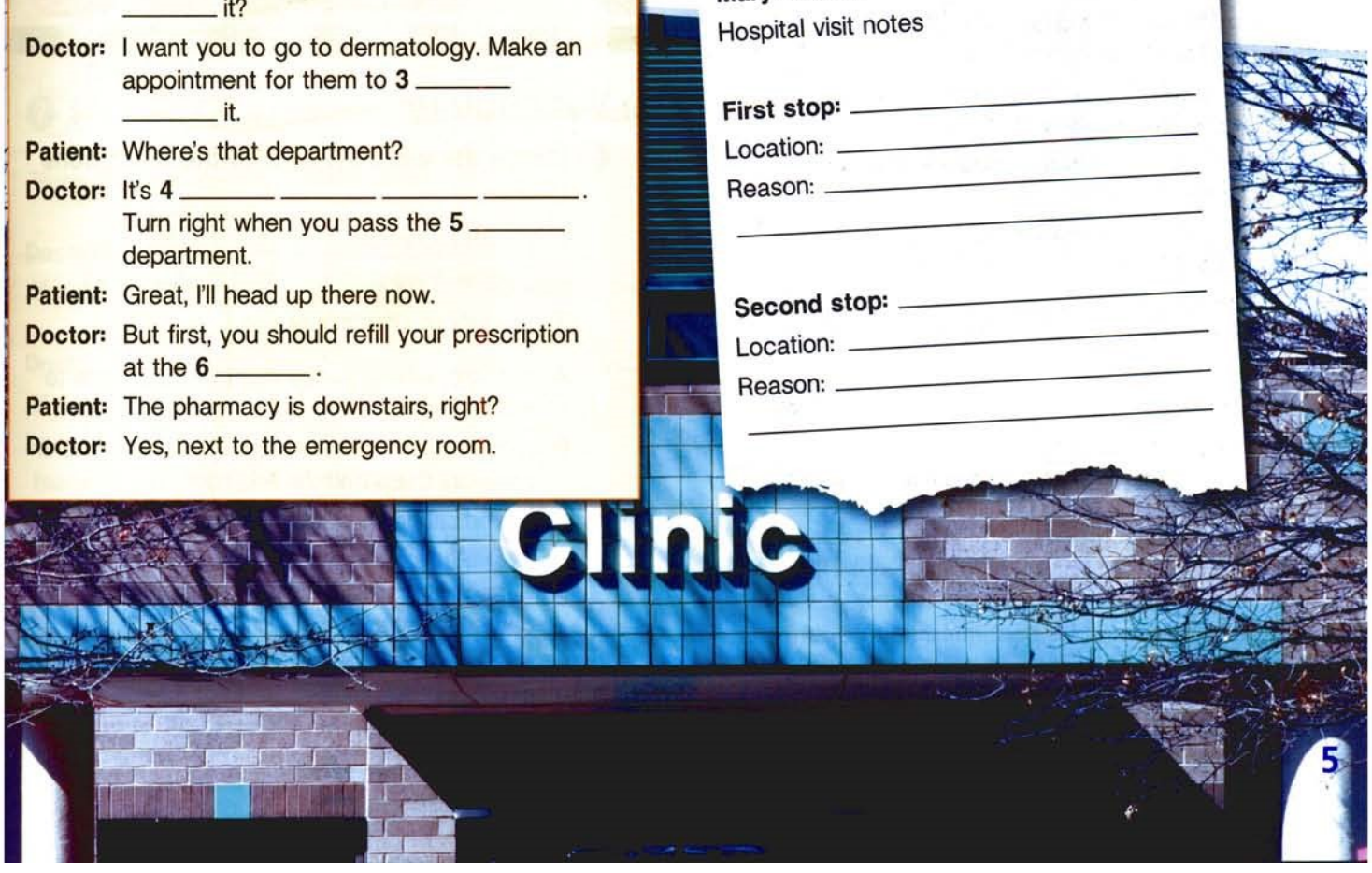
Writing

9 **Use the conversation from Task 8 and the website to fill out the patient's notes.**

Mary Coburn
Hospital visit notes

First stop: _____
Location: _____
Reason: _____
_____

Second stop: _____
Location: _____
Reason: _____
_____



2 Hospital staff

HEARTLAND HOSPITAL STAFF DIRECTORY

FIRST FLOOR

Dr. Paul Sartin, **cardiologist**, **surgeon** / Office: 100
See for: Heart Disease, Heart Surgery

Dr. Lydia Greenwich, **anesthesiologist** / Office: 101
See for: Surgery Pain Relief and Preparation

Dr. Richard Collins, chief **pediatrician** / Office: 102
See for: Children's Health

Dr. Ann Harold, **obstetrician** / Office: 103
See for: Labor, Pregnancy

Dr. Thomas Locke, chief **radiologist** / Office: 104
See for: X-rays, CT Scans

Carol Howard, **lab technician**
See for: Test Results

SECOND FLOOR

Dr. Rowan McNeil, **general practitioner** / Office: 202
See for: General Medicine

Carol Simmons, NP, head **nurse** / Office: 203
See for: Nursing Schedules

Dr. Charles Thiel, **pharmacist** / Office: 204
See for: Prescriptions





Get ready!

1 Before you read the passage, talk about these questions.

1 Who are some different people who work in a hospital?

2 What are some special kinds of doctors?

Reading

2 Read the hospital directory. Then, mark the following statements as true (T) or false (F).

1 ___ A patient having heart surgery will visit Dr. Sartin and Dr. Greenwich.

2 ___ Dr. Harold is best qualified to examine a sick four-year-old.

3 ___ Pregnant women meet their doctor on the second floor.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

1 ___ lab technician
2 ___ anesthesiologist
3 ___ general practitioner
4 ___ nurse
5 ___ pharmacist

A a doctor who provides many kinds of care to adults and children

B a doctor who renders patients unconscious or prevents them from feeling pain

C a medical professional who works with samples in a laboratory

D a medical professional who helps a doctor and cares for patients

E a person who fills prescriptions and gives medicine

4 Read the sentence and choose the correct word.

1 The **radiologist / pharmacist** has prepared the X-rays.
2 The **lab technician / pediatrician** is checking on the three-year-old.
3 A great **obstetrician / cardiologist** treated me after my heart attack.
4 The **anesthesiologist / obstetrician** says the baby is doing fine.
5 Dr. Brown is a famous transplant **surgeon / nurse**.

5 Listen and read the hospital directory again. Who are some of the hospital staff and what are their duties?

Listening

6 Listen to a conversation between a doctor and a nurse. Choose the correct answers.

1 What is the main idea of the conversation?
- **A** a patient's appointment
- **B** a patient's missing chart
- **C** a patient's blood pressure
- **D** a patient's general practitioner

2 What will the woman likely do next?
- **A** examine the patient
- **B** call the cardiologist's office
- **C** take the patient's blood pressure
- **D** lead the man to the patient's room

7 Listen again and complete the conversation.

Nurse: Dr. McNeil, could you come over here **1** _____ _____ _____?
Doctor: Sure, Carol. What do you need?
Nurse: I just took Ms. Greyson's blood pressure. It's one fifty **2** _____ ninety-two.
Doctor: Hmm. That's **3** _____ _____ _____ _____.
Nurse: Yes, I **4** _____ _____, too.
Doctor: Who's her **5** _____?
Nurse: Her chart says it's Dr. Sartin.
Doctor: He'll want to **6** _____ _____ this.
Nurse: I'll let his office know to set up an appointment.
Doctor: Good idea. Thanks for consulting me.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Can you come over here?
What do you need?
Who is ...

Student A: You are a nurse. Talk to Student B about:
- a problem with a patient
- what you think about it
- what to do next

Student B: You are a doctor. Talk to Student A about a patient.

Writing

9 Use the conversation from Task 8 to fill out the consultation form.

Heartland Hospital
STAFF DIRECTORY

Patient
Consultation Form

Patient: _____

Doctor Consulted: _____

Issue: _____
_____
_____

Solution: _____
_____
_____
_____
_____

3 Hospital equipment

Medical Supplies

Please keep everything in its proper place!







Large items such as **wheelchairs** and **pressure mattresses** are at the back of the room.

Supplies for patient rooms*, such as **gowns** and **bedpans**, are on the left.

Syringes are on the top shelf on the right. Dispose of used syringes in the **sharps containers**.

Gauze, **latex gloves**, and other examination supplies are under the syringes. Dispose of these items in a **biohazard waste container**.

If any items are out of stock, please submit an order form to the front desk.

* **Oxygen tanks** for patient rooms are on the second floor next to surgery.







biohazard waste container

Get ready!

1 Before you read the passage, talk about these questions.

1 What is some common hospital equipment?

2 How should disposable medical equipment be thrown away?

Reading

2 Read the supply room poster. Then, mark the following statements as true (T) or false (F).

1 __ The storage room cannot hold large items like pressure mattresses.

2 __ Oxygen tanks are stored in patient rooms.

3 __ Syringes should be disposed of in a biohazard waste container.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

1 __ syringe
2 __ sharps container
3 __ biohazard waste container
4 __ gown
5 __ gauze

A a cotton fabric used to cover wounds or surgical incisions

B a long robe worn by a hospital patient

C a box for the storing of used needles and other sharp medical instruments before disposal

D a device used for injecting liquids into the body

E a box for the storage and disposal of dangerous medical waste

4 Read the sentence and choose the correct word.

1 Wear a new pair of **gowns / latex gloves** to examine each patient.

2 A(n) **oxygen tank / wheelchair** helps Mr. Hayes breathe.

3 The **bedpans / latex gloves** in this room need to be emptied before you leave.

4 Please get Mr. Wilson a **bedpan / wheelchair** so he can move around.

5 Order a(n) **pressure mattress / oxygen tank** for Ms. Jones to help her back pain.

5 🎧 **Listen and read the supply room poster again. How should syringes and medical waste be disposed?**

Listening

6 🎧 **Listen to a conversation between two nurses. Choose the correct answers.**

1 What are the speakers mainly talking about?

- **A** ways to use less supplies
- **B** how to organize the storage closet
- **C** supplies that need to be replaced
- **D** how to properly dispose of syringes

2 What will the man likely do next?

- **A** empty the sharps containers
- **B** check the exam rooms
- **C** find new latex gloves
- **D** order more syringes

7 🎧 **Listen again and complete the conversation.**

Nurse 1: Gary, have you done your supply checks for the day?

Nurse 2: Yes, I just finished them up.

Nurse 1: Are we **1** _____ _____ _____?

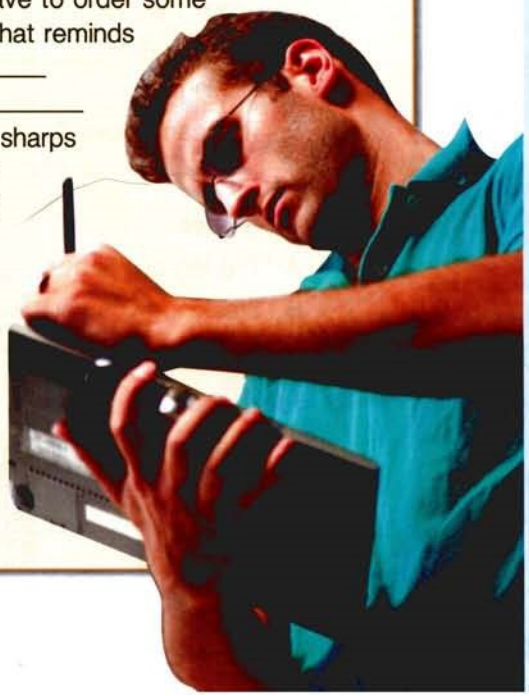
Nurse 2: Yes, **2** _____ _____ _____ more latex gloves in exam rooms 1 and 3.

Nurse 1: Okay. **3** _____ _____?

Nurse 2: There are **4** _____ _____ _____ syringes left in the storage closet.

Nurse 1: Okay, I'll have to order some of those. That reminds me, **5** _____ _____ _____ empty the sharps containers before you leave.

Nurse 2: Will do. **6** _____ _____ _____, Carol.



Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

We need some ...
Don't forget to ...
That reminds me ...

Student A: You are a nurse. Talk to Student B about:

- what items need to be replaced
- something that should be ordered
- what not to forget to do

Student B: You are a nurse. Talk to Student A about what items need to be replaced.

Writing

9 **Use the conversation from Task 8 to fill out the supply order form.**

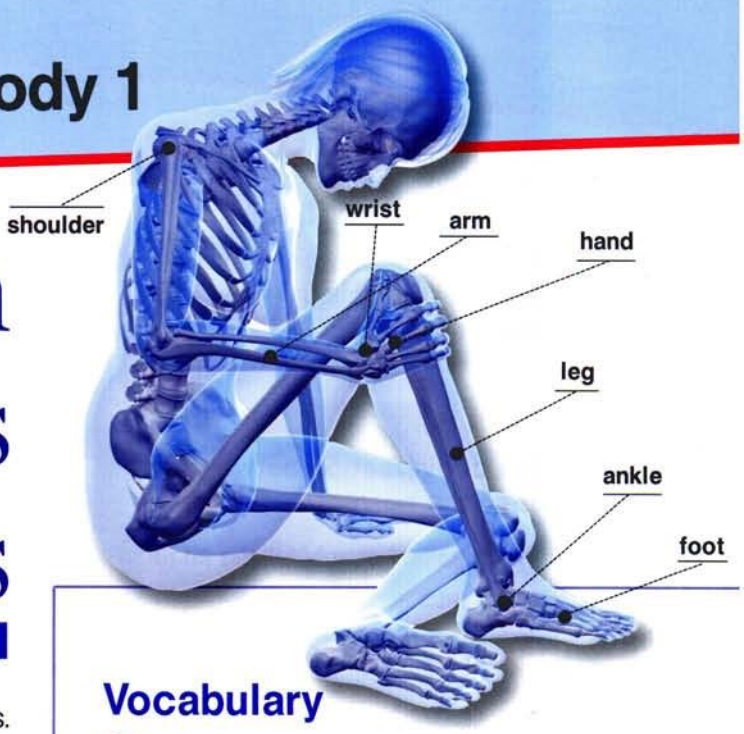
Family Clinic

Supply
ORDER FORM

Exam Rooms: _____
_____
_____
_____

Storage Closet: _____
_____
_____
_____

4 Parts of the body 1



Common Sports Injuries

by Dr. Mark Robbins

JOURNAL OF ATHLETIC MEDICINE Issue 84

Athletes deal with injuries on a regular basis. Below are some of the most common sports injuries.

Ankle sprain: This is the most common **foot** injury. It occurs when the foot rolls in a twisting motion.

Knee sprain: This can result from a blow to the knee or a sudden twist. There could be pain throughout the **leg**.

Elbow sprain: An unnatural **arm** movement can cause an elbow sprain. Pain can be felt through the arm to the **wrist** or even the **hand**.

Shoulder dislocation: A hard blow can knock the shoulder out of place. This is very painful. **Hips** can also be dislocated.

Fingers and **toes**: These appendages are often jammed or broken.

Get ready!

1 Before you read the passage, talk about these questions.

1 How do parts of the arms and legs connect together?

2 What are some common injuries?

Reading

2 Read the article on sports injuries. Then, mark the following statements as true (T) or false (F).

1 __ An ankle sprain is the most common foot injury.

2 __ Pain in the hands or wrist can result from an elbow sprain.

3 __ Hips are frequently jammed or broken.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ hip
2 __ finger
3 __ elbow
4 __ arm
5 __ wrist
6 __ leg

A the part of the forearm that attaches to the hand

B the long extension from the upper body between the shoulder and wrist

C the part of the upper leg that projects slightly outward

D the long extension from the lower body between the hip and foot

E one of the extensions from the hand

F the joint between the upper and lower arm

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **shoulder / ankle**

A I twisted my _____ when I was running.

B Tom can't move his arm due to his _____ injury.

2 **toe / knee**

A The leg bends at the _____ .

B Breaking even your smallest _____ can make walking difficult.

3 **foot / hand**

A This shoe barely fits on my _____ .

B Give me your _____ and I will help you up.

5 🎧 **Listen and read the article on sports injuries again. What are some common sports injuries?**

Listening

6 🎧 **Listen to a conversation between a doctor and a patient. Choose the correct answers.**

1 What injury does the man likely have?

- **A** broken wrist
- **B** knee sprain
- **C** broken arm
- **D** elbow sprain

2 What does the doctor suggest happens next?

- **A** wrap the injured area
- **B** give the man some medicine
- **C** have the man get an X-ray
- **D** ask how the man was injured

7 🎧 **Listen again and complete the conversation.**

Doctor: 1 _____ _____ _____ _____ the problem, Tommy?

Patient: My arm really hurts.

Doctor: I see. Where exactly 2 _____ _____ _____?

Patient: 3 _____ _____, but especially the elbow.

Doctor: Okay. Do you know 4 _____ _____ to make it hurt?

Patient: I was playing soccer and 5 _____ _____ _____ _____ _____.

Doctor: Yeah, that's likely the problem. Does it hurt 6 _____ _____?

Patient: No, just my arm.

Doctor: Okay. I think it's just an elbow sprain, but we'll take some X-rays to make sure.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

Where does it hurt ...

Thats likely the problem ...

Does it hurt anywhere else ...

Student A: You are a doctor. Talk to Student B about:

- an injury
- what happened to cause the injury
- what you think the problem is

Student B: You are a patient. Talk to Student A about an injury.

Writing

9 **Use the conversation from Task 8 to fill out the medical chart.**

Valley Medical Clinic

Medical Chart

Patient: Tommy Jones

Symptoms: _____

_____

_____

What happened: _____

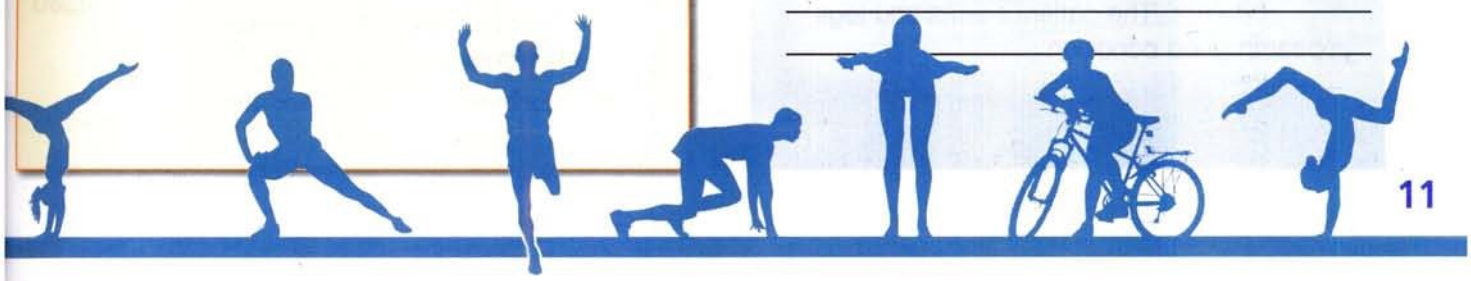
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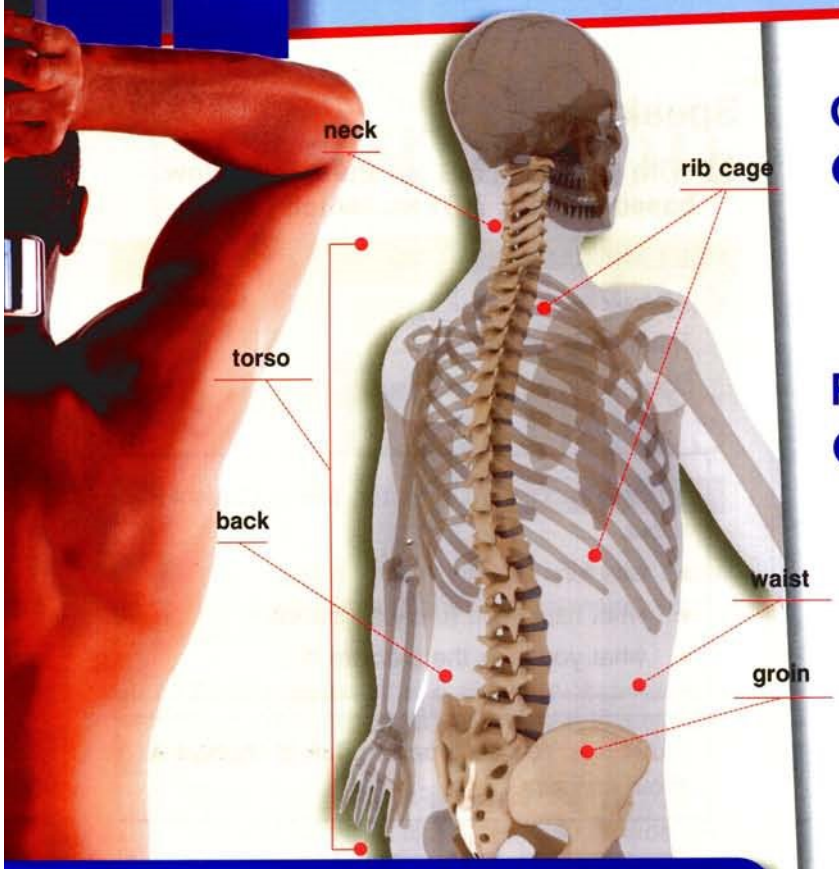
Next steps: _____

_____

_____



5 Parts of the body 2



Jefferson General Hospital

Patient Name: Doug Robinson
Sex: Male
Age: 27
Physician: Dr. Robert Moody
Time: 9:42

Incident/Reason for ER Admittance:
Automobile accident

Apparent Injuries:

Head and **neck**: The patient suffered minor head trauma and may have a concussion. There is no visible injury to the neck.

Torso: There are several small scratches on the **chest** and **waist**. I observed bruising on the **abdomen** and the **rib cage**. There is no damage to the legs or **groin**.

Posterior torso: The patient complains of pain below the right **shoulder blade**. He also has a deep cut on the **small** of his **back**.

Arms and Legs: The patient's arms and legs appear in good condition.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are the major parts of the human torso?
2 What parts of the torso protect the body?

Reading

2 Read the patient chart. Then, choose the correct answers.

1 Why is the patient at the hospital?
- **A** He was hurt playing sports.
- **B** He scheduled a physical exam.
- **C** He was injured in a car accident.
- **D** He is receiving treatment for an illness.

2 Which of the following is NOT injured?
- **A** rib cage
- **B** groin
- **C** abdomen
- **D** torso

3 Where does the man have a deep cut?
- **A** neck
- **B** chest
- **C** waist
- **D** back

Vocabulary

3 Match the words (1-8) with the definitions (A-H).

1 __ shoulder blade
2 __ abdomen
3 __ waist
4 __ torso
5 __ neck
6 __ groin
7 __ chest
8 __ small

- **A** the upper front part of the torso
- **B** area between the legs
- **C** the part of the body between the neck and the groin
- **D** lower portion of the back
- **E** part of the body that contains the digestive organs
- **F** part of the body that allows the head to turn and connects the head to the torso
- **G** upper back bone that connects to the shoulders
- **H** area between the ribs and the pelvis

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **small / rib cage**

A The doctor placed his hand on the _____ of the patient's back.

B The bones that protect the heart and lungs make up the _____.

2 **neck / back**

A If you cannot see Andy's chest, you are looking at his _____.

B The _____ attaches the head and torso.

5 Listen and read the patient chart again. What parts of the torso are on the front of the body?

Listening

6 Listen to a conversation between a patient and a doctor. Mark the following statements as true (T) or false (F).

1 __ The woman's abdomen is sore.

2 __ The woman feels pain in her neck.

3 __ The man will examine the patient.

7 Listen again and complete the conversation.

Doctor: Hi, Jessica. What **1** _____ _____ _____ today?

Patient: My **2** _____ hurts.

Doctor: All right. **3** _____ _____ _____ _____ exactly?

Patient: It's just the **4** _____ of my back.

Doctor: Any pain near the **5** _____ _____ or neck?

Patient: No, that part doesn't hurt.

Doctor: I see. Does it only hurt when you **6** _____ _____?

Patient: No, it hurts when I wake up in the morning too.

Doctor: Okay, I'll take a look and see what I can find.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Where does it hurt?

Any pain near the ...

Does it hurt when ...

Student A: You are a doctor. Talk to Student A about:

- the reason for his or her visit
- where he or she feels pain
- when he or she feels pain

Student B: You are a patient. Talk to Student A about pain in your torso.

Writing

9 Use the conversation from Task 8 to fill out the doctor's notes.

notes

Dr. _____

Date: _____

Patient: _____

Reason for visit: _____

_____

_____

Areas patient feels pain: _____

_____

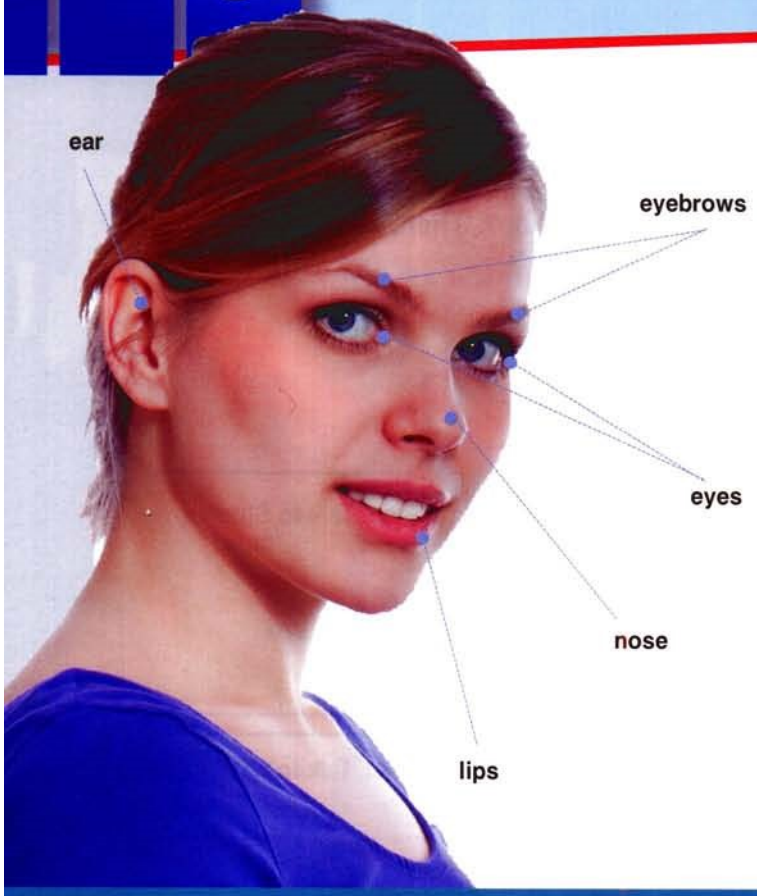
_____

When patient feels pain: _____

_____

_____

6 Parts of the body 3



Patient Assessment

Name: Molly Roberts

Sex: Female

Age: 14

Primary Physician: Dr. Joseph Nelson

Parent/Guardian Signature: Pamela Roberts

Home Phone: 555-8889

How did injuries occur? Bicycle accident

Describe injuries:

The patient has no severe **head** trauma. There are minor scrapes on the **face** and a small bruise on her **jaw**. The patient has one deep cut on the **forehead**. There are two minor cuts between the right **eye** and **eyebrow**. The **nose** appears bruised and the upper **lip** is bloody and swollen. There are scrapes on her left **cheek** near the left **ear**.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are the main parts of the face that sense things?

2 What parts of the face do not involve the senses?

Reading

2 Read the patient assessment. Then, choose the correct answers.

1 What is the purpose of the document?

A to list the patient's medical history

B to report where facial injuries are located

C to explain how to treat the patient's injuries

D to describe how the patient's injuries have healed

2 The patient has injuries in all of the following areas except

A her cheek. **C** her head.

B her jaw. **D** her lips.

3 Which body parts are bruised?

A eyebrow and jaw **C** cheek and nose

B nose and jaw **D** cheek and ear

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

1 __ lips 4 __ cheek 6 __ ears

2 __ face 5 __ head 7 __ eyes

3 __ forehead

A the organs that detect sound

B the part of the face above the eyebrows and below the hairline

C the body part that contains the brain and skull

D the sensitive organs surrounding the mouth

E the front part of the head that contains the sensory organs

F the fleshy part of the face on either side of the nose

G the organs that detect sight

4 Check (✓) the sentence that uses the underlined part correctly.

1 ___ **A** The <u>forehead</u> is the bone that holds the teeth.
___ **B** The man plugged his <u>nose</u> to avoid the bad smell.

2 ___ **A** The <u>eyebrows</u> keep water out of the eyes.
___ **B** Sarah could not hear well due to her <u>lip</u> injury.

3 ___ **A** The dentist opened Carl's <u>mouth</u> to look at his teeth.
___ **B** Mary opened her <u>cheeks</u> to see what was happening.

5 Listen and read the patient assessment form again. What parts of the patient's face are NOT injured?

Listening

6 Listen to a conversation between a nurse and doctor. Mark the following statements as true (T) or false (F).

1 ___ The patient has scrapes below the lips.
2 ___ The patient has no injuries on her forehead.
3 ___ The wound near the patient's ear may be a serious injury.

7 Listen again and complete the conversation.

Nurse: Hi, Dr. Stevens. I just saw the patient in room seven.
Doctor: Ah, yes. How is **1** _____ _____?
Nurse: She has several **2** _____ _____. Most are just scrapes.
Doctor: Okay. **3** _____ are the scrapes exactly?
Nurse: There are a few above the **4** _____ _____.
Doctor: **5** _____ _____ _____ the eyebrow?
Nurse: Above the eyebrow. On the **6** _____.
Doctor: I see. Is that all?
Nurse: No. There is a deep wound near her **7** _____ _____ that looks serious. She may need stitches.
Doctor: Thanks, Ben. I'll take a look.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:
How is she/he doing?
She/He has ... above his ...
Is that all?

Student A: You are a nurse. Talk to Student B about:
- a patient's injuries
- the location of the injuries
- the severity of the injuries

Student B: You are a doctor. Talk to Student A about an injured patient.

Writing

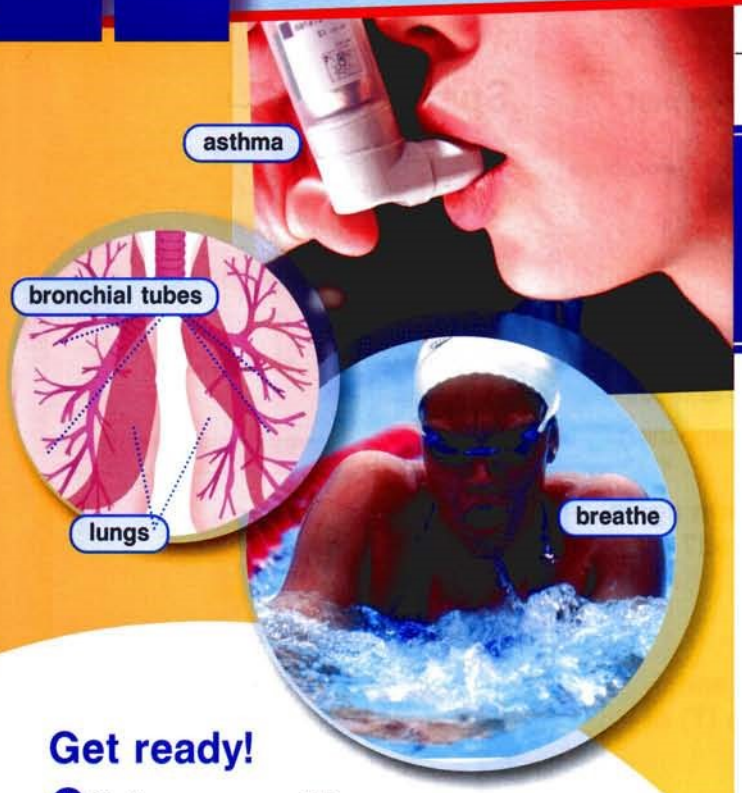
9 Use the conversation from Task 8 to fill out a medical form.

Patient
Medical Form

Describe injuries of the following parts:

Head: _____
Face: _____
Eyebrows: _____
Eyes: _____
Forehead: _____
Jaw: _____
Cheek: _____
Nose: _____
Ears: _____
Mouth: _____

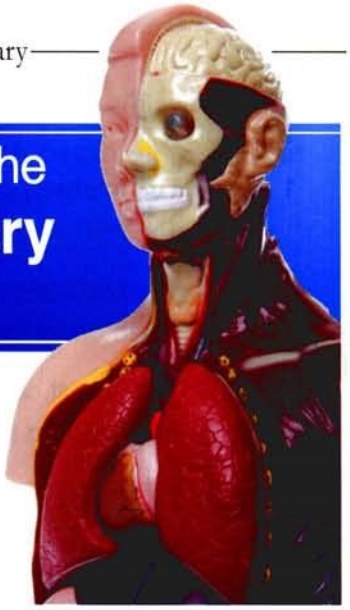
7 Respiratory system



Hyde's Medical Dictionary

Illnesses of the Respiratory System





Asthma - Asthma is a chronic disease of the **lungs**. It involves inflammation of the **bronchial tubes** and other airways. This causes wheezing, coughing, and difficulty **breathing**. One way to treat asthma is to **inhale** medicine using an inhaler.

Emphysema - Emphysema is a progressive respiratory disease. It is the result of bronchial tube damage. In emphysema, the **alveoli** lose their shape and functionality when the person **exhales**. As a result, less **oxygen** is allowed to enter the bloodstream. Smoking tobacco is one of the most common causes of emphysema.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some parts of the respiratory system?
2 What are some common ailments of the respiratory system?

Reading

2 Read the passage from a medical dictionary. Then, choose the correct answers.

1 What is the main topic of the passage?
- **A** comparing treatments of respiratory illnesses
- **B** defining two types of respiratory illnesses
- **C** categorizing parts of the respiratory system
- **D** explaining how oxygen enters the blood

2 Which of the following is NOT a symptom of asthma?
- **A** wheezing
- **B** coughing
- **C** inflamed bronchial tubes
- **D** excessive oxygen entering the blood

3 When do alveoli lose their shape in a person with emphysema?
- **A** when the person exhales
- **B** when the person inhales
- **C** when bronchial tubes become inflamed
- **D** when the person takes medicine

Vocabulary

3 Fill in the blanks with the correct words and phrases from the word bank.

word BANK

asthma lungs bronchial tubes exhale oxygen

1 Air passes into the lungs from the trachea through the _____.
2 Sam's _____ makes him cough and wheeze.
3 Emphysema makes it difficult to _____.
4 The _____ are the main organs of the respiratory system.
5 _____ is a naturally occurring gas essential to human survival.

4 Write a word that is similar in meaning to the underlined part.

1 To treat Jan's asthma, the doctor gave her medicine to <u>breathe in</u>. _ n _ _ l e
2 People with respiratory illness often find it difficult to <u>inhale and exhale</u>. _ r _ _ t _ e
3 <u>Small air sacs</u> in the lungs are the endpoints of the respiratory airway. _ l _ e _ l i
4 The patient suffers from <u>damaged and misshapen alveoli</u>. _ _ p _ y _ _ m _
5 The <u>network of organs and airways responsible for gas exchange</u> can be adversely affected by smoking. _ e _ _ i _ _ t _ r _ _ y _ _ e _

5 Listen and read the passage from a medical dictionary again. What happens to the alveoli in people with emphysema?

Listening

6 Listen to a conversation between a doctor and a patient. Mark the following statements as true (T) or false (F).

1 _ The woman has had asthma for years.
2 _ The woman's new illness is curable.
3 _ The man writes the woman a prescription.

7 Listen again and complete the conversation.

Doctor: Good morning, Mrs. Simmons. I've taken a look at your chest x-rays.
Patient: Yes. And **1** _____ _____ _____ _____?
Doctor: I'm **2** _____ _____ _____, it appears to be emphysema.
Patient: Oh really? I thought it was just my **3** _____.
Doctor: Well, you've had asthma for years. But this is an entirely new **4** _____.
Patient: Can it be cured?
Doctor: Unfortunately, emphysema is incurable. But there are **5** _____ that can slow its progression.
Patient: I hope they work. I just want to be able to **6** _____ well.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I've taken a look at ...
It appears to be ...
Can it be ...

Student A: You are a doctor. Talk to Student B about:

- a respiratory illness
- whether it can be cured
- treatment options

Student B: You are a patient. Talk to Student A about treating your respiratory illness.

Writing

9 Use the conversation from Task 8 to fill out the doctor's prescription note.

Doctor: _____

Prescription Note

Patient Name: _____
Date: _____

Diagnosis: _____
_____
_____

Prescription: _____
_____
_____

8 Circulatory system



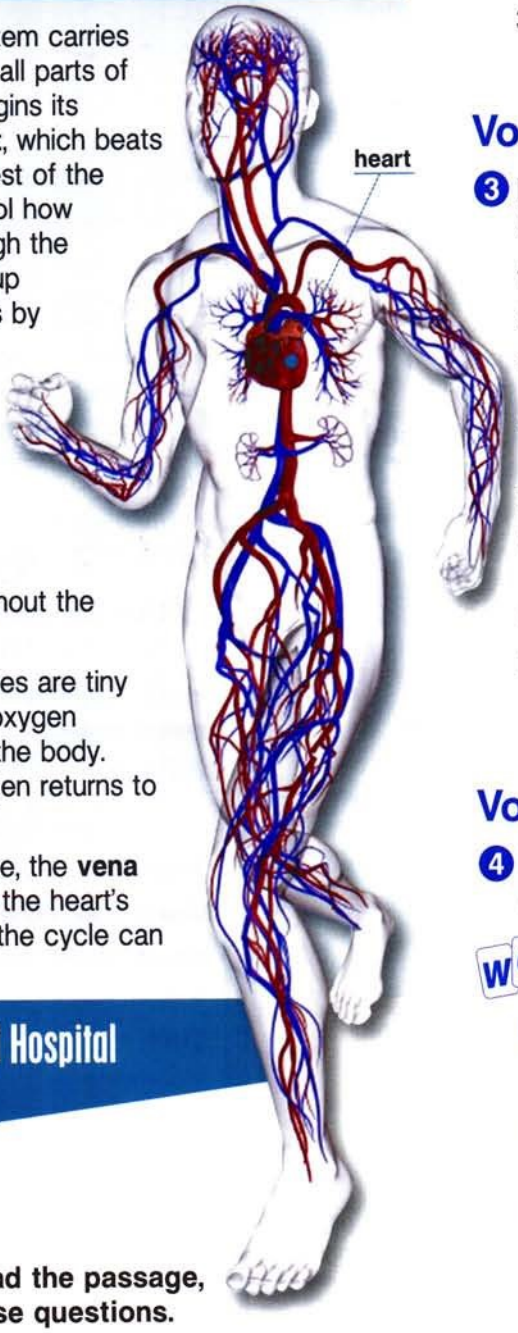
How the Circulatory System works

The circulatory system carries oxygen in blood to all parts of the body. Blood begins its journey in the **heart**, which beats to pump it to the rest of the body. **Valves** control how blood moves through the heart. Blood picks up oxygen in the lungs by traveling through the **pulmonary artery**. It then leaves the heart through the **aorta**, the body's largest **artery**.

Blood flows throughout the body in arteries.

At the end of arteries are tiny **capillaries**. Here, oxygen moves to parts of the body. Blood without oxygen returns to the heart in **veins**.

The largest of these, the **vena cava**, empties into the heart's right **atrium**. Then the cycle can begin again.



Heartland Hospital

Get ready!

1 Before you read the passage, talk about these questions.

1 What is the main part of the circulatory system?

2 How does blood move through the circulatory system?

Reading

2 Read the poster on the circulatory system. Then, mark the following statements as true (T) or false (F).

1 __ Blood travels through the aorta to the lungs.

2 __ Oxygen leaves blood through capillaries.

3 __ The vena cava is the largest artery in the body.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

1 __ pulmonary
2 __ valve
3 __ vein
4 __ capillary
5 __ artery

A a blood vessel that carries blood away from the heart

B the smallest kind of blood vessel in the body

C a blood vessel that carries blood towards the heart

D having to do with the lungs

E a flap in a bodily system that allows passage of material in one direction but prevents passage in the other direction

Vocabulary

4 Fill in the blanks with the correct words and phrases from the word bank.

WORD BANK

heart aorta circulatory system
vena cava atrium

1 Can you tell me what organs make up the _____?

2 The _____ branches into two smaller arteries in the lower body.

3 Does blood without oxygen return to the left or right _____?

4 The superior _____ returns blood without oxygen from the head and arms.

5 If you live 66 years, your _____ will beat 2.5 billion times.

5 🎧 **Listen and read the poster on the circulatory system again. How does blood pick up oxygen?**

Listening

6 🎧 **Listen to a conversation between a doctor and a patient. Choose the correct answers.**

1 What are the speakers mainly talking about?

A the dangers of high blood pressure
B what takes place during a heart attack
C what causes chest pains
D how to prevent a heart attack

2 What should the man do if he has trouble breathing?

A make an appointment
B drive to the hospital
C call the hospital
D check his blood pressure

7 🎧 **Listen again and complete the conversation.**

Doctor: Mr. Robinson, your blood pressure is really high. You're at increased risk for a heart attack.

Patient: Could you explain exactly what happens during a **1** _____ _____?

Doctor: Certainly. Usually, an artery inside the heart **2** _____ _____ by fatty acids.

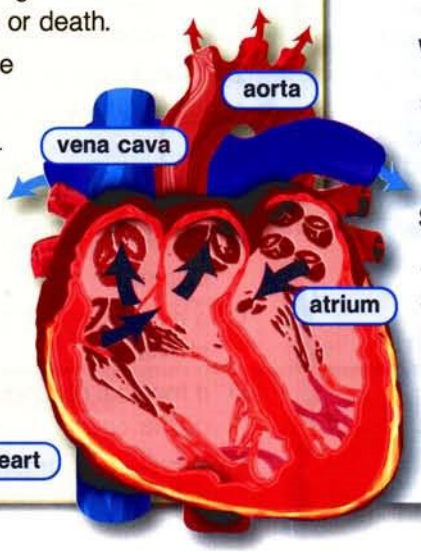
Patient: That **3** _____ _____ _____.

Doctor: No, it's not. **4** _____ _____ _____, blood can't get through. That can lead to permanent damage or death.

Patient: Oh my. What are the **5** _____?

Doctor: **6** _____ _____ _____ or difficulty breathing. Call the hospital immediately if you have them.

Patient: I will. Thank you, Doctor.



Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

Could you explain ...
When that happens ...
Call the hospital if ...

Student A: You are a doctor. Talk to Student B about:

- a heart condition or problem
- what happens during the problem
- the problem's symptoms

Student B: You are a patient. Talk to Student A about a heart condition or problem.

Writing

9 **Use the conversation from Task 8 to fill out the heart attack information pamphlet.**

Heartland Hospital
HEART ATTACK INFORMATION

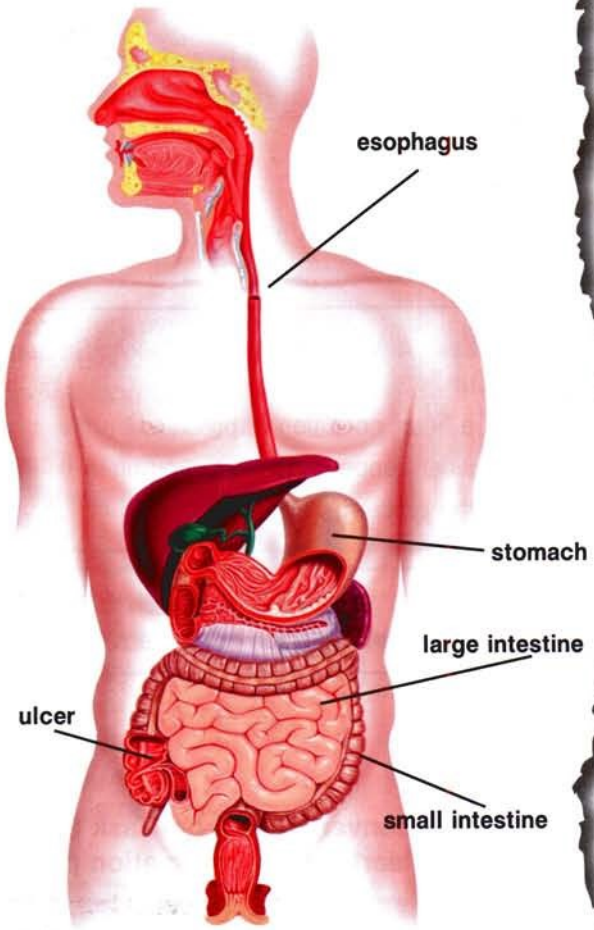
Risk factor: _____
_____
_____

What happens: _____
_____
_____

Symptoms: _____
_____
_____

9 Digestive system

ABDOMINAL PAINS



Dear Dr. Diane:

I've had persistent pains for two days. At first there was a dull stomach pain. Lately the pain has become sharper. I'm a little stressed out because of family and work. Friends say it might be an **ulcer**. Is it that serious?

- Painful in PA

Dear Painful in PA:

Always take persistent pains seriously. Persistent pain could mean an ulcer. Pain between the heart and **stomach** might mean an **esophagus** problem. Pain lower in the abdomen could mean **appendicitis**. The appendix is between the **small intestine** and **large intestine**. It sometimes becomes inflamed, and causes real problems. It's part of the **digestive system**. But it's function is unknown and it can be removed without any consequences.

Your doctor may want to perform a **colonoscopy**. That will check your **colon** and intestines for any serious problems.

- Dr. Diane

Get ready!

1 Before you read the passage, talk about these questions.

1 What are the main parts of the digestive system?

2 What are possible problems that can occur in the digestive system?

Reading

2 Read the advice column on abdominal pains. Then, choose the correct answers.

1 What does the man write to the doctor about?

A His ulcer will not heal.

B His esophagus is burning.

C He has increasing stomach pain.

D He is concerned about a colonoscopy.

2 Which of the following is NOT a possible cause of the problem?

A an ulcer

B appendicitis

C an irritated colon

D an inflamed small intestine

3 Why does the doctor say pain in the stomach should be taken seriously?

A The problem could spread.

B The pain could have several causes.

C The man could die from the condition.

D The treatment could take weeks to work.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

1 __ appendicitis
2 __ colonoscopy
3 __ esophagus
4 __ stomach
5 __ digestive system

A a pouch-like organ between the esophagus and small intestine.

B a condition where the appendix becomes inflamed

C a muscular tube connecting the mouth to the stomach

D a medical procedure which examines the inside of the colon

E a system of organs which processes food, nutrients, and waste

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **small intestine / large intestine**

A The _____ removes excess water from food as it is turned into waste.

B Nutrients are absorbed from food as it passes through the _____.

2 **ulcer / colon**

A Jane was worried that her illness had left her stomach susceptible to a(n) _____.

B Much of the bacteria found in the _____ exists harmlessly in the body.

5 Listen and read the advice column on abdominal pain again. Where can problems in the digestive system appear?

Listening

6 Listen to a conversation between a doctor and patient. Mark the following statements as true (T) or false (F).

1 __ The man is experiencing a new pain.

2 __ The woman suggests that the man get a colonoscopy.

3 __ The man asks to delay the next procedure.

7 Listen again and complete the conversation.

Doctor: Hi Mr. Harvey. You're here because of the stomach pain. Is that right?

Patient: Yeah. It's the **1** _____ _____ as a week ago.

Doctor: All right. You know, we're probably going to **2** _____ _____ _____ a colonoscopy.

Patient: Really? Do you think **3** _____ _____?

Doctor: It's a **4** _____ _____ if you're having persistent lower abdominal pains. We should check for any problems.

Patient: Okay. You have me convinced. What **5** _____ _____ _____ _____?

Doctor: Briefly, we'll insert a fiber-optic camera into the rectum. While the camera is being withdrawn, we'll find the problem.

Patient: All right. **6** _____ _____ than sorry.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

You're here because of the ...

We're probably going to ...

What needs to be done?

Student A: You are a doctor. Talk to Student B about:

- the type of pain
- a recommended procedure
- what the procedure does

Student B: You are a patient. Talk to Student A about your stomach pain.

Writing

9 Use the conversation from Task 8 to write a doctor's memo describing the patient's problem.

Doctor's memo

Date: _____

Patient Name: _____

Description of problem: _____

_____

_____

Suggestions: _____

_____

_____

10 First aid





Basic FIRST AID Techniques

In a medical emergency, always call for assistance first. The following are basic steps to take to help an injury victim before medical help arrives.

Assess the victim's condition. Give him or her plenty of space. Prevent **shock** by elevating the legs and covering the victim.

Apply **pressure** to **lacerations** or other open **wounds** to stop bleeding. If bleeding has stopped, wounds should be cleaned and wrapped in a **bandage**. Cool minor **burns** with running water.

If the victim's **pulse** or breathing has stopped, **CPR** or **rescue breathing** can be performed. Be sure to clear the victim's airway before rescue breathing is carried out.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some injuries that first aid can help?
2 What are some common first aid techniques?

Reading

2 Read the first aid guide. Then, mark the following statements as true (T) or false (F).

1 __ Bleeding wounds should be wrapped with a bandage.
2 __ Use running water to cool burns.
3 __ Rescue breathing can clear a victim's airway.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ shock
2 __ burn
3 __ pulse
4 __ rescue breathing
5 __ laceration
6 __ CPR

A a normal, regular heartbeat that can be felt when an artery is pressed
B a first aid procedure involving chest compression and artificial breathing
C an open injury caused by a hard impact to soft body tissue
D a medical emergency in which the circulatory system cannot provide oxygen to the body
E a first aid procedure involving providing air for someone who has stopped breathing, but still has a heartbeat
F a physical injury that can be caused by heat

Vocabulary

4 Fill in the blanks with the correct words and phrases from the word bank.

WORD BANK

wound first aid bandage pressure assess

1 The doctor will need to _____ the victim's condition.
2 I am trained in basic _____ techniques.
3 Apply _____ to the injury to stop the bleeding.
4 Wash the injury and wrap a(n) _____ around it.
5 The nurse used stitches to close the _____.

5 🎧 **Listen and read the first aid guide again. What are some basic steps in providing first aid?**

Listening

6 🎧 **Listen to a conversation between a doctor and a patient. Choose the correct answers.**

1 What is the conversation mainly about?

- **A** treating a burn
- **B** teaching first aid
- **C** healing a cut finger
- **D** removing a bandage

2 What will the woman likely do next?

- **A** cover the injury
- **B** clean the laceration
- **C** remove the bandage
- **D** apply pressure to the cut

7 🎧 **Listen again and complete the conversation.**

Doctor: Hello, Bill. **1** _____ _____ _____ today?

Patient: My finger **2** _____ _____.

Doctor: Let me **3** _____ _____ _____ at it. Yes, it's all red with a blister. What happened?

Patient: I touched a hot stove.

Doctor: I see. Did anyone provide **4** _____ _____?

Patient: Yeah, I **5** _____ _____ cold water over it.

Doctor: Well, it probably helped. It **6** _____ _____ _____ in a few days. Just put aloe vera on it.

Patient: Thank you, Doctor. I'll try to be more careful.



Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

What happened ...
Let me take a look ...
You'll be fine.

Student A: You are a doctor. Talk to Student B about:

- a minor injury
- first aid provided
- how you will treat it

Student B: You are a patient. Talk to Student A about a minor injury.

Writing

9 **Use the conversation from Task 8 to fill out the patient chart.**

Family Clinic

Patient CHART

Patient: _____

Symptoms: _____

_____

_____

_____

Cause: _____

_____

_____

_____

Treatment: _____

_____

_____

_____

11 Common abbreviations

Scottsville GENERAL HOSPITAL



PATIENT EVALUATION

Date: April 12

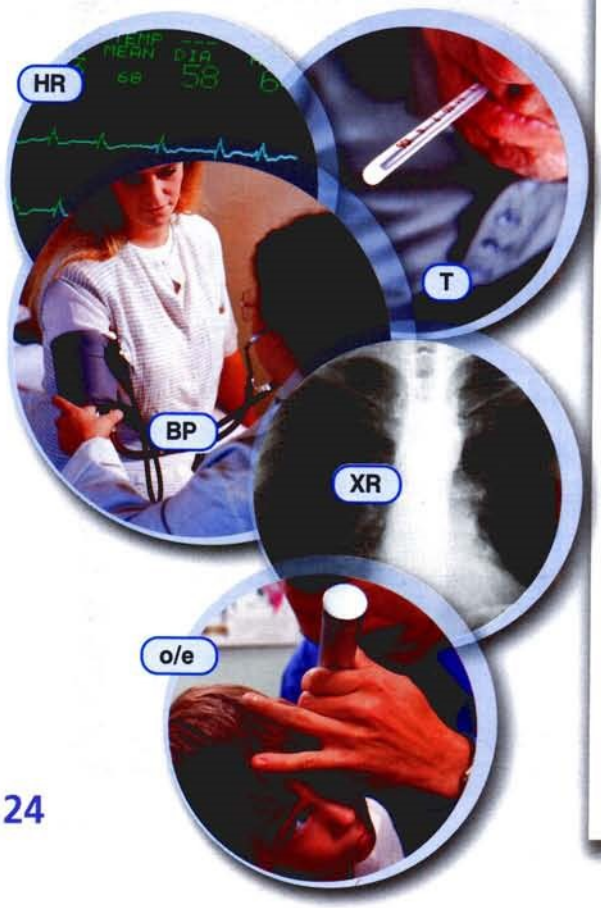
Patient Name: Christine Gordon
ID Number: 6612431
Sex: Female
Physician: Harold Downs MD
Attending Nurse: Susan Smith, RN
Time: 23:15

Patient Condition: Stable

Patient Vital Signs:
T: 100.6 degrees Fahrenheit, as taken by oral thermometer
HR: 81 beats per minute
BP: 140/90
Respiration: Patient **c/o SOB**.

Notes: **XR** shows no acute lung disease. Blood sugar levels are **WNL**. **O/e** patient appears to have high levels of anxiety. The patient is a smoker and has a high stress profession/lifestyle.

Dx: The patient likely has **HTN**. But further testing and lifestyle analysis will be required. **Rx** options will include diet/lifestyle adjustment and medicine.



Get ready!

1 Before you read the passage, talk about these questions.

1 What are some common abbreviations that medical professionals use?
2 Why do medical professionals use abbreviations?

Reading

2 Read the patient evaluation. Then, mark the following statements as true (T) or false (F).

1 __ The patient shows signs of acute lung disease.
2 __ The doctor doubts that the patient has HTN.
3 __ The patient complains of high anxiety.

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

1 __ HR 2 __ BP 3 __ Dx 4 __ T 5 __ c/o 6 __ WNL 7 __ o/e

A to describe uncomfortable symptoms
B the amount of internal body heat measured
C the identification of an illness or disease
D the amount of force applied on blood vessel walls by circulating blood
E the number of heartbeats in a given amount of time
F to be at an average level
G discovered while investigating a patient's health

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **SOB / XR**

A The _____ clearly showed that bone was broken.
B The asthmatic patient complained of _____.

2 **Rx / HTN**

A _____ for the infection included antibiotics.
B The patient with high blood pressure was diagnosed with _____.

5 🎧 **Listen and read the patient evaluation sheet again. What does the patient complain of?**

Listening

6 🎧 **Listen to a conversation between two nurses discussing a doctor's notes. Choose the correct answers.**

1 Why does the man ask the woman for help?

- **A** He cannot read the doctor's writing.
- **B** He does not know the patient's condition.
- **C** He needs her authorization for a prescription.
- **D** He had not seen one of the abbreviations before.

2 What does the note say?

- **A** the patient's hypertension has gone away
- **B** the patient complains of muscle pain
- **C** the patient complains of shortness of breath
- **D** the patient is diagnosed with asthma

7 🎧 **Listen again and complete the conversation.**

Nurse 1: Hey, Susan. Can you take a look at these notes from Dr. Downing? I just can't **1** _____ _____ _____.

Nurse 2: It is pretty messy sometimes. **2** _____ _____.

Nurse 1: Look. Is this **3** _____ or o/e?

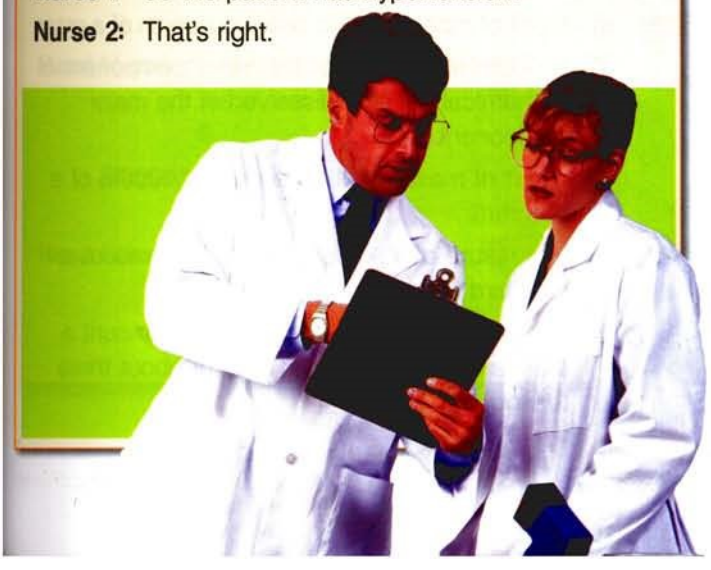
Nurse 2: It's hard to tell. But I think it says, "patient c/o **4** _____."

Nurse 1: Ah. That makes sense. I can see it now. And this is the **5** _____ here?

Nurse 2: Yes. It says, Dx **6** _____.

Nurse 1: So the patient has hypertension?

Nurse 2: That's right.



Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

Can you take a look at ...
I think it says ...
That makes sense ...

Student A: You are a nurse. Talk to Student B about:

- a doctor's note
- abbreviations
- a diagnosis

Student B: You are a nurse. Talk to Student A about what a doctor's note says.

Writing

9 **Use the conversation from Task 8 to fill out the patient evaluation form.**

PATIENT EVALUATION FORM

Scottsville
GENERAL HOSPITAL

Dr. _____

Patient Name: _____

Date: _____

T: _____

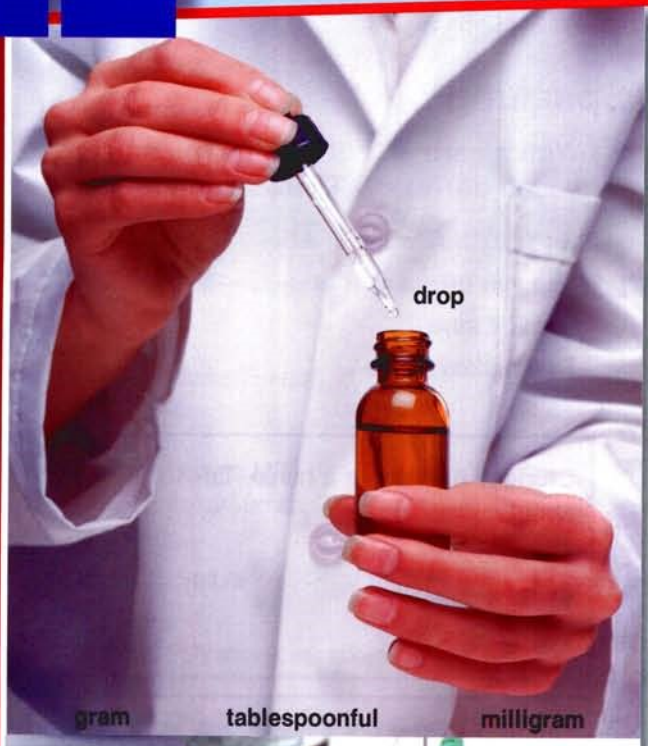
HR: _____

BP: _____

Respiration: _____

Dx: _____

12 Measurements





Patient medication chart

MEDICATION LIST/PROCEDURES FOR KARLTON AVE. HOUSE

Pascale, D. - 40 **mEq** KCl by mouth twice a day. 1 **mL** (1 cc) Insulin injection, via abdomen, after dinner.

Holmes, F. - 2 **gtt** saline solution in each eye, every morning.

Paulson, G. - 2 **tsp** of fish oil by mouth every afternoon.

Roberts, R. - 1 **Tbsp** of Dextromethorphan (DM) by mouth twice a day. Take for 5 days or until cold subsides. 2 **g** Omega-3 by mouth every morning.

Francis, H. - 20 **mg** fluoxetine HCl by mouth at breakfast.

Harrison, K. - 500 **mcg** Cabergoline by mouth every night before bed. 1 Tbsp of fish oil by mouth every afternoon.

Tracy, A. - 2.5 **oz** medicinal toothpaste every morning and night.



Get ready!

1 Before you read the passage, talk about these questions.

1 What are some metric units used to measure out medicine?

2 Why is familiarity with medicinal measurements important?

Reading

2 Read the medications list for patients. Then, choose the correct answers.

1 What is the purpose of the medication list?

- **A** to describe different medications and their effects
- **B** to show safe dosages of different medications
- **C** to list patients' medications and doses
- **D** to explain what medications treat different illnesses

2 Which of the following patients does NOT get multiple medications?

- **A** R. Roberts
- **B** K. Harrison
- **C** D. Pascale
- **D** F. Holmes

3 Which of the following is equal to one ml?

- **A** 1 teaspoon
- **B** 1 milligram
- **C** 1 drop
- **D** 1 cubic centimeter

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ mg
2 __ mEq
3 __ mcg
4 __ Tbsp
5 __ tsp
6 __ g

- **A** a unit of mass equal to one millionth of a gram
- **B** a unit of mass equal to one thousandth of a gram
- **C** 1/1000th the weight of the minor component of a chemical solution dissolved in the major component
- **D** a unit of mass which is equal to 1/1000th of a kilogram
- **E** a measure of volume equal to the amount a standard teaspoon can hold
- **F** a measure of volume equal to the amount a standard tablespoon can hold or about three teaspoons

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **milliliters / drops**

A Please put 2 _____ of cleaning solution in each ear. Use a dropper.

B Half a liter is equal to 500 _____.

2 **grams / ounces**

A There are sixteen _____ in a pound.

B One thousand _____ make up one kilogram.

5 Listen and read the medication list for patients again. How are different dosages measured out?

Listening

6 Listen to a conversation between a nurse and a head nurse. Mark the following statements as true (T) or false (F).

1 __ The woman thinks a patient's dose is too high.

2 __ The patient must now take antibiotics.

3 __ The man thanks the woman for catching an incorrect measurement.

7 Listen again and complete the conversation.

Nurse: Hey, Mark. I **1** _____ about Mr. Paul's medication.

Head Nurse: Yes, Nancy? **2** _____?

Nurse: This note calls for three drops in each eye twice a day. That seems **3** _____.

Head Nurse: That's right. They're a little higher than usual. Mr. Paul has a **4** _____.

Nurse: Oh. So that's why there's this new antibiotic here. He'll take fifty **5** _____ once a day by mouth?

Head Nurse: Right. He'll take it until the eye infection **6** _____.

Nurse: All right. That's all I wanted to know.

Head Nurse: Okay. Thanks for checking with me.



Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

This note calls for ...

They're a little higher ...

That's why there's ...

Student A: You are a nurse. Ask Student B about:

- a patient's medication
- why a dose has changed
- new medications

Student B: You are a head nurse. Talk to Student A about a patient's medication.

Writing

9 Use the conversation from Task 8 to fill out a patient medication chart.

Patient medication chart

Name: _____

Medication 1: _____

Dose: _____

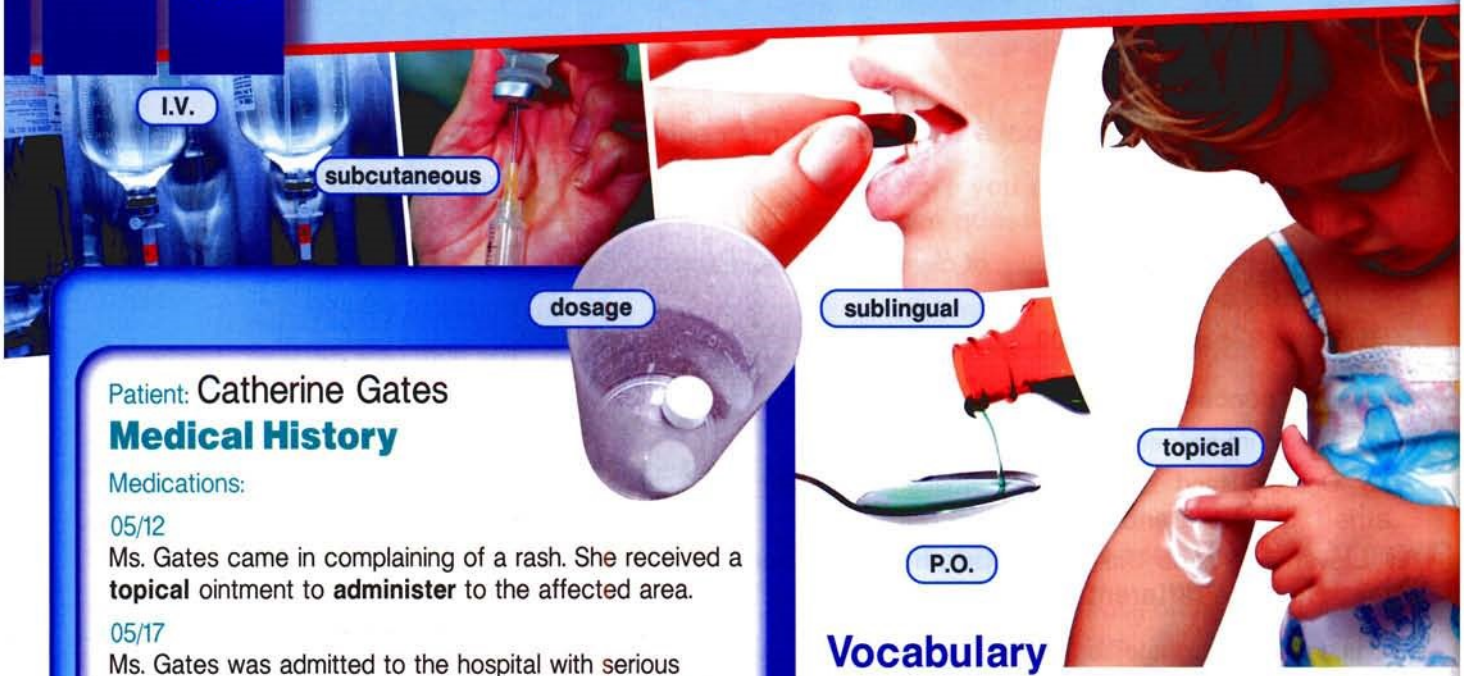
Number of Doses per day: _____

Medication 2: _____

Dose: _____

Number of Doses per day: _____

13 Administering medication



Patient: Catherine Gates

Medical History

Medications:

05/12
Ms. Gates came in complaining of a rash. She received a **topical** ointment to **administer** to the affected area.

05/17
Ms. Gates was admitted to the hospital with serious dehydration and breathing trouble. She was given fluids through an **I.V.** She was also given a 200 mg **dosage** of steroids. The **route of administration** was an **intramuscular injection (IM)**.

05/19
Ms. Gate's persistent illness has been caused by an infection. Serious complications have arisen. Antibiotics are being given through **subcutaneous** injections and **P.R.**

05/26
Ms. Gates was discharged today. Her physician prescribed antibiotic pills to be taken for two weeks. These should be taken **P.O.** and can be swallowed or absorbed **sublingually**.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some ways to administer medicine?
2 Why must medical professionals know different ways of administering medicine?

Reading

2 Read the patient chart. Then, mark the following statements as true (T) or false (F).

1 __ Ms. Gates was given fluids through an intramuscular injection.
2 __ Ms. Gates received antibiotics P.O. while in the hospital.
3 __ Ms. Gates' antibiotic pills can be taken sublingually.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ topical
2 __ sublingual
3 __ subcutaneous
4 __ P.R.
5 __ I.V.
6 __ P.O.

A injected into the fatty layer under the skin with a syringe
B taken orally, or through the mouth
C given beneath the tongue
D taken through the rectum
E injection into a vein using a syringe, often over a long period of time
F applied to a certain part of the surface of the body

Vocabulary

4 Fill in the blanks with the correct words and phrases from the word bank.

WORD BANK

dosage intramuscular injection
route of administration administer

1 Is the _____ for this medicine sublingual or P.O.?
2 Please get me a syringe so I can give this _____.
3 How should we _____ Mr. Smith's medicine?
4 For this patient, the correct _____ is 200 milligrams per day.

5 🎧 **Listen and read the patient chart again. How did Ms. Gates receive medicine?**

Listening

6 🎧 **Listen to a conversation between a doctor and nurse. Choose the correct answers.**

1 What are the speakers mainly talking about?

- **A** differences between antibiotics and aspirin
- **B** how to perform an intramuscular injection
- **C** a mistake involving routes of administration
- **D** what medications to give to two patients

2 Why should Mr. Brown be given aspirin sublingually?

- **A** He can only have 600 mg per day.
- **B** He does not like to swallow pills.
- **C** He is afraid of getting injections.
- **D** He is unable to chew tablets.

7 🎧 **Listen again and complete the conversation.**

Doctor: Cindy, let's review these patients' meds **1** _____ _____ _____ _____.

Nurse: Sure thing, Doctor.

Doctor: Ms. Fulton should receive 150 mg of antibiotics **2** _____ _____.

Nurse: **3** _____ _____ _____ administered P.O. or through an injection?

Doctor: An IM **4** _____ _____ _____. Second, Mr. Brown can have aspirin if he asks for it, but not more than 600 mg per day.

Nurse: Okay. **5** _____ _____ _____ take that sublingually, right?

Doctor: Yes, he can't **6** _____ _____.

Nurse: Got it. Thanks, Doctor. Have a good night.



Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

Let's review ...
Should that be ...
He'll want to ...

Student A: You are a doctor. Talk to Student B about:

- what medications to give to two patients
- how they should be administered
- why one route is better than another

Student B: You are a nurse. Talk to Student A about what medications to give to two patients.

Writing

9 **Use the conversation from Task 8 to fill out the patient charts.**

Heartland Hospital

Patient Charts

Patient: _____

Medication: _____

Route of administration: _____

Patient: _____

Medication: _____

Route of administration: _____

14 Describing frequency

qhs take at bedtime

ac take before meals

pc take after meals

QOD take every other day

TID take three times per day

BID take twice per day

Heartland Hospital

Ward 4F Patient Medications

BILL FOSTER: Give Mr. Foster 200 mg of heart disease pills **TID**. These should be taken **pc** with water.

JILL RICHARDS: Mrs. Richards can have ibuprofen **PRN**. It should be taken **ac** though, so give her a snack with it. At night, she should also take her antibiotic pill **qhs**.

CARRIE EDMONDS: Ms. Edmonds needs steroid injections **BID**, in the morning and night. Her I.V. drip should be exchanged **qh**.

ALEX DAVIES: Mr. Davies must have his injections frequently - **QID**. If his heartbeat is irregular, give him a 25 cc injection of lidocaine **stat** and notify the physician on call right away.

LUCAS SIMPSON: Mr. Simpson requires hydrocortisone **QOD**.



Get ready!

1 Before you read the passage, talk about these questions.

1 What are some different ways of dosing for administering medicine?

2 Why should medical professionals know all the abbreviations for dosing frequencies?

Reading

2 Read the medication list for patients. Then, mark the following statements as true (T) or false (F).

1 ___ Mr. Foster should take his heart disease pills after eating.

2 ___ Ms. Edmonds needs steroid injections three times per day.

3 ___ Mr. Davies has a condition that could require immediate attention.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 ___ QID
2 ___ QOD
3 ___ PRN
4 ___ BID
5 ___ TID
6 ___ QH

A given three times per day
B given every other day
C given twice per day
D given as needed
E given four times per day
F given every hour

4 Write a word that is similar in meaning to the underlined part.

1 I need 50 cc's of lidocaine <u>immediately</u>!
_ t _ _
2 You should take this antibiotic <u>when you go to bed</u>. _ _ s
3 The patient should take this medication <u>before he eats</u>. _ _
4 You will need to take a pill <u>once every hour</u> until you start to feel better. _ _
5 Take two of these <u>after you eat</u>. _ _

5 Listen and read the medication list for patients again. How often do the patients need their medications?

Listening

6 Listen to a conversation between a doctor and a nurse. Choose the correct answers.

1 When should the patient have his antiviral pills?
A before meals C at bedtime
B after meals D in the morning

2 How often can the patient take ibuprofen?
A twice per day C before any meal
B three times per day D as often as needed

7 Listen again and complete the conversation.

Doctor: Sharon, Mr. Walker is a new patient. Let's review his meds.
Nurse: Okay, Doctor. **1** _____ _____ _____ _____?
Doctor: He needs a 150 mg dosage of these **2** _____ _____.
Nurse: Sure. And **3** _____ _____ should he get those?
Doctor: They **4** _____ _____ _____ TID. Preferably pc, before they bring his food.
Nurse: I understand. **5** _____ _____?
Doctor: He can also have two tablets of ibuprofen PRN for his pain, but **6** _____ _____ _____ 800 mg per day.
Nurse: Got it. I'll add it to his chart.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

He needs a ...
How often ...
These should be taken ...

Student A: You are a doctor. Talk to Student B about:
- what medications a patient should take
- how often to take the medication
- what time of day to take the medication

Student B: You are a nurse. Talk to Student A about what medications a patient should take.

Writing

9 Use the conversation from Task 8 to fill out the patient medication chart.

Heartland Hospital

Patient
Medication Chart

Patient: Ed Walker

Medication 1: _____
Frequency: _____

Medication 2: _____
Frequency: _____



15 Maintaining hygiene



From: Bernard Tobin - Hospital Director
To: All Staff
Sent: Sat, Nov 15
Subject: Hygiene Standards

Attention hospital staff: The flu season is approaching. I want to remind everyone of the importance of maintaining strict hygiene standards. **Contagious** new **virus** strains and drug-resistant **bacteria** cause problems every year. I do not want that happening here.

Regular hand washing with **antimicrobial** soap is imperative. All surfaces must be cleaned with **disinfectant** according to the maintenance schedule. We must always store **antibiotic** drugs in the proper cabinets. **Biohazards** should be mindfully disposed of.

Should drug resistant flu strains appear, we must **quarantine** all infected persons. To avoid **transmitting** further **infections**, no one will be allowed in quarantine areas without a **facemask**.

Thank you for your help,
Bernard Tobin MD
Hospital Director

Get ready!

1 Before you read the passage, talk about these questions.

1 Why is cleanliness important in a hospital?
2 What are some ways to prevent infections?



biohazard


virus

Reading

2 Read the email on hygiene standards. Then, choose the correct answers.

1 What is the purpose of the email?
- A to promote the use of antibiotic drugs
- B to limit the use of antimicrobial soap
- C to remind the staff about hygiene standards
- D to announce a new maintenance schedule

2 Which of the following is NOT recommended by the director?
- A hand washing with antimicrobial soap
- B quarantining infected individuals
- C storing biohazards in proper cabinets
- D cleaning surfaces with disinfectant

3 What is required to enter quarantine areas?
- A a facemask
- B antimicrobial soap
- C disinfectant
- D antibiotic drugs

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

1 __ infection
2 __ facemask
3 __ quarantine
4 __ bacteria
5 __ transmit
6 __ antibiotic
7 __ contagious

- A to relay an illness from one person to another
- B single celled organisms responsible for many human infections
- C a manifestation of parasitic micro-organisms in the body
- D a covering worn over the mouth and nose
- E to isolate an individual to prevent transmission of microbes
- F something that kills bacteria in the body
- G moving easily from one person to another

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **antimicrobial / biohazard**

A Dr. Wu washed his hands with a(n) _____ soap.

B The used syringes are a(n) _____.

2 **virus / disinfectant**

A Daniel cleaned the counters with _____.

B The quarantined man did not transmit the _____ to anyone.

5 Listen and read the email on hygiene standards again. What can be worn to prevent transmission of infectious microbes?

Listening

6 Listen to a conversation between a doctor and a patient. Mark the following statements as true (T) or false (F).

1 __ The man's illness is not contagious.

2 __ The man will recover in a few days.

3 __ The doctor will send the man home with antibacterial soap.

7 Listen again and complete the conversation.

Doctor: Well Mr. Larson, you have a cold. It's a fairly common strain. You should recover in **1** _____ _____ _____ _____.

Patient: Okay. I hope I don't **2** _____ _____ to my granddaughter.

Doctor: It is a **3** _____ _____ illness. Do you live in the same house?

Patient: Yes. She's visiting for the holidays.

Doctor: Well, make sure to wash your hands regularly. And use **4** _____ soap.

Patient: I will. Is there **5** _____ _____ I can do?

Doctor: You could wear a **6** _____ for a few days. I'll give you a few to take home.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

You should recover ...

Make sure to ...

Is there anything else ...

Student A: You are a doctor. Talk to Student B about:

- an illness or infection
- hand washing
- another way to prevent spreading the illness or infection

Student B: You are a patient. Talk to Student A about preventing the spread of an illness or infection.

Writing

9 Use the conversation from Task 8 to fill out the doctor's notes.

NOTES

Patient Name: _____

Diagnosis: _____

_____

Concerns: _____

_____

Treatment Suggestions: _____

_____

_____

Glossary

abdomen [N-COUNT-U5] The **abdomen** is the part of the body that contains the digestive organs and is between the groin and the waist.

ac [ADV-U14] If a medication is given **ac**, it is before after meals.

administer [V-T-U13] To **administer** medicine is to give it to a patient.

alveoli [N-COUNT-U7] **Alveoli** are small sacs in the lungs at the endpoints of the respiratory system where oxygen enters and carbon dioxide leaves the bloodstream.

anesthesiologist [N-COUNT-U2] An **anesthesiologist** is a doctor who ensures that patients are unconscious or do not feel pain during surgery.

ankle [N-COUNT-U4] An **ankle** is the joint between the foot and the lower leg.

antibiotic [ADJ-U15] If something is **antibiotic**, it is used to kill or slow the growth of bacterial micro-organisms in the body.

antimicrobial [ADJ-U15] If something is **antimicrobial**, it kills or prevents the growth of micro-organisms such as bacteria and fungus.

aorta [N-COUNT-U8] The **aorta** is the largest artery in the body. It connects directly to the heart.

appendicitis [N-UNCOUNT-U9] **Appendicitis** is a condition where the appendix, a small organ which is part of the digestive system, becomes irritated and inflamed.

arm [N-COUNT-U4] An **arm** is the long extension from the upper body between the shoulder and wrist.

artery [N-COUNT-U8] An **artery** is a blood vessel that carries blood away from the heart.

assess [V-T-U10] To **assess** something is to evaluate it or determine the value of it.

asthma [N-UNCOUNT-U7] **Asthma** is a chronic inflammatory lung disease that causes wheezing, coughing, and shortness of breath. Some symptoms of asthma can be treated by inhaling medicine.

atrium [N-COUNT-U8] An **atrium** is one of the two upper chambers of the heart, which receive blood from veins.

back [N-COUNT-U5] The **back** is the part of the human body on the other side of the body to the torso between the pelvis and the neck.

bacteria [N-UNCOUNT-U15] **Bacteria** is any of a great number of single-celled micro-organisms that inhabit all areas of the earth including human bodies. Many types of bacteria are responsible for human ailments and diseases.

bandage [N-COUNT-U10] A **bandage** is a strip of material used to protect an injury.

bedpan [N-COUNT-U3] A **bedpan** is a pot used for relieving oneself when a person is not able to go to a bathroom

BID [ADV-U14] If a medication is given **BID**, it is given twice per day.

biohazard [N-COUNT-U15] A **biohazard** is a biological substance that is potentially harmful to humans. Biohazards can include bacteria, viruses, and biologically derived toxins.

biohazard waste container [N-COUNT-U3] A **biohazard waste container** is a box for the storage and disposal of dangerous medical waste.

BP [N-UNCOUNT-U11] **BP (Blood Pressure)** is the force exerted by circulating blood on the walls of blood vessels. It is a vital sign that medical professionals use to determine whether body systems are operating as they should.

breathe [V-I-U7] To **breathe** is to pass air into and out of the lungs for the purpose of absorbing oxygen into the bloodstream.

bronchial tube [N-COUNT-U7] A **bronchial tube** is the main passage within the lung through which air passes from the trachea to the alveoli.

burn [N-COUNT-U10] A **burn** is a physical injury that can be caused by extreme heat, cold, electricity, or dangerous chemicals.

c/o [PHRASE-U11] If a patient **c/o (complains of)** something, he or she describes symptoms that are painful or uncomfortable.

capillary [N-COUNT-U8] A **capillary** is the smallest kind of blood vessel in the body, where the exchange of oxygen, water, and nutrients takes place.

cardiologist [N-COUNT-U2] A **cardiologist** is a doctor who takes care of patients with heart problems.

cardiology [N-UNCOUNT-U1] **Cardiology** is the hospital department that specializes in the treatment of the heart and heart diseases.

cheek [N-COUNT-U6] A **cheek** is the fleshy part of either side of the face below the eye.

chest [N-COUNT-U5] The **chest** is the part of the human body enclosed by the sternum and ribs that lies above the abdomen and below the neck.

circulatory system [N-COUNT-U8] The **circulatory system** is the system responsible for carrying blood and oxygen throughout the body.

colon [N-COUNT-U9] The **colon** is another name for the large intestine, but is also known as the part of the digestive system which compacts unused food into feces and stores it until it is ready to exit the body.

colonoscopy [N-COUNT-U9] A **colonoscopy** is a medical procedure which examines the inside of the colon.

contagious [ADJ-U15] If a disease is **contagious**, it can spread easily from one person to another.

CPR [N-UNCOUNT-U10] **CPR**, or cardiopulmonary resuscitation, is a first aid procedure involving chest compression and artificial breathing, used when the heart has stopped beating.

cubic centimeter (cc) [N-COUNT-U12] A **cubic centimeter (cc)** is a unit of volume equal to a cube whose sides are equal to one centimeter.

dermatology [N-UNCOUNT-U1] **Dermatology** is the hospital department that specializes in the treatment of the skin and skin diseases.

digestive system [N-COUNT-U9] The **digestive system** is a system of organs through which food passes, and which processes food, nutrients, and waste.

disinfectant [N-COUNT-U15] A **disinfectant** is something used to clean surfaces by killing bacteria and other microorganisms.

dosage [N-COUNT-U13] A **dosage** is the correct amount of medicine to give to a person at one time.

drop (gtt) [N-COUNT-U12] A **drop (gtt)** is a unit of liquid volume equal to the amount of liquid which comes from a dropper, or about 1/12th of a milliliter.

Dx [N-COUNT-U11] A **Dx (Diagnosis)** is the positive identification of a patient's disease or ailment.

ears [N-COUNT-U6] The **ears** are the organs on either side of the head that detect sound.

elbow [N-COUNT-U4] An **elbow** is the joint between the upper and lower arm.

emergency [N-COUNT-U1] The **emergency** department is the hospital department where people with very serious or life-threatening injuries are treated.

emphysema [N-UNCOUNT-U7] **Emphysema** is a progressive respiratory disease that causes shortness of breath and involves damage to lung tissues.

esophagus [N-COUNT-U9] The **esophagus** is a muscular tube connecting the mouth at the pharynx to the cardiac end of the stomach.

exhale [V-I-T-U7] To **exhale** is to breathe out or expel air from the lungs.

eyebrows [N-COUNT-U6] The **eyebrows** are strips of hair that grow above the eyes.

eyes [N-COUNT-U6] The **eyes** are the pair of spherical organs in the head that detect light and provide vision.

Glossary

face [N-COUNT-U6] The **face** is the front portion of the head from the chin to the forehead.

facemask [N-COUNT-U15] A **facemask** is a covering of cloth or other material over the face, worn to prevent the transmission of microorganisms by way of the nose and mouth.

finger [N-COUNT-U4] A **finger** is one of the extensions from the hand.

first aid [N-UNCOUNT-U10] **First aid** is basic medical care given to an injury victim when other help is not available or necessary.

foot [N-COUNT-U4] A **foot** is the perpendicular extension at the end of the leg.

forehead [N-COUNT-U6] The **forehead** is the portion of the face between the hairline and eyebrows.

gauze [N-UNCOUNT-U3] **Gauze** is a cotton fabric used to cover wounds or surgical incisions.

general practitioner [N-COUNT-U2] A **general practitioner** is a doctor who provides many kinds of care to adults and children.

gown [N-COUNT-U3] A **gown** is a long robe worn by a hospital patient.

gram (g) [N-COUNT-U12] A **gram (g)** is a unit of mass which is equal to one-thousandth of a kilogram.

gtt [N-COUNT-U12] **Gtts** are drops of liquid administered to the eye.

groin [N-COUNT-U5] The **groin** is the place in the human body where the inner thigh and the lower abdomen meet.

hand [N-COUNT-U4] A **hand** is the part of the arm below the wrist, to which fingers are attached.

head [N-COUNT-U6] The **head** is the upper part of the human body that contains the brain and the face.

heart [N-COUNT-U8] The **heart** is the organ which pumps blood throughout the body.

hip [N-COUNT-U4] A **hip** is the part of the upper leg that projects slightly outward.

HR [N-UNCOUNT-U11] **HR (Heart Rate)** is the frequency with which a person's heart beats in a given amount of time. It is usually expressed in beats per minute.

HTN [N-UNCOUNT-U11] **HTN (hypertension)** is having blood pressure that is higher than normal.

I.V. [N-COUNT-U13] An **I.V.**, or **intravenous** injection, is a method of administering medicine into a vein using a syringe, often over a long period of time.

infection [N-COUNT-U15] An **infection** is the abnormal manifestation of parasitic microorganisms within an area of the body.

inhale [V-T-U7] To **inhale** is to breathe in or take air into the lungs.

intramuscular injection (IM) [N-COUNT-U13] An **intramuscular injection** is a medicine that is injected into a muscle with a syringe.

jaw [N-COUNT-U6] The **jaw** is either the upper or lower bony structure that holds the teeth and forms the framework of the mouth.

knee [N-COUNT-U4] A **knee** is the joint between the upper and lower leg.

lab technician [N-COUNT-U2] A **lab technician** is a medical professional who works with samples in a laboratory.

laceration [N-COUNT-U10] A **laceration** is an open injury caused by a hard impact to soft body tissue.

large intestine [N-COUNT-U9] The **large intestine** is the organ connected at the end of the small intestine and anus. The large intestine absorbs nutrients and vitamins not absorbed by the small intestine. It then compacts unused food into waste, or faeces.

latex gloves [N-COUNT-U3] **Latex gloves** are disposable gloves used during a medical exam or procedure.

leg [N-COUNT-U4] A **leg** is the long extension from the lower body between the hip and foot.

lips [N-COUNT-U6] The **lips** are the two muscular folds that surround the mouth.

lung [N-COUNT-U7] A **lung** is an organ located in the chest of the human body that introduces oxygen to the bloodstream.

microgram (mcg) [N-COUNT-U12] A **microgram (mcg)** is a unit of mass equal to one millionth of a gram.

milliequivalent (mEq) [N-COUNT-U12] A **milliequivalent (mEq)** is 1/1000th the weight of the minor component of a chemical solution dissolved in the major component.

milligram (mg) [N-COUNT-U12] A **milligram (mg)** is a unit of mass equal to one thousandth of a gram.

milliliter (ml) [N-COUNT-U12] A **milliliter (ml)** is a unit of liquid volume equal to one thousandth of a liter and equal to one cubic centimeter.

neck [N-COUNT-U5] The **neck** is the part of the body that joins the head to the torso.

nose [N-COUNT-U6] The **nose** is an organ that projects from the face that detects smell.

nurse [N-COUNT-U2] A **nurse** is a medical professional who helps a doctor and cares for patients.

o/e [ADV-U11] If something is found **o/e** (**on examination**), it was discovered during an exam.

obstetrician [N-COUNT-U2] An **obstetrician** is a doctor who cares for pregnant women and their unborn children.

obstetrics [N-UNCOUNT-U1] **Obstetrics** is the hospital department that treats women and unborn children during pregnancy.

orthopedics [N-UNCOUNT-U1] **Orthopedics** is the hospital department that specializes in the treatment of bones and muscles.

ounce (oz) [N-COUNT-U12] An **ounce (oz)** is a unit of weight equal to 1/16th of a pound.

oxygen [N-UNCOUNT-U7] **Oxygen** is a naturally occurring element necessary for the functioning of the human body and absorbed into the blood stream by the respiratory system.

oxygen tank [N-COUNT-U3] An **oxygen tank** is a metal cylinder that holds oxygen.

P.O. (by mouth) [ADV-U13] If medicine is given **P.O.**, it is taken orally, or through the mouth.

P.R. (per rectum) [ADV-U13] If a medicine is given **P.R.**, it is taken through the rectum.

pathology [N-UNCOUNT-U1] **Pathology** is the hospital department that tests samples taken from patients for diseases.

pc [ADV-U14] If a medication is given **pc**, it is given after meals.

pediatrician [N-COUNT-U2] A **pediatrician** is a doctor that takes care of children.

pediatrics [N-UNCOUNT-U1] **Pediatrics** is the hospital department that specializes in the treatment of children.

pharmacist [N-COUNT-U2] A **pharmacist** is a doctor who fills prescriptions and gives medicine.

pharmacy [N-COUNT-U1] A **pharmacy** is a business or hospital department that provides medicine to people.

pressure [N-UNCOUNT-U10] **Pressure** is an amount of force applied to a certain area divided by the size of the area.

pressure mattress [N-COUNT-U3] A **pressure mattress** is a special mattress designed to improve blood flow and comfort.

PRN [ADV-U14] If a medication is given **PRN**, it is given as needed.

pulmonary [ADJ-U8] If something is **pulmonary**, it has to do with the lungs, such as the pulmonary artery.

pulse [N-COUNT-U10] A **pulse** is an impulse caused by a heartbeat, that can be felt when an artery is pressed.

qh [ADV-U14] If a medication is given **qh**, it is given every hour.

qhs [ADV-U14] If a medication is given **qhs**, it is given at bedtime.

QID [ADV-U14] If a medication is given **QID**, it is given four times per day.

QOD [ADV-U14] If a medication is given **QOD**, it is given every other day.

Glossary

quarantine [V-T-U15] To **quarantine** a person is to isolate him or her from contact with others in order to prevent the transmission of contagious diseases.

radiologist [N-COUNT-U2] A **radiologist** is a doctor who takes X-rays and examines them.

radiology [N-UNCOUNT-U1] **Radiology** is the hospital department that takes X-rays of people and examines them.

rescue breathing [N-UNCOUNT-U10] **Rescue breathing** is a first aid procedure involving providing air for someone who has stopped breathing, but still has a heartbeat.

respiratory system [N-COUNT-U7] The **respiratory system** is the human body's means of receiving oxygen through breathing. It includes the nose, mouth, and lungs.

rib cage [N-COUNT-U5] The **rib cage** is a structure of bones in the torso that frames the chest.

route of administration [N-COUNT-U13] A **route of administration** is the path by which a medicine is taken into the body.

Rx [N-UNCOUNT-U11] **Rx** (treatment) is the specific drug or course of action prescribed to treat a patient's medical condition.

sharps container [N-COUNT-U3] A **sharps container** is a box for the storing of used needles and other sharp medical instruments before disposal.

shock [N-UNCOUNT-U10] **Shock** is a medical emergency in which the circulatory system cannot provide oxygen to the body.

shoulder [N-COUNT-U4] A **shoulder** is the joint between the arm and the upper body.

shoulder blade [N-COUNT-U5] A **shoulder blade** is one of the two upper back bones that lie outside the ribs and connect the back to the upper arm.

small [N-COUNT-U5] The **small** of the back is the lower portion of the back just above the hips.

small intestine [N-COUNT-U9] The **small intestine** is part of the digestive system through which food passes from the stomach and through which nutrients are absorbed into the blood.

SOB [N-UNCOUNT-U11] **SOB (Short of Breath)** is a condition in which a patient finds it more difficult to breath than usual.

stat [ADV-U14] If a medication is given **stat**, it is given immediately.

stomach [N-COUNT-U9] The **stomach** is a pouch-like organ between the esophagus and small intestine. This produces acid and enzymes to break down food which enters the body.

subcutaneous (SQ) [ADJ-U13] If a medicine is **subcutaneous**, it is injected into the fatty layer under the skin with a syringe.

sublingually (SL) [ADJ-13] If a medicine is taken **sublingually**, it is given beneath the tongue.

surgeon [N-COUNT-U2] A **surgeon** is a doctor who performs operations on people.

surgery [N-UNCOUNT-U1] **Surgery** is the hospital department where doctors perform operations on people.

syringe [N-COUNT-U3] A **syringe** is a device consisting of a needle, chamber, and piston, used for injecting liquids into the body.

T [N-UNCOUNT-U11] **T (temperature)** is a quantitative measurement of heat within the body. It is can be used, in part, to gauge whether the body is operating normally.

tablespoonful (Tbsp) [N-COUNT-U12] A **tablespoonful (Tbsp)** is a measure of volume equal to the amount a standard tablespoon can hold or about three teaspoons.

teaspoonful (tsp) [N-COUNT-U12] A **teaspoonful (tsp)** is a measure of volume equal to the amount a standard teaspoon can hold, or almost five milliliters.

TID [ADV-U14] If a medication is given **TID**, it is given three times per day.

toe [N-COUNT-U4] A **toe** is one of the small extensions at the end of the foot.

topical [ADJ-U13] If a medicine is **topical**, it is applied to a certain part of the surface of the body.

torso [N-COUNT-U5] The **torso** is the upper portion of the human body that extends from the neck to the pelvis.

transmit [V-T-U15] To **transmit** something is to transfer it from one place to another, such as transmitting a virus or other biohazard from one body to another.

ulcer [N-COUNT-U9] An **ulcer** is a sore or abscess which forms in the stomach when the stomach's mucus lining is too thin to keep the stomach's acid from damaging the stomach.

valve [N-COUNT-U8] A **valve** is a flap in a bodily system that allows passage of material in one direction but prevents passage in the other direction.

vein [N-COUNT-U8] A **vein** is a blood vessel that carries blood towards the heart.

vena cava [N-COUNT-U8] The **vena cava** is one of the two largest veins in the body. It connects directly to the heart.

virus [N-COUNT-U15] A **virus** is a small infectious entity only capable of replicating within the cells of living organisms.

waist [N-COUNT-U5] The **waist** is the part of the human torso between the groin and the rib cage.

wheelchair [N-COUNT-U3] A **wheelchair** is a mobile chair with wheels used for moving a sick or disabled person.

WNL [ADJ-U11] If a function is **WNL (Within Normal Limits)**, it is operating in a normal range.

wound [N-COUNT-U10] A **wound** is an injury, such as a cut or burn, usually to the external body.

wrist [N-COUNT-U4] A **wrist** is the part of the forearm that attaches to the hand.

XR [N-COUNT-U11] An **XR (X-ray)** is a visual image of all or part of the body acquired with special equipment using electromagnetic radiation to see bones and other internal aspects of the body.