CAREER PATHS

Medical

Book 2

Virginia Evans
Jenny Dooley
Trang M. Tran, M.D.

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Scope and sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Blood	Donor information letter	Type O, Type A, Type B, Type AB, compatible, universal donor, clot, red blood cell, platelet, plasma, transfusion	Correcting someone
2	Bones	Poster	bone, skeleton, marrow, greenstick, fracture, displaced, comminuted, impacted, compound, stress fracture	Disagreeing with an opinion
3	Skin	Web page	skin, dermis, epidermis, hypodermis, pore, subcutaneous fat, contusion, abrasion, pimple, acne	Recommending treatment
4	Nervous system	Textbook	nervous system, brain, spinal cord, vertebrae, nerve, neuron, network, reflex, sensory, motor	Correcting an error
5	Endocrine system	Website	endocrine system, hormone, secrete, gland, hypothalamus, pituitary, thyroid, pineal body, adrenal gland, melatonin, adrenaline	Describing amounts
6	Reproductive system	Pamphlet	reproductive system, genitalia, gonads, testes, ovaries, sexually active, intercourse, STD, contraceptive, condom, birth control, infertility	Stressing a point
7	Urinary system	Case notes	urinary system, waste, kidney, urine, bladder, urethra, pass, flow, cast, kidney stone, abdominal aorta, inferior mesenteric artery, inferior vena cava, urinary bladder, ureter	Describing a condition
8	Taking a history	Instructional guide	data, history of, onset, current, procedure, complaint, allergy, past medical history, social history, family medical history	Taking a history
9	Talking about symptoms	Doctors' notes	symptom, muscle ache, headache, fever, cough, wheeze, throb, runny, flu, cold	Asking about symptoms
10	Physical examinations	Instructional guide	vital signs, pulse, inspection, observation, palpation, auscultation, percussion, affect, body language, evaluate	Informing a patient
11	Diagnostic tests	Medical report	kidney, pathology report, urinalysis, urine, renal, chronic kidney disease, albumin, glomerular filtration rate test, creatine, blood urea nitrogen test, biopsy	Explaining mixed results
12	Diagnostic equipment	Website	x-ray, radiography, CT scan, endoscope, feed, medical imaging, MRI, ultrasound, gel, ECG	Asking about history
13	Family medicine	Newspaper article	family medicine, primary care, preventative, practitioner, health education, urgent care, refer, counsel, advise	Giving instructions
14	Pediatrics	Website	pediatrics, asthma, obesity, infant, juvenile, newborn, jaundice, bilirubin, bili light, teenager, check up	Talking about a schedule
15	Geriatrics	Website	geriatrics, elderly, drug interaction, polypharmacy, bed sores, stroke, Alzheimer's disease, incontinence, dizziness, assisted living, hearing loss, nursing home	Giving safety reminders

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1 Blood





plasma | clot | red blood cell

Donor Blood Type	Eligible Recipients
Type A	**Type A, Type AB**
Type B	**Type B, Type AB**
Type AB	**Type AB**
Type O	**All Types**

Silverton Community Blood Bank
Donor Introduction

Donor Name: Ann Lee Blood Type: O -

Dear Donor,

Thank you for giving blood. Your blood may save the life of someone in need.

At SCBB, we provide blood for **transfusions** to needy recipients. Not everyone can receive every type of blood. Each person's **red blood cells** carry different antibodies. We are always looking for donors with **Type O**, since everyone's blood is **compatible** with Type O. If you are one of these **universal donors**, we encourage you to donate blood frequently. Recipients with rarer types like **Type B** and **Type AB** are especially in need of your help. Of course we also accept **Type A** since plenty of people can use that type, too.

Our on-site labs analyze each sample of **plasma** to ensure we're providing safe blood. We know that giving recipients the wrong type can cause blood **clots**. While some clotting is necessary to form **platelets**, clotting within blood vessels can be very dangerous. We also screen all donors for infectious diseases like Hepatitis and HIV.

Get ready!

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

1 What is the purpose of blood donation?
2 What different blood types are there?

Reading

2 Read the donor information letter. Then, mark the following statements as true (T) or false (F).

1 ___ Donor Ann Lee is a universal donor.
2 ___ The blood bank mostly needs donors with Types B and AB.
3 ___ Donors risk clots in blood vessels when they give blood.

Vocabulary

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

word BANK

Type O compatible Type AB
universal donor transfusion

1 This man needs a(n) _____ now or he'll bleed to death.
2 It's okay to give Type A blood to someone who has _____.
3 The blood bank encourages every _____ to donate as often as possible.
4 If your blood is _____, you can give blood to anyone.
5 The hospital does not have any blood that is _____ with the patient's blood.

4 **Place the words and phrases from the word bank under the correct heading.**

WORD BANK

platelet plasma Type A
red blood cell Type B clot

Blood Parts	Blood Groups	Stop Blood Loss
_____	_____	_____
_____	_____	_____

5 **Listen and read the donor information letter again. What is the danger of using the wrong blood type for a transfusion?**

Listening

6 **Listen to a conversation between a nurse and a blood donor. Choose the correct answers.**

1 What is the conversation mainly about?

A receiving a blood transfusion
B determining the man's blood type
C explaining compatible blood types
D describing how platelets form clots

2 Who is likely to receive the man's blood?

A recipients with Type AB
B recipients with Type B
C recipients with Type O
D recipients with any type

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

Nurse: Okay, Mr. Lewis, we're almost done taking your blood. **1** _____ _____ for a little longer.

Donor: Sure. So, where will my blood go?

Nurse: Our facility provides blood to local hospitals and surgical centers for **2** _____.

Donor: I see. So **3** _____ _____ receive my blood.

Nurse: Not quite. Your blood is Type A, which means that it's only compatible with other people who have Types A and AB. We can't give your blood to someone with **4** _____ _____ _____ _____.

Donor: Really? What happens if someone gets a transfusion with **5** _____ _____ _____?

Nurse: That can be **6** _____ _____, or even fatal.

Speaking

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

USE LANGUAGE SUCH AS:

We're almost done ...
What happens if ... ?
That can be ... or even ...

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

- a blood donation
- his or her blood type
- who can receive the blood

Student B: You are a blood donor. Talk to Student A about your blood donation.

Writing

9 **Use the conversation from Task 8 to complete the donor profile.**

Blood Donor Profile

Name: _____

Blood Type: _____

Eligible Recipients: _____
_____
_____

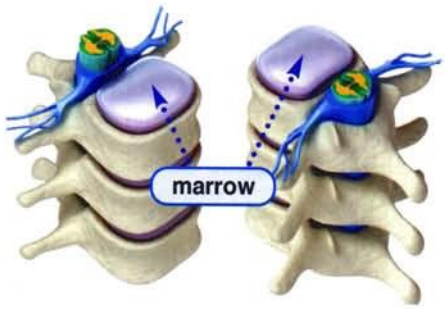
Ineligible Recipients: _____
_____
_____

2 Bones

Get ready!

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

1 Why are bones important for overall health?
2 What are some different types of fractures?





QuickGuide

Broken Bones

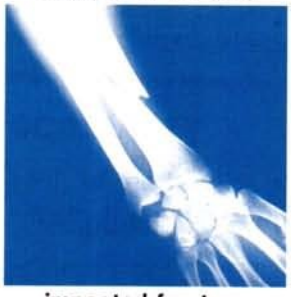
Bone health is vital to a body's general wellbeing. The **skeleton** provides the body's basic framework, while bone **marrow** is an important part of the immune system. Damaged bones must be treated carefully to avoid improper healing. This guide will help you identify **fractures** so you can treat them accordingly.

Stress fractures require fairly straightforward treatment. The bone is typically cracked rather than broken all the way through. This means no repositioning is necessary before the bone heals.

Displaced fractures, on the other hand, are tricky. They require that the bone be reset before it can heal. **Compound** fractures and **impacted** fractures, for example, require extensive repositioning so the bone heals in the right place. **Comminuted** fractures are especially complicated because the bone is split into several pieces.

If you work with children, you will likely encounter **greenstick** fractures. These common fractures occur when young, soft bones are bent.


compound fracture


impacted fracture


comminuted fracture

Reading

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

1 ___ Bone marrow is necessary to help heal fractures.
2 ___ Stress fractures are easier to treat than other fractures.
3 ___ Some fractures require repositioning the bone after it heals.

Vocabulary

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

1 ___ bone
2 ___ marrow
3 ___ impacted
4 ___ greenstick
5 ___ compound
6 ___ comminuted
7 ___ stress fracture

A having bone protruding through the skin
B a minor crack in a bone
C the breakage of a young, soft bone
D a strong, hard part of a body's structure
E having parts crushed together
F a soft substance with immune functions
G being broken into several pieces

QuickGuide Medical

Medical

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

1 ___ **A** The patient's stress fracture protruded through his skin.
___ **B** The diagram of a skeleton shows all the major bones in the body.

2 ___ **A** Marrow is the rigid part that makes up a body's structure.
___ **B** The technical term for a broken bone is a "fracture".

3 ___ **A** If the displaced bone is not realigned, it may cause permanent disability.
___ **B** A greenstick fracture is most common among elderly patients.

5 Listen and read the poster on bone fractures again. What is the difference between a stress fracture and a displaced bone?

Listening

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

1 What is the purpose of the conversation?
A to learn about different fractures
B to classify a type of fracture
C to determine the cause of a fracture
D to locate a fracture on an x-ray

2 What does the student identify incorrectly?
A the bone that was broken
B the severity of the fracture
C the steps required before healing
D the type of treatment needed

7 Listen again and complete the conversation.

Doctor: So, Roger, **1** _____ _____ _____ you see in this x-ray.
Student: Hmm, let's see. Well, there **2** _____ _____ _____ a fracture of the left tibia.
Doctor: That's right. Can you identify **3** _____ _____ _____ fracture?
Student: It doesn't look too serious. I'd say that's a pretty standard **4** _____ _____.
Doctor: Are you sure? Maybe you should **5** _____ _____ _____ _____.
Student: Is that wrong? It's not **6** _____, is it? I don't see multiple bone fragments.

Speaking

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

USE LANGUAGE SUCH AS:
There appears to be ...
Maybe you should ...
Can you see how ...?

Student A: You are a doctor. Talk to Student B about:
- a fracture
- bone placement
- next steps

Student B: You are a medical student. Talk to Student A about a fracture.

Writing

9 Use the conversation from Task 8 to complete the student's x-ray analysis.

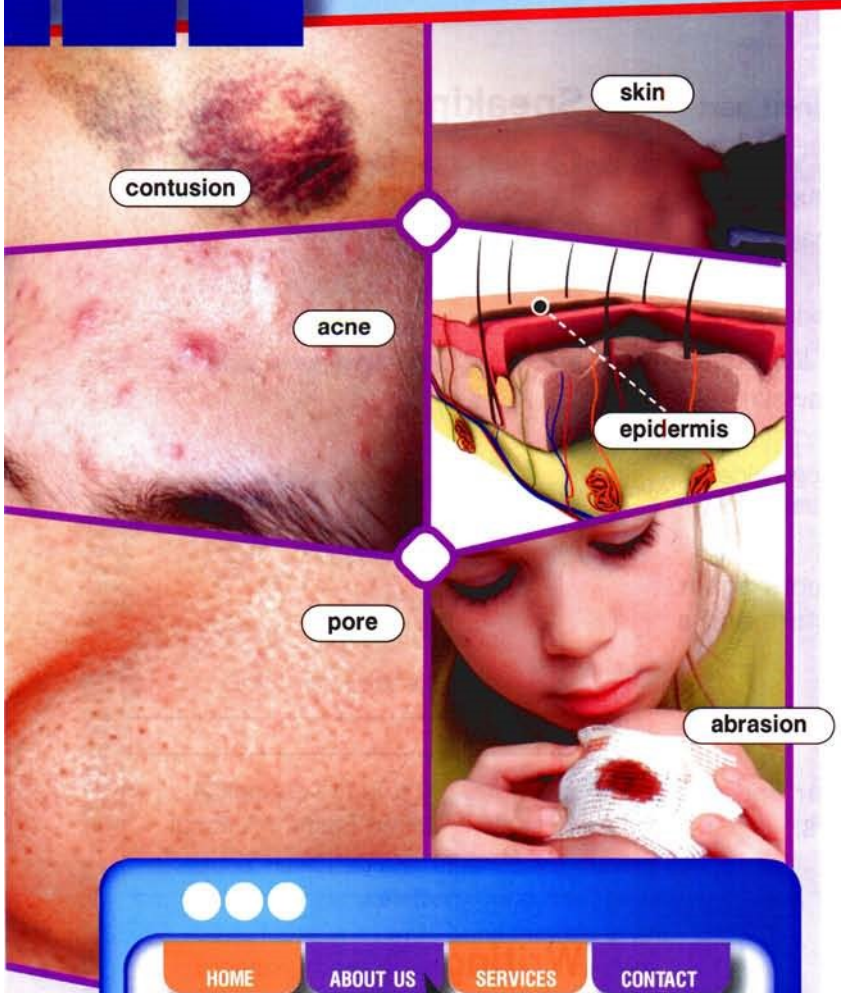
X-ray
Analysis Form

Location of injury/condition: _____
_____

Description of injury/condition: _____
_____
_____

Steps needed for treatment: _____
_____
_____

3 Skin



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Dr. Karen Sturgis, Dermatologist

Common Skin Conditions

Skin is the outer covering of the human body. It is made up of three layers. The top layer is the **epidermis**. The **dermis** lies beneath the epidermis. The deepest layer is the **hypodermis**. This layer stores **subcutaneous fat**.

Abnormal skin conditions can occur when the skin is damaged. Or they can be caused by factors inside the body. Here are a few common skin conditions.

External Causes

Contusion. A contusion is a discolored area of the skin caused by trauma. The discoloration occurs when blood escapes from damaged capillaries into the skin.

Abrasion. An abrasion is damage to the epidermis of the skin. Since these scrapes do not usually cut into the dermis, most abrasions do not bleed.

Internal Causes

Acne. Acne is a common skin disease. It is caused by oils that trap skin cells in **pores**. Bacteria then grows. This results in raised red bumps called **pimples** or other imperfections of the skin.

Get ready!

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

1 What are the layers of the skin?
2 What are some common skin conditions?

Reading

2 Read the dermatologist's web page on skin conditions. Then, choose the correct answers.

1 What is the purpose of the web page?
- **A** to advertise new acne treatments
- **B** to describe the parts and common conditions of the skin
- **C** to provide basic skin care information
- **D** to compare different skin types

2 Which of the following is NOT caused by external trauma to the skin?
- **A** a contusion
- **B** a scrape
- **C** an abrasion
- **D** acne

3 What is true of the hypodermis?
- **A** It is damaged by abrasions.
- **B** It holds subcutaneous fat.
- **C** It is the outermost layer of the skin.
- **D** It lies between the dermis and the epidermis.

Vocabulary

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

1 __ contusion
2 __ pore
3 __ hypodermis
4 __ skin
5 __ abrasion

- **A** the soft outer covering of the human body
- **B** a discolored area of skin caused by external trauma
- **C** the innermost layer of the skin
- **D** a scrape on the epidermis of the skin
- **E** a tubular structure in the skin that produces sweat

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

1 **acne / subcutaneous fat**

A The hypodermis is composed of _____.

B _____ is a common disease of the skin.

2 **epidermis / dermis**

A The _____ is the outermost layer of the skin.

B The hypodermis is a layer of skin directly beneath the _____.

5 Listen and read the dermatologist's web page on skin conditions again. Which part of the skin does an abrasion affect?

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 condition is common in teenagers.

2 __ The woman believes the man washes his face too often.

3 __ The woman writes the man a prescription.

7 Listen again and complete the conversation.

Doctor: So James, it looks like you have developed 1_____. Have you heard of it before?

Patient: Yeah, but I don't know much about it. Is it bad?

Doctor: It's not too bad. It's actually 2_____ _____ in teenagers.

Patient: What causes it?

Doctor: Oils that become trapped in the skin's pores cause it. This is why the 3_____ form.

Patient: Can we make it go away?

Doctor: The best thing 4_____ _____ _____ _____ is to wash your face twice a day. Can you do that?

Patient: Yeah. Should I use special 5_____?

Doctor: Yes. 6_____ _____ _____ some to take home.

Patient: Is that all?



Speaking

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

USE LANGUAGE SUCH AS:

What you have is ...

It's quite common ...

The best thing for you to do is ...

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

- a skin condition
- the severity of the condition
- treatment options/measures

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

Writing

9 Use the conversation from Task 8 to complete the doctor's notes about a patient's skin condition.

John Saxton

DERMATOLOGIST

Patient Name:_____

Skin Condition:_____

_____

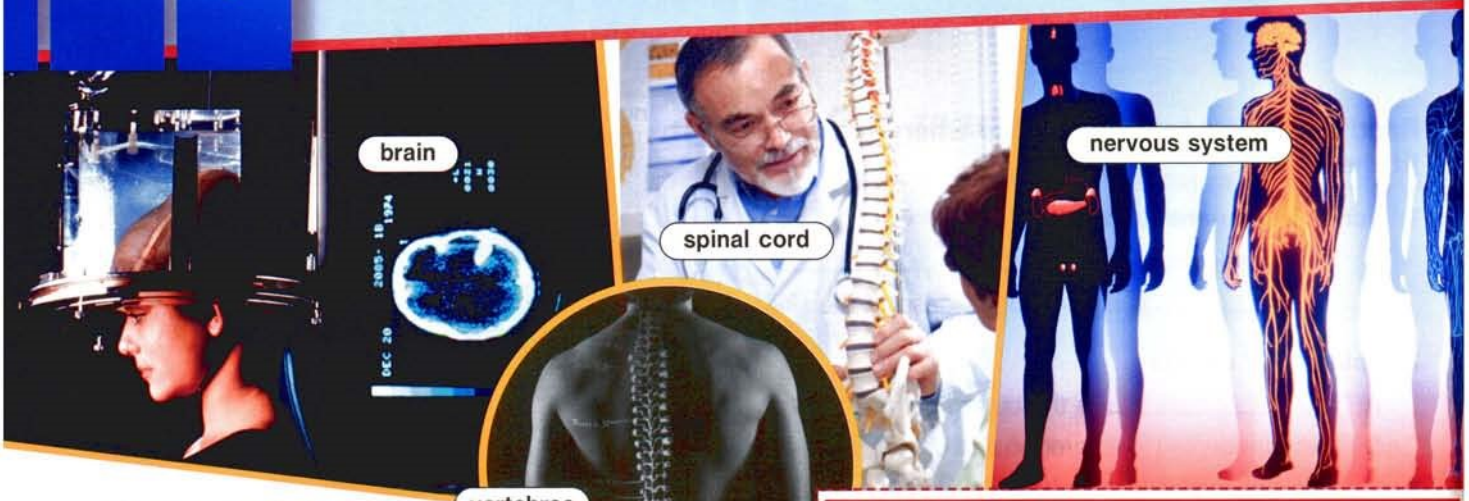
_____

Treatment: _____

_____

_____

4 Nervous system



Get ready!

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

1 What are the main parts of nervous system?

2 Why is the nervous system so important to bodily function?

Reading

2 Read the textbook entry on the nervous system. Then, mark the following statements as true (T) or false (F).

1 ___ Neurons only transmit information through electrical signals.

2 ___ Sensory neurons control movement ability.

3 ___ Vertebrae surround the spinal cord.

Vocabulary

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

1 ___ motor
2 ___ spinal cord
3 ___ reflex
4 ___ sensory
5 ___ brain

A an involuntary and immediate movement in response to a stimulus

B the large organ that controls bodily functions through release of hormones or activating muscles

C a long bundle of nerve cells that extends downward from the brain

D having to do with the five senses of sight, hearing, touch, taste, and smell

E having to do with creating the ability to move

The Nervous System

The organs of the **nervous system** work as a group. Together they coordinate the actions of the body and transmit information from one part to another. **Neurons** form the core of the nervous system. Other parts of the nervous system, such as the **brain**, are built from these.

Neurons, or nerve cells, can transmit information by both electrical and chemical signaling. They connect to each other to form neural **networks**, which perform specific functions. Such networks are capable of massive amounts of information processing. Different types of neurons serve different purposes. **Sensory** neurons react to stimuli from the sense organs, such as light or sound. Involuntary **reflexes** are triggered by such stimuli. **Motor** neurons help the body to move.

The brain and the **spinal cord** form the central nervous system. Information travels through **nerves** and up the spinal cord to the brain, which controls all of the body's systems. The spinal cord is protected by the **vertebrae** of the backbone.

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

WORD BANK

nerve network neuron
nervous system vertebrae

1 The brain and the spinal cord make up the central _____.

2 Do you know how many _____ make up the human backbone?

3 The optic _____ transmits information from the eye to the brain.

4 A sensory _____ responds to touch, sound, light, and other stimuli.

5 A neural _____ is capable of great amounts of information processing.

5 🎧 **Listen and read the textbook entry on the nervous system again. What are the important parts of the nervous system?**

Listening

6 🎧 **Listen to a conversation between a professor and medical student. Choose the correct answers.**

1 What is the conversation mainly about?

- **A** the types and functions of synapses
- **B** common nervous system ailments
- **C** ways to test neuron performance
- **D** how the nervous system grows

2 What does the woman fail to answer correctly?

- **A** how synapses transfer information
- **B** the number of synapses in the average brain
- **C** what the connections between neurons are called
- **D** the different kinds of synapses

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

Professor: Very good. And what **1** _____ _____ _____ do synapses send?

Student: They send **2** _____ _____ _____ signals to another cell.

Professor: Right again. So tell me, about how many synapses are there in the **3** _____ _____?

Student: Hmm... **4** _____ _____ _____ _____. I would guess about 100 billion.

Professor: Not quite. **5** _____ _____ many times that - 100 to 500 trillion.

Student: Wow, that's a lot of synapses.

Professor: Indeed. All that **6** _____ _____ is what makes the brain so powerful.

Speaking

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

USE LANGUAGE SUCH AS:

What are the ...
I would guess ...
It's actually ...

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

- parts of the nervous system
- what the parts of the nervous system do
- correcting an error about the nervous system

Student B: You are a medical student. Talk to Student A about the parts of the nervous system.

Writing

9 **Use the conversation from Task 8 to complete the medical student's notes.**

CITY COLLEGE OF MEDICINE

Elizabeth Dorset

Nervous System Notes

What are synapses: _____

_____

_____

Different kinds of synapses: _____

_____

_____

Synapses in the human brain: _____

_____

_____

5 Endocrine system

About the **Endocrine System**

The **glands** of the endocrine system work together to control many bodily functions. Everything from hunger to childhood growth is regulated by the **hormones** of this system.

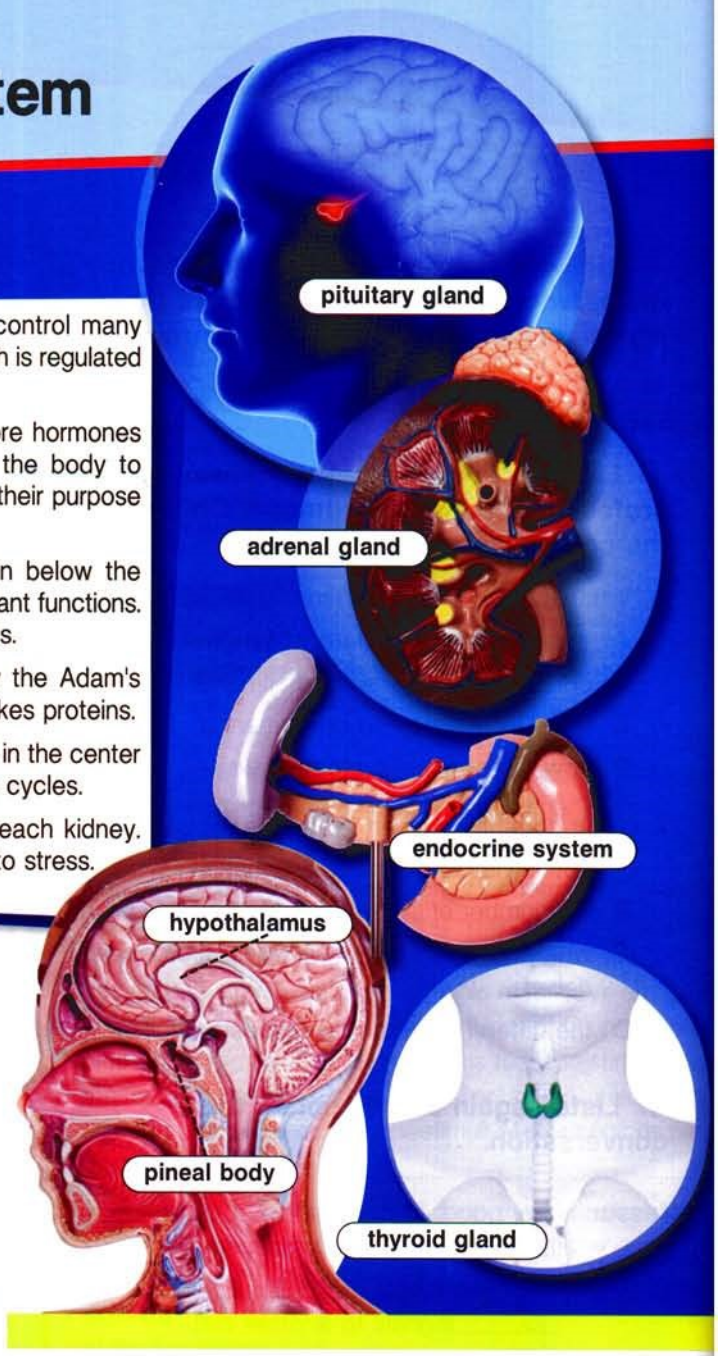
Each gland of the endocrine system **secretes** one or more hormones into the bloodstream. The hormones travel throughout the body to control certain functions. Major glands of the system and their purpose include the following:

Pituitary gland: This gland, at the base of the brain below the **hypothalamus**, secretes nine hormones that control important functions. These include growth, blood pressure, and sexual functions.

Thyroid gland: The thyroid gland, in the neck below the Adam's apple, controls how quickly the body uses energy and makes proteins.

Pineal body: The pineal body, or pineal gland, is located in the center of the brain. It produces **melatonin**, which regulates sleep cycles.

Adrenal gland: One adrenal gland is located above each kidney. They produce **adrenaline**, which helps the body respond to stress.



Get ready!

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

1 What does the endocrine system do?
2 What are some important parts of the endocrine system?

Reading

2 Read the website on the endocrine system. Then, choose the correct answers.

1 What is the main idea of the website?
- **A** how the endocrine system works with other body systems
- **B** how glands of the endocrine system control body functions
- **C** how the endocrine system works during childhood
- **D** how hormones travel throughout the body

2 Which of the following functions is NOT controlled by the pituitary gland?
- **A** growth
- **B** sexual functions
- **C** hunger
- **D** blood pressure

3 Where is the pineal body located?
- **A** in the brain
- **B** in the neck
- **C** above the kidney
- **D** below the hypothalamus

Vocabulary

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

1 __ gland
2 __ secrete
3 __ hypothalamus
4 __ adrenaline
5 __ hormone

- **A** the part of the brain that connects the nervous system with the endocrine system
- **B** a chemical released by one part of the body that sends out messages which affect other parts of the body
- **C** to emit a substance in order to perform some bodily function
- **D** a bodily organ that creates a substance and releases it, often into the bloodstream
- **E** a substance that helps the body react to a sudden threat or stress

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

1 **melatonin / endocrine system**

A The _____ controls many more bodily functions than you may realize.

B He is not producing enough _____ to control his daily sleep cycle.

2 **pineal body / thyroid gland**

A Did you know the _____ is in the neck?

B The _____ helps control sleep patterns.

3 **adrenal gland / pituitary gland**

A You have a(n) _____ above each kidney.

B The _____ produces a hormone that helps children grow.

5 Listen and read the website on the endocrine system again. What are some glands of the endocrine system and their functions?

Listening

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

1 __ The patient has gained weight.

2 __ The patient has a common endocrine system disorder.

3 __ The patient will receive treatment for the rest of his life.

7 Listen again and complete the conversation.

Student: Okay, Doctor. What **1** _____ _____ _____?

Doctor: He has **2** _____ _____ and feels light-headed. He has lost weight and suffers from diarrhea and nausea.

Student: That **3** _____ _____. Is there anything else?

Doctor: He's lately had a strong craving for salty foods.

Student: That's interesting. Hmm ... based on those symptoms, my **4** _____ _____ _____ that Mr. Stone has Addison's disease.

Doctor: Well done. And what is the **5** _____ _____ this disease?

Student: It's a rare endocrine system disorder. It occurs when the adrenal glands don't produce **6** _____ _____.

Speaking

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

USE LANGUAGE SUCH AS:

He suffers from ...

Based on those symptoms ...

It occurs when ...

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

- an endocrine system disorder
- the cause of this disorder
- how the disorder is treated

Student B: You are a medical student. Talk to Student A about an endocrine system disorder.

Writing

9 Use the conversation from Task 8 to complete the medical student's notes.

UNIVERSITY MEDICAL SCHOOL

DAVID RICE

Medical Student's notes

Patient: Craig Stone

Symptoms: _____

_____

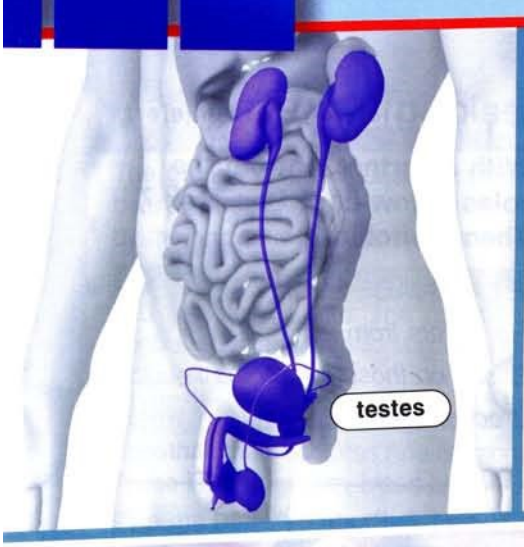
Condition: _____

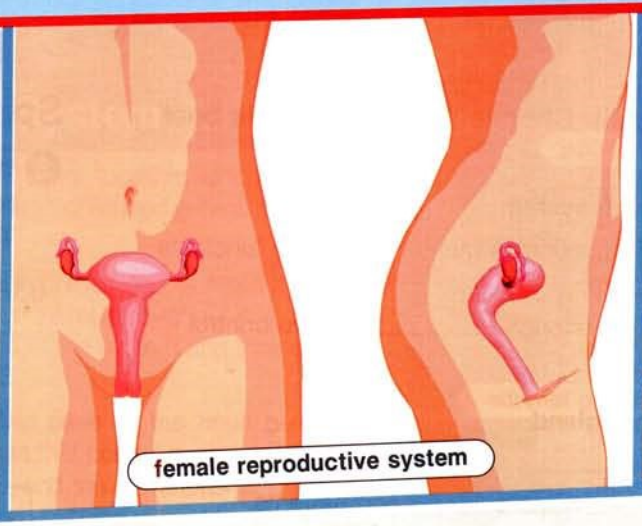
_____

Cause: _____

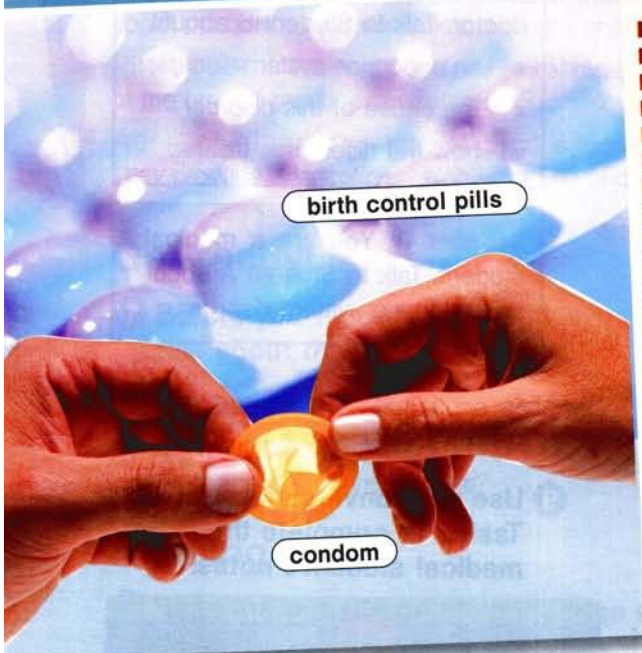
_____

6 Reproductive system









SOUTHWEST REPRODUCTIVE HEALTH CLINIC

Know Your Reproductive System

There is often puzzlement surrounding the **reproductive system**. Understanding its parts and how it works can help you maintain its health.

The reproductive system is the only system in which males and females have very different parts. This includes not only the external **genitalia** - the male penis and female vagina - but inside as well. The **gonads** are the organs which produce sex cells. In males the **testes** produce sperm, while in females the **ovaries** produce egg cells. Should a sperm cell reach an egg cell during **intercourse**, fertilization occurs.

At Southwest Reproductive Health Clinic we offer a variety of services to help you maintain reproductive health. We counsel **sexually active** patients about using **birth control** and preventing the spread of **STDs** such as HIV. We can advise on a variety of **contraceptive** methods including **condoms** and the pill. If you or your partner suffers from **infertility**, we can present you with treatment options.

Get ready!

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

1 What are some parts of the reproductive system?

2 What are some things used to help control reproduction?

Reading

2 Read the pamphlet on reproductive health. Then, mark the following statements as true (T) or false (F).

1 ___ Only males have gonads.

2 ___ The clinic gives advice about preventing both pregnancy and STDs.

3 ___ The clinic does not provide fertility treatments.

Vocabulary

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

1 ___ STD
2 ___ testes
3 ___ infertility
4 ___ intercourse
5 ___ ovaries
6 ___ contraceptive

A the sexual act in which the male penis enters the female vagina

B an illness that is passed from one person to another through sexual activity

C the organs in the male body that produce sperm

D the organs in the female body that produce egg cells

E a method of birth control that prevents fertilization of the egg cell

F the inability to have children

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

1 **gonads / reproductive system**

A It is important to keep the organs of the _____ healthy.

B The male and female _____ produce different sex cells.

2 **sexually active / birth control**

A Every _____ person should be aware of contraceptive use.

B There are several safe and effective methods of _____.

3 **condom / genitalia**

A Using a _____ reduces but does not eliminate the chance of STD transmission.

B It is important to have your _____ examined at regular checkups.

5 Listen and read the pamphlet on reproductive health again. What services does the clinic provide?

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 different types of STDs

B how to use contraceptives

C the results of a pregnancy test

D the importance of contraceptives

2 What is true of the woman?

A She is not sexually active.

B She always uses contraceptives.

C She recently contracted an STD.

D She does not take birth control pills.

7 Listen again and complete the conversation.

Doctor: Let's see. First, are you **1** _____ _____?
Patient: Yes, I am.
Doctor: And do you **2** _____ _____?
Patient: Um, well **3** _____ _____ _____.
Doctor: Try to?
Patient: Well, I use them **4** _____ _____ _____ _____.
Doctor: Ms. Ryan, it's very important for you to use a contraceptive every time. If you don't, you could end up with an **5** _____ _____. And you're putting yourself at risk for STDs.
Patient: I know. I guess sometimes **6** _____ _____ _____.

Speaking

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

USE LANGUAGE SUCH AS:

It's very important ...
If you don't ...
You should ...

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

- the importance of using contraceptives
- the risks of not using contraceptives
- how to use contraceptives

Student B: You are a patient. Talk to Student A about the importance of using contraceptives.

Writing

9 Use the conversation from Task 8 and the pamphlet to complete the informational brochure about using contraceptives.

Southwest Reproductive Health Clinic

Using Contraceptives

Dangers of Not Using Contraceptives:

_____

_____

First Steps to Using Contraceptives:

_____

_____

7 Urinary system

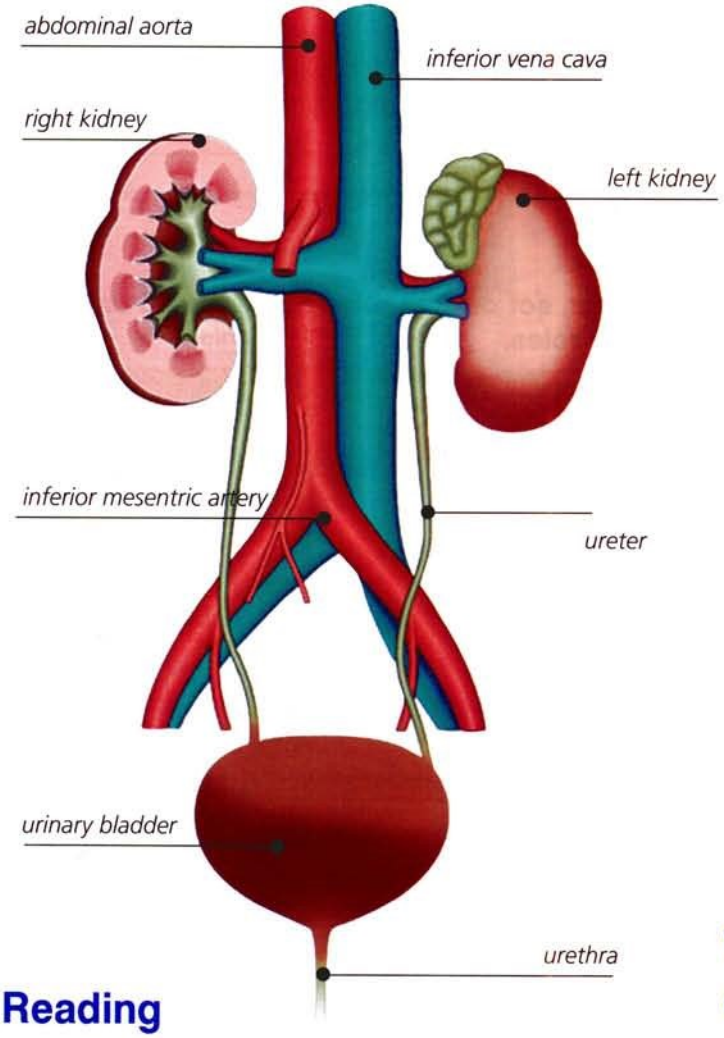
Get ready!

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

1 What is the function of the urinary system?

2 What are some parts of the urinary system?

URINARY SYSTEM





kidney stones

Patient: Albert Ross DOB: 01/03/79

Patient presents with a restricted **flow** of **urine** and pain while urinating. He also feels discomfort of the **bladder** since he has trouble expelling **waste**. Patient has been experiencing these symptoms for approximately four days.

Patient provided a clean-catch urine sample for analysis. I ruled out major diseases of the kidney since only benign **casts** were present in the urine. Tests revealed no signs of infection anywhere in the **urinary system**. Further examination of the patient revealed blockage of the **urethra** due to **kidney stones**.

I recommended that Mr. Ross increase his fluid intake to **pass** the stones. I also advised him that dietary changes might help prevent recurrence. I referred him to a nutritional specialist for further information. Mr. Ross will return in two weeks for a follow-up.

Reading

2 Read the doctor's case notes on a urinary condition. Then, complete the table using information from the passage.

Notes Section	Description
Symptoms	
Diagnosis	
Treatment	

Vocabulary

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

1 Crystal-like structures in urine can be very painful to pass. _ i d _ _ y _ t _ _ e s

2 Ron was diagnosed with an infection of the organ that holds urine before it is expelled. _ _ _ d d _ r

3 Dr. Wilson specializes in problems of the parts of the body that control the production and expulsion of urine. _ r _ _ a r _ _ y s _ _ m

4 The urinary system helps the body get rid of unneeded substances produced by the body. w _ _ t _

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

WORD BANK

urethra casts urine flow pass

1 The _____ indicated that the patient might have a kidney disease.
2 Urine passes through the _____ before leaving the body.
3 The doctor was concerned about the patient's poor _____ of urine.
4 The lab needs a clean sample of _____ for accurate results.
5 Diana used painkillers to _____ the stones with minimal discomfort.

5 Listen and read the doctor's case notes on a urinary condition again. What symptoms result from kidney stones?

Listening

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

1 __ The man is experiencing a lot of pain.
2 __ The man's problem is caused by an infection in the urethra.
3 __ The doctor advises the man to restrict his fluid intake.

7 Listen again and complete the conversation.

Doctor: A **1** _____ _____ is a small collection of minerals that forms in urine. Many people get them and never even notice.

Patient: Then why am I in **2** _____ _____ _____?

Doctor: Well, here's what happened. Since your urine has such a high content of these minerals, the stones got too big **3** _____ _____ _____ your urethra.

Patient: Oh, I see. So they're **4** _____ _____?

Doctor: That's right. The pain you feel is your body trying to push the large stone through a space that is **5** _____ _____.

Patient: No wonder it **6** _____ _____ _____. What should I do?

Doctor: Drink lots of water. I know it hurts, but we need to get your body to expel those stones. And I'll prescribe something to help ease the pain.

Speaking

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

USE LANGUAGE SUCH AS:

Then why ...
The pain is ...
No wonder ...

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

- a urinary condition
- the cause of his or her pain
- how to treat the condition

Student B: You are a patient. Talk to Student A about your urinary condition.

Writing

9 Use the conversation from Task 8 to complete the doctor's case notes.

Case Notes

Patient: _____

Condition: _____

_____

_____

Is patient experiencing pain: Y / N

Treatment: _____

_____

_____

8 Taking a history





Assist-A-Med

Guide to Taking Medical Histories

As a medical professional, you should be prepared to take thorough medical histories. The **data** you collect reveals important details about a patient. Doctors use these details to uncover likely causes of medical conditions and establish diagnoses.

First, get as many details as possible about a patient's **complaint**. Find out if the patient has a **history of** the condition. Ask when the patient experienced the **onset** of symptoms. Check what makes it worse and what makes it better.

Then find out about the patient's **past medical history**. Record any previous medical problems, especially those that could relate to the **current** condition.

Other details can also contribute to a useful medical history. A good **social history** includes information about the patient's personal habits and lifestyle. A **family medical history** reveals conditions that are more likely to occur in a particular family.

Before any medical **procedure**, make sure you have an updated record of the patient's **allergies**. This way, you avoid exposing patients to medications or substances that might harm them.

Get ready!

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

1 What kind of information is included in a patient's medical history?

2 How do doctors use medical histories?

Reading

2 Read the guide to taking medical histories. Then, complete the table using information from the passage.

Type of History	Information Included
Past Medical History	_____ _____
Social History	_____ _____
Family Medical History	_____ _____

Vocabulary

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

1 __ data
2 __ onset
3 __ allergy
4 __ complaint
5 __ procedure
6 __ family medical history

A the first instance of something
B a record of a patient's family's conditions
C a collection of information
D a condition that causes a reaction or illness
E a medical treatment
F a pain or illness reported by a patient

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

1 **history of / current**

A Paul's family has a _____ cancer.

B The patient's _____ condition was caused by a recent injury.

2 **social history / past medical history**

A The patient's _____ included her previous surgeries.

B The patient's _____ included her occupation.

5 Listen and read the guide to taking medical histories again. Why do medical professionals take histories?

Listening

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

1 What is the purpose of the conversation?

A to correct an error in the medical history

B to clarify the woman's social history

C to establish an appropriate treatment

D to collect data for a medical history

2 Which is true about the woman?

A Her condition comes and goes.

B Her condition has been treated before.

C She has had the condition her whole life.

D Her family has a history of heart problems.

7 Listen again and complete the conversation.

Nurse: You wrote on the form that you're **1** _____ _____ chest pain.

Patient: Yes. I've had this problem **2** _____ _____ _____ for years.

Nurse: Do you remember when exactly the onset of the problem was?

Patient: Let's see. I think I first noticed it about **3** _____ _____ _____.

Nurse: Have you **4** _____ _____ _____ for the condition?

Patient: No. I did see a doctor once about it, but he **5** _____ _____ the cause.

Nurse: Does anyone in your family have **6** _____ _____ _____ heart problems?

Patient: No, not that I know of.

Speaking

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

USE LANGUAGE SUCH AS:

Do you remember ...?

Have you ever ...?

I first noticed ...

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

- his or her past medical history
- his or her family medical history
- how the information is used

Student B: You are a patient. Talk to Student A about your medical history.

Writing

9 Use the conversation from Task 8 to complete the patient history form.

Patient
Medical History

Patient: _____

Current condition: _____

_____

Onset: _____

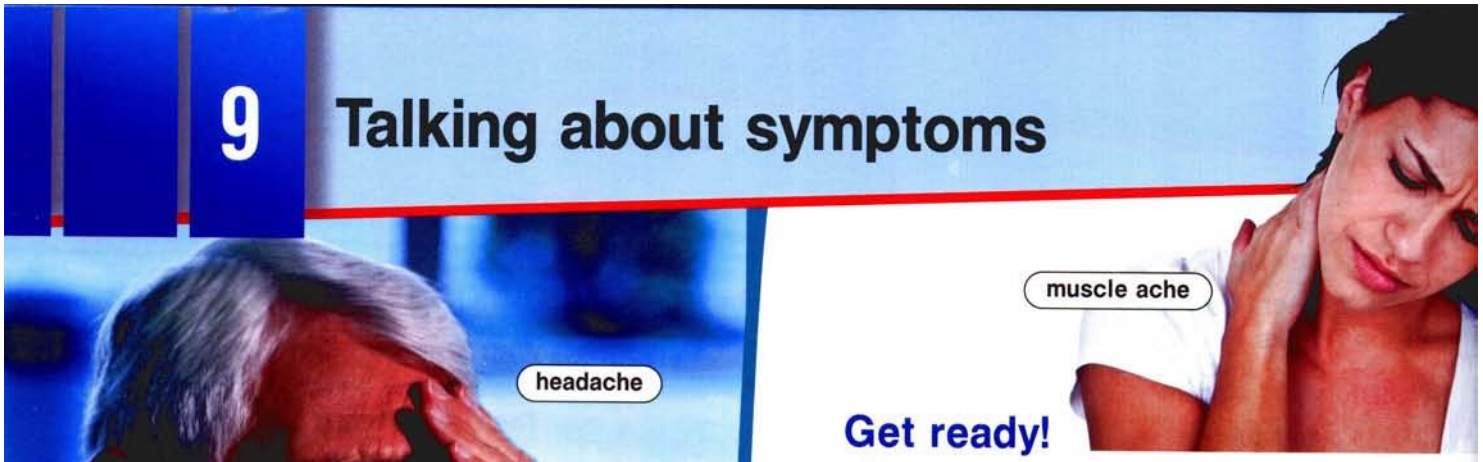
_____

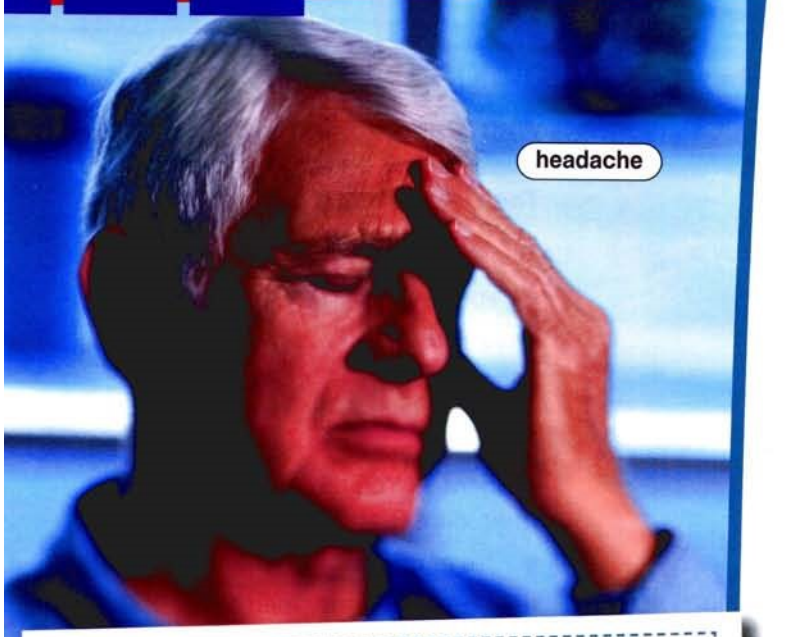
Treated previously? Y / N

If Yes, explain: _____

_____

9 Talking about symptoms



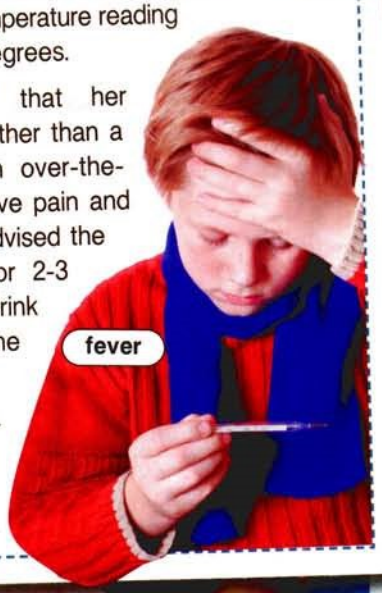


Patient: Linda Thomas DOB: 11/06/79

Patient presented today with discomfort in her head and body. She said she was treated for a **cold** last month by another doctor, and she was worried it might have returned. Once again, she has a **runny** nose and is **coughing**. She is experiencing severe fatigue and difficulty concentrating, also as before. However, she is now also **wheezing** and having trouble breathing. She also reports **muscle aches** all over her body and a **headache** that **throbs**. The pain and labored breathing are preventing the patient from sleeping comfortably. A temperature reading indicated a **fever** of 102 degrees.

I advised the patient that her **symptoms** suggest **flu** rather than a cold. I recommended an over-the-counter analgesic to relieve pain and reduce the fever. I also advised the patient to stay home for 2-3 days. She should also drink plenty of fluids until she feels stronger.

The patient will return in 7-10 days if the symptoms do not improve.





Get ready!

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

1 What is the importance of describing symptoms?
2 What are some symptoms of the flu?

Reading

2 Read the doctor's notes on a patient's symptoms. Then, choose the correct answers.

1 What is the purpose of the doctor's notes?
- **A** to explain a patient's test results
- **B** to confirm another doctor's diagnosis
- **C** to describe symptoms and the likely cause
- **D** to inform a patient about a common illness

2 Which of the following is a new symptom?
- **A** runny nose
- **B** fatigue
- **C** trouble breathing
- **D** coughing

3 What does the doctor recommend for the patient?
- **A** rest for a few days
- **B** returning if symptoms improve
- **C** a medication to stop the wheezing
- **D** a second doctor's opinion in 7-10 days

Vocabulary

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

1 __ cold
2 __ runny
3 __ cough
4 __ wheeze
5 __ headache
6 __ muscle ache

- **A** having liquid leaking from something
- **B** to breathe noisily and with difficulty
- **C** a pain felt in the head
- **D** a pain felt throughout the body
- **E** to force air loudly through the throat
- **F** an illness that causes discomfort in the head and body

4 **Read the sentence and choose the correct word.**

1 The pain in my back **wheezes / throbs**.
2 Helen was coughing because of the **muscle ache / flu**.
3 According the thermometer, the patient has a **headache / fever**.
4 Fatigue is a **symptom / cold** of the flu.

5 🎧 **Listen and read the doctor's notes on a patient's symptoms again. What indicates that a patient has the flu?**

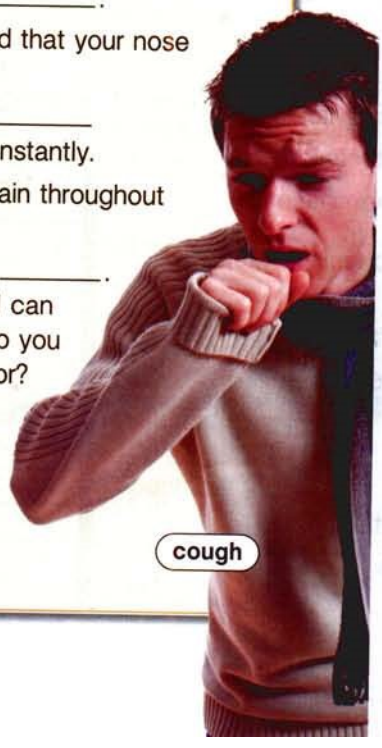
Listening

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

1 __ The woman believes she has a cold.
2 __ The woman has trouble breathing.
3 __ The woman's fever is severe.

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

Doctor: What's the trouble today?
Patient: Well, Doctor, I don't **1** _____ _____ at all. I'm sure I have the flu.
Doctor: I'm sorry to hear that. **2** _____ _____ _____ coughing?
Patient: A little. But mostly I'm wheezing. It's **3** _____ _____ _____.
Doctor: And have you noticed that your nose is runny?
Patient: Oh, yes. I've been **4** _____ _____ _____ constantly.
Doctor: Okay. Do you have pain throughout your body?
Patient: I do have **5** _____ _____. And I'm so tired that I can hardly do anything. Do you think it's the flu, Doctor?
Doctor: Well, you have a pretty **6** _____ _____.



Speaking

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

USE LANGUAGE SUCH AS:

I think I have ...
Have you noticed ...
It's hard to ...

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

- his or her symptoms
- likely cause of symptoms
- your recommendations

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

Writing

9 **Use the conversation from Task 8 to complete the flu symptoms checklist.**

Does your patient have the flu?

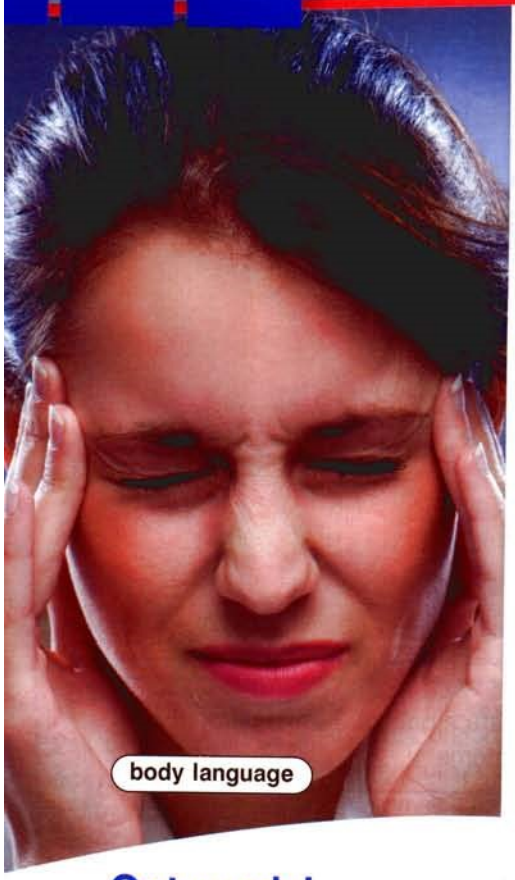
Symptoms:

__ fever
__ muscle aches
__ other; if yes, please describe:

_____
_____
_____

Recommendations: _____
_____
_____
_____

10 Physical examinations



Giving a Physical Examination – For Providers of Medical Care

A physical examination is one of the most basic of medical care procedures. Follow these simple steps to be sure that your exams are thorough and effective every time.

1 Make sure the patient is comfortable and that the examination environment is optimal.

2 Check **vital signs**. With the patient sitting, take his/her temperature using an oral thermometer. Then measure the patient's **pulse**. Use a stethoscope to conduct **auscultation** of the patient's breathing.

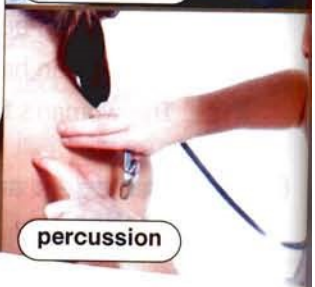
3 Have the patient lie down. Use **percussion** techniques to check the condition of organs beneath the abdomen.

4 Conduct a general **inspection** of physical body parts. Check the arms, legs, back, and neck with **palpation**. **Evaluate** the patient's posture. Make **observations** of the patient's **body language**. It can reveal symptoms that **affect** the diagnosis.


vital signs


pulse


auscultation


percussion

Get ready!

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

1 What is involved in giving a physical examination?
2 What does it mean to check a patient's vital signs?

Reading

2 Read the instructions on giving a physical exam. Then, choose the correct answers.

1 What is the purpose of the instructions?
- **A** to explain how to give a physical exam
- **B** to demonstrate how body language affects vital signs
- **C** to compare percussion and auscultation techniques
- **D** to describe the importance of physical examinations

2 Which of the following is NOT an aspect of checking vital signs?
- **A** checking pulse
- **B** auscultation
- **C** taking temperature
- **D** evaluating posture

3 What is one use for percussion techniques?
- **A** to measure a patient's pulse
- **B** to determine the quality of a patient's breathing
- **C** to check the condition of internal organs
- **D** to evaluate a patient's mood

Vocabulary

3 Place the words and phrases from the word bank under the correct heading.

word BANK

palpation, auscultation, pulse, vital signs, percussion, body language

Examination techniques
Things to check in an exam

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

1 The doctor performed an <u>investigation of the patient's ear</u>.
_ n _ _ e c _ _ _ n

2 Through <u>watching carefully</u> the doctor noticed that the patient was limping.
_ _ s _ r _ _ t _ _ n

3 The patient's back pain seemed to <u>make a difference upon</u> her mood. a _ f e _ _

4 The nurse forgot to <u>determine the quality of</u> the patient's posture. _ _ a _ u _ t _

5 Listen and read the instructions on giving a physical exam again. What is the first step in conducting a physical exam?

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 suspects that the woman has stomach problems.

2 __ The man conducts percussion tests.

3 __ The woman has excess abdominal fluid.

7 Listen again and complete the conversation.

Doctor: Yes. Just put your **1** _____ _____ _____ _____ and relax.

Patient: Do you think something is wrong with my stomach?

Doctor: No. I just want to do some **2** _____ _____ _____ tests to make sure. Take a deep breath.

Patient: *(inhales)*

Doctor: I'm just checking that nothing feels **3** _____. Exhale.

Patient: *(exhales)*

Doctor: Okay, **4** _____ _____ _____ _____ tap right here on your stomach.

Patient: Why do you do that?

Doctor: This is a test to detect excess abdominal fluid.

Speaking

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

USE LANGUAGE SUCH AS:

I'm going to ask ...
Do you think ...
This is a test to ...

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

- part of a physical examination
- why it is necessary
- what you want the patient to do

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

Writing

9 Use the conversation from Task 8 and the physical examination instructions to complete the doctor's notes from a patient examination.

Patient: _____

Physician: _____

Date: _____

Physical Examination

Auscultation: _____

_____

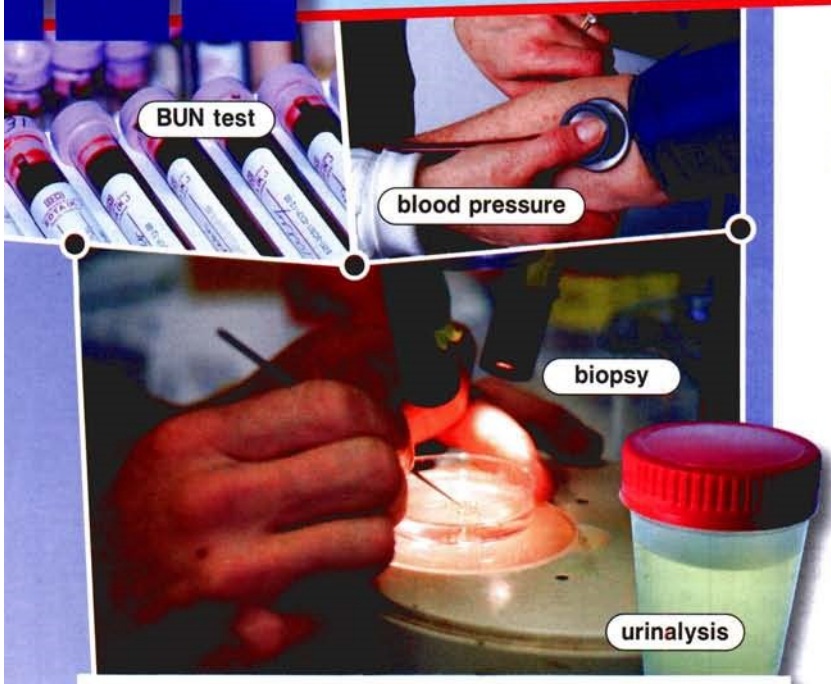
Percussion: _____

_____

Body Language: _____

_____

11 Diagnostic tests



JACKSON HOSPITAL

Lab Results

Patient Name: Clark Reed
Tested For: Chronic kidney disease (CKD)

History:

Mr. Reed complained of a decrease in appetite. He also reported having less energy. The family history includes **kidney** problems. This led me to check Mr. Reed's **renal** function.

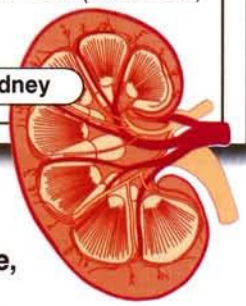
Test Results:

Mr. Reed's **blood pressure** is elevated (151/92). A **urinalysis** reveals a high level of **albumin** present in his **urine**. **Creatinine** levels are much higher than normal in blood tests.

Dx: Mr. Reed likely has kidney disease that is progressing rapidly towards renal failure.

Notes: A **GFR test** and a **BUN test** have been ordered. A renal **biopsy** should be scheduled as soon as possible to determine the cause of the disease. The **pathology report** should be sent immediately to Dr. Roth (Room 312, Third Floor).

Signed:
Dr. James Roth



Get ready!

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

1 What are some common diagnostic tests?
2 Why should a medical professional know about many kinds of tests?

Reading

2 Read the medical report on a patient's tests. Then, mark the following statements as true (T) or false (F).

1 __ No one in the patient's family has had kidney disease before.
2 __ The patient's blood contains high levels of albumin.
3 __ A biopsy must be performed soon.

Vocabulary

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

1 __ BUN test
2 __ albumin
3 __ urinalysis
4 __ CKD
5 __ urine
6 __ creatinine

A a waste product found in blood that the kidney usually removes
B a yellow liquid waste product that the body produces
C a test to determine the amount of urea nitrogen in the blood
D a test that examines a urine sample
E a medical condition in which a person loses kidney function over time
F a type of protein found in the body

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

word BANK

GFR test kidney renal biopsy
pathology report blood pressure

1 If one or both kidneys decline in function you may have _____ failure.
2 We will remove some tissue from your liver during the _____.
3 Your _____ reading, at 110/65, is on the low end of the normal range.
4 People can have a relatively normal life with just one _____.
5 The _____ will show the results from several tests.
6 A _____ tests how well kidneys are working.

5 🎧 **Listen and read the medical report on a patient's tests again. Why is the patient suspected of having a serious kidney disease?**

Listening

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

1 What are the speakers mainly talking about?

- **A** what the patient knows about kidney disease
- **B** how a renal biopsy is performed
- **C** the effects of kidney disease
- **D** the results of kidney tests

2 Why are the man's test results serious?

- **A** the biopsy showed possible cancer
- **B** the GFR rating is too high
- **C** the tests strongly suggest kidney disease
- **D** the BUN level is too low

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

Nurse: Hello, Mr. Reed. I have your kidney **1** _____ _____ _____.

Patient: How do they look?

Nurse: Unfortunately, the **2** _____ _____ _____. First, according to the GFR test, your GFR level is 40.

Patient: So is that too low?

Nurse: Yes, it indicates a moderate case of **3** _____ _____.

Patient: Well, at least it's **4** _____ _____, I suppose.

Nurse: No, but it could be headed that way. Also, according to the **5** _____ _____, your BUN level is rather high. That could be a **6** _____ _____ with a low GFR rating.

Patient: I see. So what do we do?

Nurse: We need to perform a renal biopsy as soon as possible.

Speaking

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

USE LANGUAGE SUCH AS:

I have your test results ...
It indicates ...
We need to perform ...

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

- the results of diagnostic tests
- what the test results mean
- what the next step is

Student B: You are a patient. Talk to Student A about the results of diagnostic tests.

Writing

9 **Use the conversation from Task 8 and the medical report to complete the lab report.**

Heartland Hospital
STAFF DIRECTORY

Lab Test Results

Patient: Clark Reed

GFR test: _____

BUN test: _____

Diagnosis: _____

_____

_____

Further Testing: _____

_____

_____

_____

_____



12 Diagnostic equipment







Community Health Clinic
Medical Imaging Services

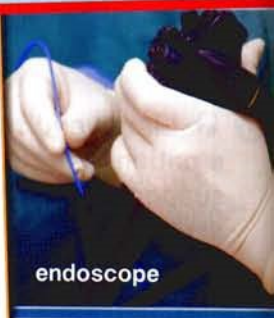
At the Community Health Clinic, we have a wide range of **medical imaging** techniques available. Which technique to use depends on the situation and needs of the patient.

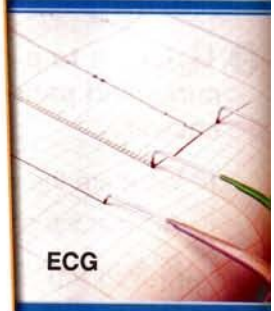
Radiography is the use of **X-rays** to take pictures of the internal body. It is a common imaging technique used in many different situations. A **CT scan** is an advanced form of radiography. It uses many different two-dimensional X-rays to create a three-dimensional image.

An **ultrasound** uses the reflection of sound waves to create images. A special **gel** placed on the skin aids this process. Unborn children are often examined through ultrasounds.

Recently the use of **endoscopes** during examinations and surgery has become quite common. A doctor **feeds** a tube with a tiny camera on its end directly into the organ or cavity to be examined.

Advanced imaging techniques include **MRIs** and **ECGs**. An MRI utilizes the magnetic properties of atoms to create very detailed pictures. An ECG measures the electrical activity of the heart.







Get ready!

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

1 What are some different kinds of medical imaging?

2 Why should a health professional be familiar with all kinds of diagnostic equipment?

Reading

2 Read the clinic's website about medical imaging. Then, choose the correct answers.

1 What is the website mainly about?

A when to use advanced imaging
B the cost of medical imaging techniques
C different kinds of medical imaging
D how X-rays are being replaced by other imaging techniques

2 Which of the following is NOT an advanced medical imaging technique?

A MRI
B X-ray
C CT scan
D ECG

3 Who is most likely to be examined by an ultrasound?

A a patient in surgery
B a patient with a broken bone
C a patient who is pregnant
D a patient with abnormal heart activity

Vocabulary

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

1 __ endoscope
2 __ CT scan
3 __ radiography
4 __ ultrasound
5 __ MRI

A a form of medical imaging that uses many two-dimensional X-rays to create a three-dimensional image of an object
B a thin, tubular instrument used to examine the inside of an organ or body cavity
C a medical imaging technique that uses magnetic forces on atoms to produce an image of the body
D the use of x-rays to view images of the internal human body
E a medical imaging technique that uses the reflection of sound waves to produce an image of the body

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

WORD BANK

feed medical imaging
gel ECG x-ray

1 Get a(n) _____ of that patient's heart activity.
2 Apply this _____ to the area before using the ultrasound machine.
3 The doctor will _____ a tube into the man's chest to see pictures with the endoscope.
4 The bone is likely broken, but take a(n) _____ to make sure.
5 Modern technology provides many _____ techniques.

5 Listen and read the clinic's website about medical imaging again. What are some of the imaging techniques the clinic offers?

Listening

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

1 __ A CT scan may not be necessary.
2 __ The woman has never had a CT scan before.
3 __ Radiology will have the image prepared the next day.

7 Listen again and complete the conversation.

Doctor: Suzanne, we're going to start off by **1** _____ _____ _____ - _____ of your brain. Maybe that will show the cause of your headaches.
Patient: Okay, Doctor. What if **2** _____ _____ _____?
Doctor: Then we might need to do a CT scan. **3** _____ _____ _____ _____ one of those before?
Patient: No, I haven't. **4** _____ _____ _____ it to me?
Doctor: Sure. It's a type of **5** _____, but we take many different X-rays.
Patient: I see. Is that it?
Doctor: No. Then a computer combines the X-rays into a **6** _____ - _____ _____. We can work with the image to see many different things.

Speaking

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

USE LANGUAGE SUCH AS:
We might need to ...
What if ...
Could you explain ...

Student A: You are a doctor. Talk to Student B about:
- a type of medical imaging
- how the imaging works
- whether it will be needed

Student B: You are a patient. Talk to Student A about a type of medical imaging.

Writing

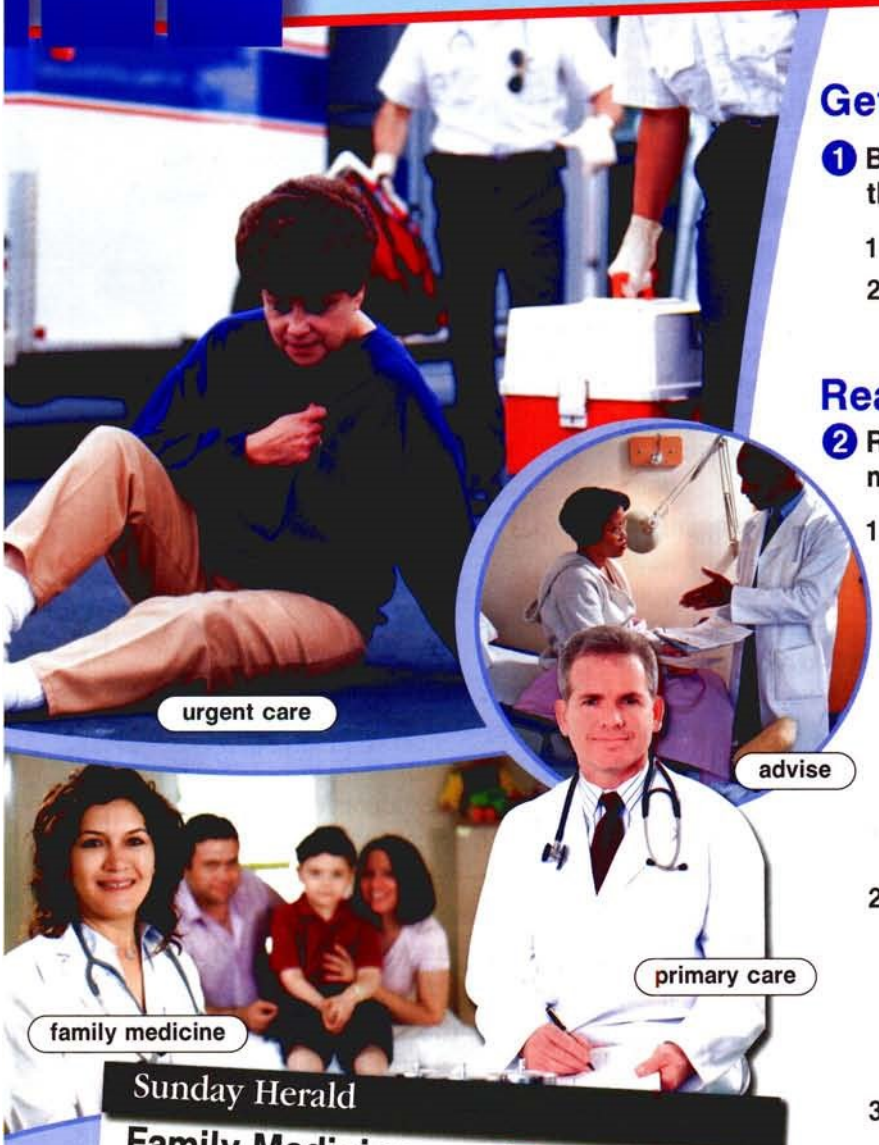
9 Use the conversation from Task 8 and the website to complete the CT scan information brochure.

Community Health Clinic
CT Scan Information

When it is needed: _____
_____

How it works: _____
_____
_____
_____
_____
_____
_____

13 Family medicine



Sunday Herald

Family Medicine

by Dr. John Olson, MD

The Heart of Primary Care

For decades the family medical clinic has been the first point of **primary care** for millions of patients. However, today patient demand threatens to overcome the supply of family medicine **practitioners**. Thus it is important to emphasize the need for these vital health care professionals.

Family practitioners provide a variety of health care services to all patients, regardless of age. Not only do they treat injuries and illnesses, they also provide **preventative** care such as routine checkups and immunizations. They **counsel** patients about their health care options and **advise** a recommended course of action. They are a vital source of **health education**. If needed, they **refer** patients to specialists for specific diseases and injuries. Even though they do not work in an emergency room, many family practitioners provide **urgent care** to patients requiring immediate attention.

Family medicine will always be at the core of the health care system. Medical professionals should be encouraged to follow this rewarding career.

Get ready!

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

1 How is family medicine structured in your country?
2 What are some of the duties of a family practitioner?

Reading

2 Read the newspaper article on family medicine. Then, choose the correct answers.

1 What is the main idea of the article?
- **A** Family medicine is not as important as in the past.
- **B** More medical professionals should pursue a career in family medicine.
- **C** Family practitioners should not provide urgent care.
- **D** Family practitioners are the fastest growing group of medical professionals.

2 Which of the following do family practitioners NOT provide?
- **A** urgent care
- **B** checkups and immunizations
- **C** specialized care
- **D** health education

3 Which of the following is part of preventative care?
- **A** regular checkup
- **B** treating an injury
- **C** urgent care
- **D** prescribing medicine

Vocabulary

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

1 __ primary care
2 __ health education
3 __ family medicine
4 __ urgent care
5 __ preventative

- **A** medicine that provides long-term, general health care for all individuals
- **B** focusing on preventing diseases from occurring rather than curing them
- **C** the act of teaching people about their bodies and good health habits
- **D** the first and main point of medical assistance for patients in a health care system
- **E** health care provided to immediately respond to an injury or illness, but not in an emergency room

4 Read the sentence and choose the correct word.

1 You will need to see a **special practitioner / urgent care** for that injury.
2 I **advise / refer** all of my patients to either stop smoking or not to start.
3 I will **refer / advise** you to a specialist.
4 Doctor, could you please **counsel / refer** me on my options?

5 Listen and read the newspaper article on family medicine again. What does a family medicine practitioner do?

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 saw the woman for a sore back.
2 ___ The man can use an ice pack to reduce his pain.
3 ___ The man will require another doctor's treatment.

7 Listen again and complete the conversation.

Doctor: Here's what you have to do. **1** _____ _____ _____ elevate the arm to ease the swelling and pain.
Patient: I can do that. What else?
Doctor: **2** _____ _____ _____ _____, you can put an ice pack on it for a few minutes at a time. Put a towel in between the pack and your cast.
Patient: That's easy enough. Will I need **3** _____ _____?
Doctor: Yes. I'm going to **4** _____ _____ _____ Dr. Rossman. He specializes in therapy after broken bones.
Patient: When should I **5** _____ _____ _____ with him?
Doctor: You can start working with him **6** _____ _____ _____ your cast comes off.

Speaking

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

USE LANGUAGE SUCH AS:

What you have to do ...
If it still hurts ...
Will I need ...

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

- caring for an injury
- what to do at home
- a referral to a specialist

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

Writing

9 Use the conversation from Task 8 to complete the home care instructions.

Family Health Clinic

Home Care Instructions



Patient: Brian Jordan

Home Care: _____
_____
_____

Specialist Referral: _____
_____
_____
_____

14 Pediatrics


pediatrics


juvenile


infant


obesity


teenager

jaundice

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Old Orchard Pediatrics Clinic

QUALITY MEDICAL CARE FOR CHILDREN AND FAMILIES

At Old Orchard we provide pediatric care to all children from **newborns** to **teenagers**.

It is important that **infants** in the first six months following birth have frequent **check ups**. Yearly visits should occur between the ages of two and ten years. And teenagers should see a doctor at least every other year.

If your child is sick you can schedule same day appointments by calling 555-0014 today.

Special Pediatric Services

Asthma - Our team of **juvenile** asthma specialists is among the best in the state.

Obesity - Childhood obesity is a growing problem. Treatments include an innovative combination of education, diet programs, and drugs.

Jaundice - Jaundice in newborns is a common condition. It involves heightened levels of **bilirubin** in the blood. While it is usually harmless, certain cases require treatment. Our **bili light** phototherapy treatments are safe and effective.

Get ready!

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

1 How is pediatrics different from other medical practices?

2 What are some common ailments of infants and children?

Reading

2 Read the website for a pediatrics clinic. Then, mark the following statements as true (T) or false (F).

1 ___ Teenagers need a check up every year.

2 ___ Jaundice is rare in newborns.

3 ___ Obesity is related to high levels of bilirubin.

Vocabulary

3 Place the words from the word bank under the correct heading.

WORD BANK

infant teenager newborn
obesity asthma jaundice

Age Categories
_____
_____
_____
Health Problems
_____
_____
_____

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

1 **juvenile / bilirubin**

A Excessive _____ causes jaundice in newborns.

B _____ diabetes is a serious childhood disease.

2 **check ups / pediatrics**

A Young children should have frequent _____.

B The _____ clinic does not treat adults.

5 Listen and read the website for a pediatrics clinic again. Treatment of what childhood illness involves diet programs?

Listening

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

1 What disease does the first patient scheduled have?

A jaundice C obesity

B asthma D diabetes

2 Into what age category does the obese patient fall?

A teenager C infant

B newborn D juvenile



7 Listen again and complete the conversation.

Doctor: Hi, Beth. How many **1** _____ do we have for this morning?

Receptionist: Hello, Doctor. We have three appointments set up **2** _____ _____.

Doctor: Great. When is the first one?

Receptionist: The first appointment is at eight. Michael Taylor is **3** _____ _____ for his asthma treatments.

Doctor: Good. When is the next one?

Receptionist: Then you have a three-day-old infant at nine. She is still showing signs of **4** _____.

Doctor: Oh that's right. I'll have to get the **5** _____ _____ ready. Is there another appointment after her?

Speaking

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

USE LANGUAGE SUCH AS:

How many appointments ...

When is the ...

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

- a schedule
- a patient's treatment

Student B: You are a receptionist. Talk to Student A about the morning's schedule.

Writing

9 Use the conversation from Task 8 to write a receptionist's note about the morning's schedule.

Doctor Harding,

This morning's schedule of appointments is as follows:

Time:	Patient:	Age:	Condition:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

15 Geriatrics

Get ready!

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

1 What are some common diseases in elderly patients?
2 Why might senior citizens need special care?



Reading

2 Read the website on geriatrics. Then, mark the following statements as true (T) or false (F).

1 ___ Bedsores are a result of incontinence.
2 ___ Dizziness could be a sign of a more serious disease.
3 ___ Nursing homes provide the most freedom for seniors needing assistance.

Vocabulary

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

1 ___ stroke
2 ___ incontinence
3 ___ nursing home
4 ___ geriatrics
5 ___ polypharmacy
6 ___ bed sore

A the use of too many medications at once
B a field of medicine that focuses on preventing and treating diseases in older people
C a rapid loss of brain functions due to a loss of blood to the brain
D the inability to control one's bladder or bowel movements
E a skin wound caused by too much pressure cutting off blood circulation to a part of the body
F a facility that provides 24-hour care to elderly patients

Medical Specialties: Geriatrics

Geriatrics has developed as a field of medicine focusing on the prevention and treatment of diseases in **elderly** people.

Common Ailments

Certain diseases become more common with advanced age. For example, the risk of a **stroke** increases significantly. **Hearing loss** can require implants to maintain functional levels. Inability to be physically active can cause **bed sores**. Additionally, **Alzheimer's Disease** is a terminal illness that robs people of their memories and their ability to think clearly. Other ailments, such as spells of **dizziness** or **incontinence**, could indicate more serious problems.

Caring for Seniors

Senior citizens must often take several regular medications. This puts them at risk for **polypharmacy**, which can cause dangerous **drug interactions**. It is important to assist seniors who may have trouble understanding when and how much medicine to take. Should their health issues make them incapable of caring for themselves, several care options exist. **Assisted living** centers help seniors with their medical needs while still granting them independence. Seriously ill seniors may need to be placed in a **nursing home**.

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

WORD BANK

assisted living
hearing loss elderly
Alzheimer's Disease
drug interaction dizziness

1 You must manage your prescriptions to prevent a serious _____.
2 My grandfather suffers from _____ and often forgets my name.
3 My mother really enjoys the _____ arrangement in her apartment.
4 It is important to recognize the specific illnesses that affect _____ people.
5 This morning I felt such _____ I could barely stand up.
6 My grandmother's _____ is worse so she is getting an ear implant.

5 🎧 **Listen and read the website on geriatrics again. What are some guidelines for taking care of elderly patients?**

Listening

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

1 What are the speakers mainly talking about?

- **A** how to help seniors move around safely
- **B** the effects of some drug interactions
- **C** special needs of some patients
- **D** a new patient's medication

2 Why should the woman help Ms. Clark?

- **A** She is not able to move around by herself.
- **B** She may not know that she has a new medication.
- **C** She may have developed bed sores.
- **D** She must not take a certain medication right now.

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

Nurse 1: Ms. Clark has recently started a new medication. You might have to **1** _____ _____ _____ and make sure she understands it.

Nurse 2: **2** _____ _____ is she taking?

Nurse 1: She's on Cordarone for an irregular **3** _____ _____. While she's taking that, she can't have any Zocor for her cholesterol. **4** _____ _____ _____ a dangerous interaction.

Nurse 2: Okay, **5** _____ _____ _____ she knows to stay off the Zocor.



Nurse 1: Good. The rest of the patients require **6** _____ _____.

Nurse 2: That sounds fine. Let's get started.

Speaking

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

USE LANGUAGE SUCH AS:

You might have to ...
That could cause ...
I'll make sure ...

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

- what care two patients need
- a medication a patient is taking
- a possible drug interaction

Student B: You are a nurse. Talk to Student A about what care two patients need.

Writing

9 **Use the conversation from Task 8 to complete the nurse's notes.**

Assisted Living Center

Nurse: _____

Wing: 2 East

Patient: _____

Special Care Required: _____

_____

_____

_____

Glossary

abdominal aorta [N-COUNT-U7] The **abdominal aorta** is one of the main veins carrying de-oxygenated blood to the heart from the lower part of the body.

abrasion [N-COUNT-U3] An **abrasion** is a wound resulting from minor damage to the epidermal layer of the skin. Abrasions are sometimes called scrapes.

acne [N-UNCOUNT-U3] **Acne** is a human skin disease where oil becomes trapped in pores causing raised red bumps and other imperfections of the skin.

adrenal gland [N-COUNT-U5] An **adrenal gland** is a gland above the kidney that produces adrenaline and other hormones.

adrenaline [N-UNCOUNT-U5] **Adrenaline** is a hormone that helps the body react to a sudden threat or stress.

advise [V-T-U13] To **advise** a patient is to give a recommendation about health care.

affect [V-T-U10] To **affect** something such as mood is to bring about a change in it.

albumin [N-UNCOUNT-U11] **Albumin** is a type of protein found in the body.

allergy [N-COUNT-U8] An **allergy** is a medical condition that causes a reaction or illness when someone comes in contact with a particular substance.

Alzheimer's disease [N-UNCOUNT-U15] **Alzheimer's disease** is a brain disease that causes a person to lose memory and their ability to think clearly.

assisted living [N-UNCOUNT-U15] **Assisted living** is a living situation in which a person receives assistance with daily activities, but does not need 24-hour care.

asthma [N-UNCOUNT-U14] **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.

auscultation [N-UNCOUNT-U10] **Auscultation** is the examination of something by listening with or without an instrument such as a stethoscope.

bed sores [N-COUNT-U15] **Bed sores** are skin wounds caused by too much pressure cutting off blood circulation to a part of the body.

bili light [N-UNCOUNT-U14] A **bili light** is a light therapy tool used to treat jaundice in newborns wherein the infant is placed under blue lights which convert bilirubin for proper excretion.

bilirubin [N-UNCOUNT-U14] **Bilirubin** is a yellow colored breakdown product of red blood cells.

biopsy [N-COUNT-U11] A **biopsy** is a medical procedure in which a piece of tissue is removed and examined to help determine an illness.

birth control [N-UNCOUNT-U6] **Birth control** refers to several techniques used to prevent egg fertilization or interrupt pregnancy.

bladder [N-COUNT-U7] A **bladder** is a bodily organ that holds urine before it is expelled from the body.

blood pressure [N-UNCOUNT-U11] **Blood pressure** is a measure of the pressure with which blood moves through the body.

body language [N-UNCOUNT-U10] **Body language** is the conveyance of information about a person's physiological or emotional state by the way he or she moves.

bone [N-COUNT-U2] A **bone** is strong, hard matter that is part of a body's basic structure.

brain [N-COUNT-U4] The **brain** is the large organ that controls bodily functions through release of hormones or activating muscles.

BUN test [N-COUNT-U11] A **BUN (blood urea nitrogen) test** is a test to determine the amount of urea nitrogen in the blood.

cast [N-COUNT-U7] A **cast** is a tiny structure produced by the kidneys and present in urine that contains indicators of urinary health.

check up [N-COUNT-U14] A **check up** is a medical examination performed periodically to evaluate a patient's health even if the patient has no apparent ailments.

CKD [N-UNCOUNT-U11] **CKD (chronic kidney disease)** is a medical condition in which a person loses kidney function over time.

clot [N-COUNT-U1] A **clot** is small chunk of dried blood that blocks the flow of blood through a blood vessel.

cold [N-COUNT-U9] A **cold** is an illness that can cause coughing, a runny nose, and a sore throat.

comminuted [ADJ-U2] If a fracture is **comminuted**, the bone is broken into several or many pieces.

compatible [ADJ-U1] If something is **compatible**, it can exist with or near something else without causing a conflict.

complaint [N-COUNT-U8] A **complaint** is pain or illness reported by a patient.

compound [ADJ-U2] If a fracture is **compound**, part of the bone protrudes through the skin.

condom [N-COUNT-U6] A **condom** is barrier device worn over the penis during intercourse to reduce the chance of pregnancy and disease.

contraceptive [N-COUNT-U6] A **contraceptive** is a method of birth control that prevents fertilization of the egg cell.

contusion [N-COUNT-U3] A **contusion**, also called a bruise, is a temporarily discolored area of skin that has been damaged by trauma, allowing blood to seep from the local capillaries into the surrounding tissue.

cough [V-I-U9] To **cough** is to force air loudly through the throat because of an illness or throat irritation.

counsel [V-T-U13] To **counsel** a patient is to give guidance about health care options.

creatinine [N-UNCOUNT-U11] **Creatinine** is a waste product found in blood that the kidney usually removes.

CT scan [N-COUNT-U12] A **CT scan** is a form of medical imaging that uses many two-dimensional X-rays to create a three-dimensional image of an object.

current [ADJ-U8] If something is **current**, it is happening at the present time.

data [N-UNCOUNT-U8] **Data** is a collection of information.

dermis [N-UNCOUNT-U3] The **dermis** is a layer of skin between the outer epidermis and the inner hypodermis.

displaced [ADJ-U2] If something is **displaced**, it is moved out of its correct or normal position.

dizziness [N-UNCOUNT-U15] **Dizziness** is a condition in which a person feels as if he or she is spinning and that he or she might fall over.

drug interaction [N-COUNT-U15] A **drug interaction** is the combined use of drugs that results in negative reactions.

ECG [N-COUNT-U12] An **ECG**, or electrocardiogram, is a measurement of the electrical activity of the heart over a period of time.

elderly [ADJ-U15] If a person is **elderly**, he or she is approaching the end of an average lifespan.

endocrine system [N-COUNT-U5] The **endocrine system** is the bodily system that uses hormones to regulate the body's functions.

endoscope [N-COUNT-U12] An **endoscope** is a thin, tubular instrument used to examine the inside of an organ or body cavity.

epidermis [N-UNCOUNT-U3] The **epidermis** is the outermost layer of human skin.

evaluate [V-T-U10] To **evaluate** something is to determine the qualities of its condition or state.

family medical history [N-COUNT-U8] A **family medical history** is a record of the medical conditions of a patient's family that might affect the patient's health.

Glossary

family medicine [N-UNCOUNT-U13] **Family medicine** is a branch of medicine that provides long-term, general health care for all individuals.

feed [V-T-U12] To **feed** an endoscopic tube is to insert it into the body in order to take internal pictures.

fever [N-COUNT-U9] A **fever** is an illness that causes body temperature to rise.

flow [N-UNCOUNT-U7] **Flow** is the smooth movement of something, usually a liquid.

flu [N-UNCOUNT-U9] **Flu** is a viral illness that can cause fevers, aches, and wheezing.

fracture [N-COUNT-U2] A **fracture** is a crack or break in a bone.

gel [N-UNCOUNT-U12] **Gel** is a semi-solid substance placed between the patient's skin and an ultrasound probe.

genitalia [N-COUNT-U6] The **genitalia** are the parts of the male and female bodies that are involved in the process of reproduction.

geriatrics [N-UNCOUNT-U15] **Geriatrics** is a field of medicine that focuses on preventing and treating diseases in older people.

GFR test [N-COUNT-U11] A **GFR (glomerular filtration rate)** test is a test to determine how much kidney function a person has.

gland [N-COUNT-U5] A **gland** is a bodily organ that creates a substance and releases it, often into the bloodstream.

gonads [N-COUNT-U6] The **gonads** are the organs that produce sex cells. They are the testes in males and ovaries in females.

greenstick [ADJ-U2] If a fracture is **greenstick**, it is the bending and breakage of a young, soft bone.

headache [N-COUNT-U9] A **headache** is a pain felt in the head.

health education [N-UNCOUNT-U13] **Health education** is the act of teaching people about their bodies and good health habits.

hearing loss [N-UNCOUNT-U15] **Hearing loss** is the loss of a portion or all of one's hearing.

history of [PHRASE-U8] If someone has a **history of** something, he or she has experienced it regularly or repeatedly.

hormone [N-COUNT-U5] A **hormone** is a chemical released by one part of the body that sends out messages which affect other parts of the body.

hypodermis [N-UNCOUNT-U3] The **hypodermis** is the layer of skin beneath the dermis used for fat storage.

hypothalamus [N-COUNT-U5] The **hypothalamus** is the part of the brain that connects the nervous system with the endocrine system. It controls body temperature, hunger, thirst, and fatigue.

impacted [ADJ-U2] If a fracture is **impacted**, parts of the bone are crushed into each other.

incontinence [N-UNCOUNT-U15] **Incontinence** is the inability to control one's bladder or bowel movements.

infant [N-COUNT-U14] An **infant** is a young human being in the first year or two of life.

inferior mesenteric artery [N-COUNT-U7] The **inferior mesenteric artery** come off the surface of the abdominal aorta and it transfers the blood supply of the intestines.

inferior vena cava [N-COUNT-U7] The **inferior vena cava** is a vein that carries blood that has had the oxygen removed from it, to the right part of the heart.

infertility [N-UNCOUNT-U6] **Infertility** is the inability to have children.

inspection [N-COUNT-U10] An **inspection** is an organized examination of a patient's physiological state as compared to what is understood to be normal.

intercourse [N-UNCOUNT-U6] **Intercourse** is the sexual act in which the male penis enters the female vagina.

jaundice [N-UNCOUNT-U14] **Jaundice** is a yellowish coloring of the skin caused by excessive levels of bilirubin in the blood. This condition is often related to diseases of the liver.

juvenile [ADJ-U14] If an illness is **juvenile**, it occurs in children.

kidney [N-COUNT-U7] A **kidney** is one of the two organs that removes waste from the blood and produces urine.

kidney stone [N-COUNT-U7] A **kidney stone** is a hard, crystal-like mineral structure that forms in the kidneys and can be very painful to pass.

marrow [N-UNCOUNT-U2] **Marrow** is a soft substance inside bones that is part of the body's immune system.

medical imaging [N-UNCOUNT-U12] **Medical imaging** is the process of creating pictures of the human body for the purpose of diagnosing and treating medical problems.

melatonin [N-UNCOUNT-U5] **Melatonin** is a hormone that controls the day and night cycles of the body.

motor [ADJ-U4] If a neuron is a **motor** neuron, it helps to create the ability to move.

MRI [N-COUNT-U12] An **MRI**, or magnetic resonance imaging, is a medical imaging technique that uses magnetic forces on atoms to produce an image of the body.

muscle ache [N-COUNT-U9] A **muscle ache** is a pain felt in the muscles.

nerve [N-COUNT-U4] A **nerve** is a cordlike structure that enables the transmission of electric impulses through the nervous system.

nervous system [N-COUNT-U4] The **nervous system** is the bodily system that transmits signals and coordinates actions of the body.

network [N-COUNT-U4] A **network** is a group of connected neurons that process information.

neuron [N-COUNT-U4] A **neuron** is a cell that transmits information by electrical and chemical signaling.

newborn [N-COUNT-U14] A **newborn** is an infant in the first twenty-eight days after birth.

nursing home [N-COUNT-U15] A **nursing home** is a facility that provides 24-hour care to elderly patients.

obesity [N-UNCOUNT-U14] **Obesity** is a medical condition in which a person accumulates a potentially unhealthy amount of excess body fat.

observation [N-COUNT-U10] An **observation** is something that someone notices, or the act of noticing something.

onset [N-COUNT-U8] An **onset** is the start or first instance of something.

ovaries [N-COUNT-U6] The **ovaries** are the organs in the female body that produce egg cells.

palpation [N-UNCOUNT-U10] **Palpation** is the examination of something by touch.

pass [V-T-U7] To **pass** something is to process something through and out of one's body.

past medical history [N-COUNT-U8] A **past medical history (PMH)** is a patient's record of previous illnesses, procedures, and other medical details.

pathology report [N-COUNT-U11] A **pathology report** is a report that discusses what was found after cells and tissue were examined.

pediatrics [N-UNCOUNT-U14] **Pediatrics** is medical care for infants, children, and adolescents.

percussion [N-UNCOUNT-U10] **Percussion** is the act of tapping on an area of the body such as the chest or abdomen to determine the condition of the underlying bone or tissues.

pimple [N-COUNT-U3] A **pimple** is a type of acne in the skin where excess oil has become trapped in a pore, creating a raised red spot.

pineal body [N-COUNT-U5] The **pineal body** is a small gland in the brain that produces the hormone melatonin.

Glossary

pituitary gland [N-COUNT-U5] The **pituitary gland** is a gland in the brain that emits numerous hormones to control body processes such as growth, blood pressure, and sex organ functions.

plasma [N-UNCOUNT-U1] **Plasma** is liquid that contains blood cells.

platelet [N-COUNT-U1] A **platelet** is a type of blood cell that thickens around the surface of a cut to stop blood loss.

polypharmacy [N-UNCOUNT-U15] **Polypharmacy** is the use of too many medications at once.

pore [N-COUNT-U3] A **pore** is a tubular structure in the skin that produces sweat as a cooling mechanism.

practitioner [N-COUNT-U13] A **practitioner** is someone who is legally licensed to perform medical treatments without supervision.

preventative [ADJ-U13] If medicine is **preventative**, it focuses on preventing diseases from occurring rather than curing them.

primary care [N-UNCOUNT-U13] **Primary care** refers to the first and main point of medical assistance for patients in a health care system.

procedure [N-COUNT-U8] A **procedure** is a medical treatment performed by a doctor or surgeon.

pulse [N-COUNT-U10] A **pulse** is a measure of heartbeats in a given period of time. One way to take this measurement is to place the fingers over a major artery in the neck, wrist, or other location and press them against a bone to feel the palpations of the heart as blood moves through the artery.

radiography [N-UNCOUNT-U12] **Radiography** is the use of x-rays to view images of the internal human body.

red blood cell [N-COUNT-U1] A **red blood cell** is a unit of blood that carries oxygen throughout the body.

refer [V-T-U13] To **refer** a patient is to transfer a patient from one doctor to another doctor who may better address the patient's specific needs.

reflex [N-COUNT-U4] A **reflex** is an involuntary and immediate movement in response to a stimulus.

renal [ADJ-U11] If something is **renal**, it is related to the kidneys.

reproductive system [N-COUNT-U6] The **reproductive system** is the bodily system of organs that work together for the purpose of producing offspring.

runny [ADJ-U9] If something is **runny**, it has liquid flowing or leaking out of it.

secrete [V-T-U5] To **secrete** is to emit a substance in order to perform some bodily function.

sensory [ADJ-U4] If something is **sensory**, it has to do with the five senses of sight, hearing, touch, taste, and smell.

sexually active [ADJ-U6] If a person is **sexually active**, he or she regularly engages in forms of sexual activity.

skeleton [N-COUNT-U2] A **skeleton** is the series of bones that makes up a body's basic structure.

skin [N-UNCOUNT-U3] **Skin** is a soft outer layer of human bodies and the bodies of other animals.

social history [N-COUNT-U8] A **social history** is a patient's record of lifestyle and personal details, such as occupation and marital status.

spinal cord [N-COUNT-U4] The **spinal cord** is a long bundle of nerve cells that extends downward from the brain.

STD [N-COUNT-U6] An **STD**, or sexually-transmitted disease, is an illness that is passed from one person to another through sexual activity.

stress fracture [N-COUNT-U2] A **stress fracture** is a minor crack in a bone caused by repeated or excessive pressure.

stroke [N-COUNT-U15] A **stroke** is a rapid loss of brain function due to a loss of blood to the brain.

subcutaneous fat [N-UNCOUNT-U3] **Subcutaneous fat**, also called hypodermis, is a layer of the skin beneath the epidermis that contains primarily lobules of fat.

symptom [N-COUNT-U9] A **symptom** is a feeling or physical change that indicates illness.

teenager [N-COUNT-U14] A **teenager** is a young human being between the ages of twelve and twenty.

testes [N-COUNT-U6] The **testes** are the organs in the male body that produce sperm.

throb [V-I-U9] To **throb** is to have pain that comes and goes very quickly.

thyroid gland [N-COUNT-U5] The **thyroid gland** is a large gland in the neck that controls how the body uses energy and controls proteins.

transfusion [N-COUNT-U1] A **transfusion** is the process of moving blood from one person into another person who has suffered blood loss.

Type A [N-UNCOUNT-U1] **Type A** is a blood classification that means the body's immune system is compatible with molecules on blood cells called A-antigens, but it will fight B-antigens.

Type AB [N-UNCOUNT-U1] **Type AB** is a blood classification that means the body's immune system is compatible with A- and B-antigens on blood cells.

Type B [N-UNCOUNT-U1] **Type B** is a blood classification that means the body's immune system is compatible with molecules on blood cells called B-antigens, but it will fight A-antigens.

Type O [N-UNCOUNT-U1] **Type O** is a blood classification that means the body's immune system is not compatible with A- or B-antigens on blood cells.

ultrasound [N-COUNT-U12] An **ultrasound** is a medical imaging technique that uses the reflection of sound waves to produce an image of the body.

universal donor [N-COUNT-U1] A **universal donor** is someone who has blood type O, which can be safely received by another person with any blood type.

ureter [N-COUNT-U7] The **ureter** is the tube that carries urine from the kidney to the urinary bladder.

urethra [N-COUNT-U7] A **urethra** is a tube that carries urine from the bladder out of the body.

urgent care [N-UNCOUNT-U13] **Urgent care** refers to health care provided to immediately respond to an injury or illness that is not serious enough to visit the emergency room.

urinalysis [N-COUNT-U11] A **urinalysis** is a test that examines a urine sample.

urinary bladder [N-COUNT-U7] The **urinary bladder** is the place where urine is collected and stored before it is removed from the body.

urinary system [N-COUNT-U7] A **urinary system** is a part of the body that controls the creation and expulsion of urine.

urine [N-UNCOUNT-U7] **Urine** is liquid waste that the body expels.

vertebrae [N-COUNT-U4] **Vertebrae** are the small bones that together make up the backbone and surround the nerves of the spinal cord.

vital signs [N-COUNT-U10] **Vital signs** are statistical measures of essential body functions such as temperature, pulse rate, blood pressure, and respiration.

waste [N-UNCOUNT-U7] **Waste** is a substance produced by the body that is not needed so it is expelled.

wheeze [V-I-U9] To **wheeze** is to breathe with difficulty in a noisy manner.

x-ray [N-COUNT-U12] An **x-ray** is a form of radiation that can be used to take pictures of the internal human body.