CAREER PATHS

Medical

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Medical

Book 1

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Scope and sequence

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

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1 Hospital departments





HOME | ABOUT US | SERVICES | CONTACT

Heartland Hospital

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

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

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

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

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

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

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

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

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

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

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

Get ready!

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

1 What are some different hospital departments?

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

Reading

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

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

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

3 ___ The pharmacy is closed on Sundays.

Vocabulary

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

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

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

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

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

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

E the hospital department that specializes in the treatment of children

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

WORD BANK

radiology pathology surgery emergency pharmacy

1 Please take this sample to _____ for testing.

2 An ambulance brought the patient to the _____ room.

3 Could you get the X-rays from _____?

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

5 Take this patient to _____ for her transplant.

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

Listening

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

1 Where is the dermatology department?

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

2 What will the woman likely do next?

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

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

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

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

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

Patient: Where's that department?

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

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

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

Patient: The pharmacy is downstairs, right?

Doctor: Yes, next to the emergency room.

Speaking

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

USE LANGUAGE SUCH AS:

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

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

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

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

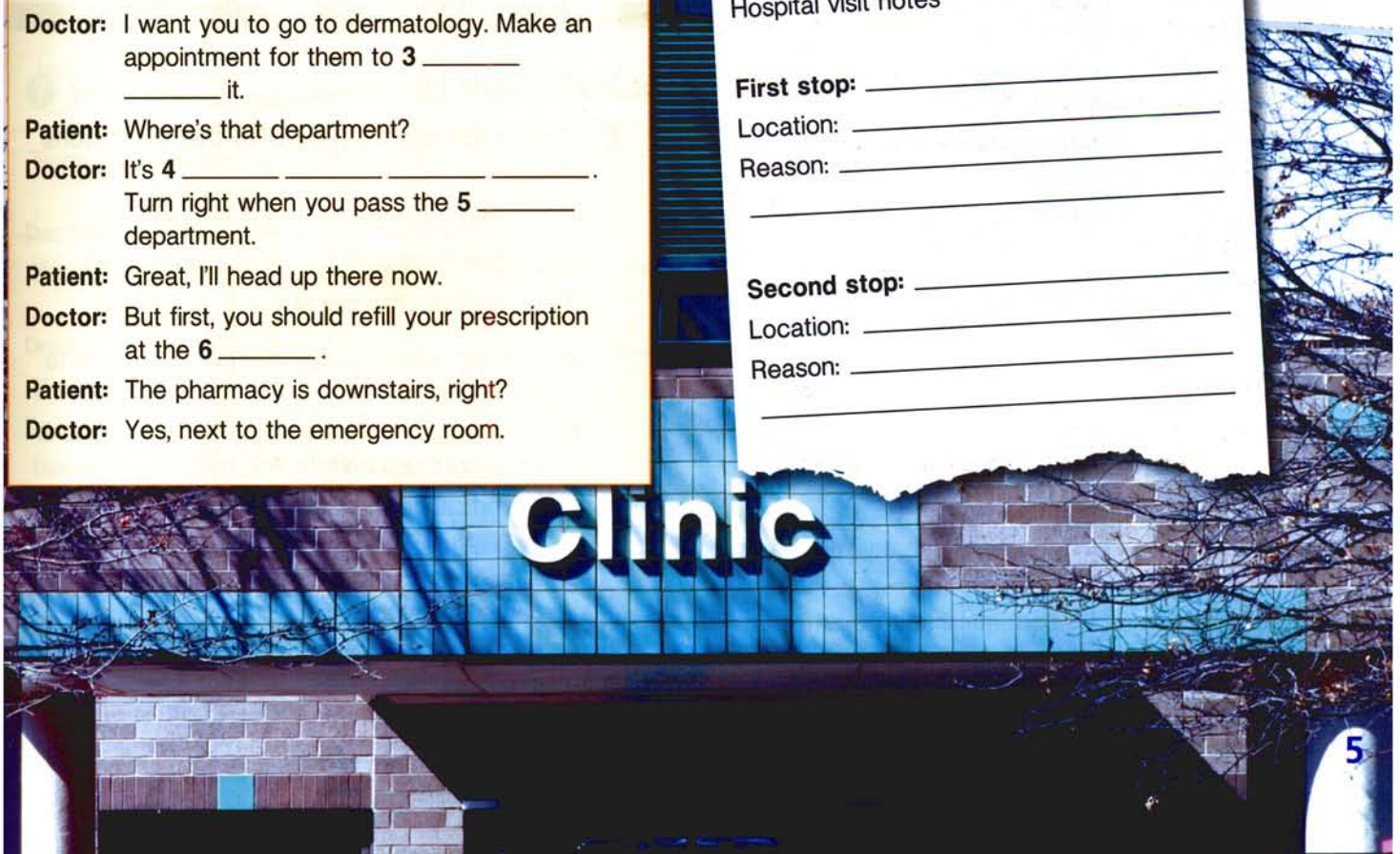
Writing

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

Mary Coburn
Hospital visit notes

First stop: _____
Location: _____
Reason: _____
_____

Second stop: _____
Location: _____
Reason: _____
_____



2 Hospital staff

HEARTLAND HOSPITAL STAFF DIRECTORY

FIRST FLOOR

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

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

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

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

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

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

SECOND FLOOR

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

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

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











Get ready!

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

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

2 What are some special kinds of doctors?

Reading

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

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

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

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

Vocabulary

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

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

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

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

C a medical professional who works with samples in a laboratory

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

E a person who fills prescriptions and gives medicine

4 Read the sentence and choose the correct word.

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

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

Listening

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

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

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

7 Listen again and complete the conversation.

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

Speaking

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

USE LANGUAGE SUCH AS:
Can you come over here?
What do you need?
Who is ...

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

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

Writing

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

Heartland Hospital
STAFF DIRECTORY

Patient
Consultation Form

Patient: _____

Doctor Consulted: _____

Issue: _____

_____

_____

Solution: _____

_____

_____

_____

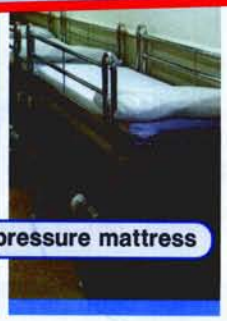
_____

3 Hospital equipment

Medical Supplies

Please keep everything in its proper place!







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

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

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

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

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

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







biohazard waste container

Get ready!

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

1 What is some common hospital equipment?

2 How should disposable medical equipment be thrown away?

Reading

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

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

2 __ Oxygen tanks are stored in patient rooms.

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

Vocabulary

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

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

A a cotton fabric used to cover wounds or surgical incisions

B a long robe worn by a hospital patient

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

D a device used for injecting liquids into the body

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

4 Read the sentence and choose the correct word.

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

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

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

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

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

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

Listening

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

1 What are the speakers mainly talking about?

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

2 What will the man likely do next?

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

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

Nurse 1: Gary, have you done your supply checks for the day?
Nurse 2: Yes, I just finished them up.
Nurse 1: Are we **1** _____ _____ _____?
Nurse 2: Yes, **2** _____ _____ _____ more latex gloves in exam rooms 1 and 3.
Nurse 1: Okay. **3** _____ _____?
Nurse 2: There are **4** _____ _____ _____ syringes left in the storage closet.
Nurse 1: Okay, I'll have to order some of those. That reminds me, **5** _____ _____ _____ empty the sharps containers before you leave.
Nurse 2: Will do. **6** _____ _____ _____, Carol.



Speaking

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

USE LANGUAGE SUCH AS:

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

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

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

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

Writing

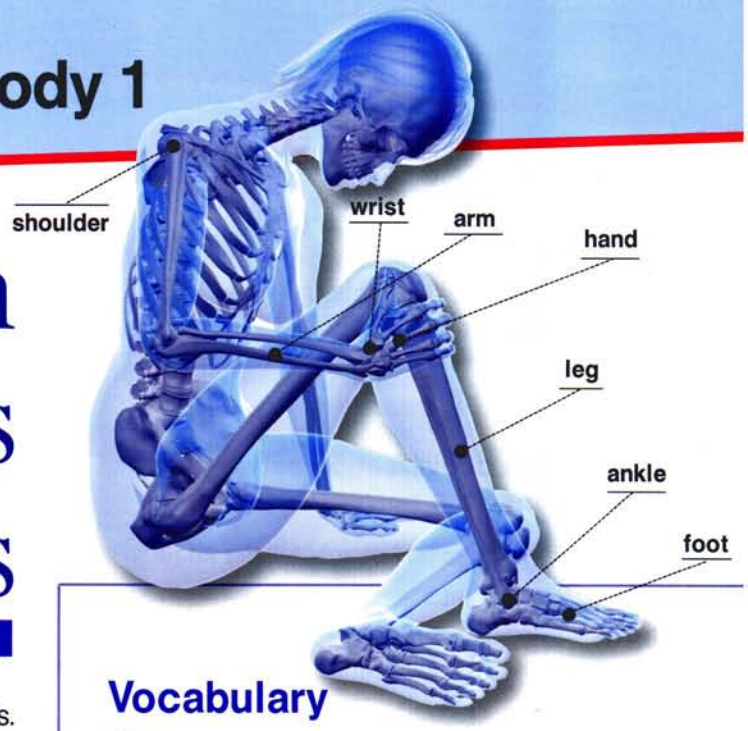
9 **Use the conversation from Task 8 to fill out the supply order form.**

Family Clinic

Supply
ORDER FORM

Exam Rooms: _____
_____
_____
_____

Storage Closet: _____
_____
_____
_____



Common Sports Injuries

by Dr. Mark Robbins

JOURNAL OF ATHLETIC MEDICINE Issue 84

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

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

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

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

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

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

Get ready!

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

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

2 What are some common injuries?

Reading

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

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

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

3 __ Hips are frequently jammed or broken.

Vocabulary

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

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

A the part of the forearm that attaches to the hand

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

C the part of the upper leg that projects slightly outward

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

E one of the extensions from the hand

F the joint between the upper and lower arm

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

1 **shoulder / ankle**

A I twisted my _____ when I was running.

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

2 **toe / knee**

A The leg bends at the _____.

B Breaking even your smallest _____ can make walking difficult.

3 **foot / hand**

A This shoe barely fits on my _____.

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

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

Listening

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

1 What injury does the man likely have?

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

2 What does the doctor suggest happens next?

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

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

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

Patient: My arm really hurts.

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

Patient: **3** _____ _____, but especially the elbow.

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

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

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

Patient: No, just my arm.

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

Speaking

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

USE LANGUAGE SUCH AS:

Where does it hurt ...
Thats likely the problem ...
Does it hurt anywhere else ...

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

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

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

Writing

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

Valley Medical Clinic
Medical Chart

Patient: Tommy Jones

Symptoms: _____
_____
_____

What happened: _____
_____
_____

Next steps: _____
_____
_____

5 Parts of the body 2



Jefferson General Hospital

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

Incident/Reason for ER Admittance:
Automobile accident

Apparent Injuries:

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

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

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

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

Get ready!

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

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

Reading

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

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

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

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

Vocabulary

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

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

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

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

1 **small / rib cage**

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

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

2 **neck / back**

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

B The _____ attaches the head and torso.

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

Listening

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

1 __ The woman's abdomen is sore.

2 __ The woman feels pain in her neck.

3 __ The man will examine the patient.

7 Listen again and complete the conversation.

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

Patient: My **2** _____ hurts.

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

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

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

Patient: No, that part doesn't hurt.

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

Where does it hurt?
Any pain near the ...
Does it hurt when ...

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

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

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

Writing

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

notes

Dr. _____

Date: _____

Patient: _____

Reason for visit: _____

_____

_____

Areas patient feels pain: _____

_____

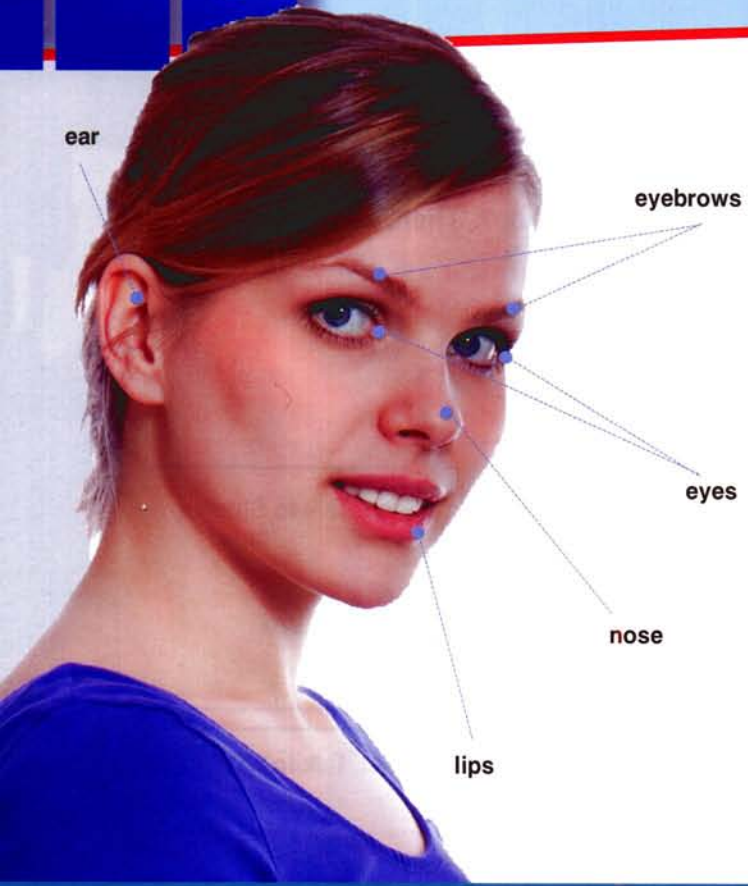
_____

When patient feels pain: _____

_____

_____

6 Parts of the body 3



Patient Assessment

Name: Molly Roberts

Sex: Female

Age: 14

Primary Physician: Dr. Joseph Nelson

Parent/Guardian Signature: Pamela Roberts

Home Phone: 555-8889

How did injuries occur? Bicycle accident

Describe injuries:

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

Get ready!

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

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

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

Reading

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

1 What is the purpose of the document?

A to list the patient's medical history

B to report where facial injuries are located

C to explain how to treat the patient's injuries

D to describe how the patient's injuries have healed

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

A her cheek.

B her jaw.

C her head.

D her lips.

3 Which body parts are bruised?

A eyebrow and jaw

B nose and jaw

C cheek and nose

D cheek and ear

Vocabulary

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

1 __ lips

2 __ face

3 __ forehead

4 __ cheek

5 __ head

6 __ ears

7 __ eyes

A the organs that detect sound

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

C the body part that contains the brain and skull

D the sensitive organs surrounding the mouth

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

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

G the organs that detect sight

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

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

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

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

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

Listening

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

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

7 Listen again and complete the conversation.

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

Speaking

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

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

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

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

Writing

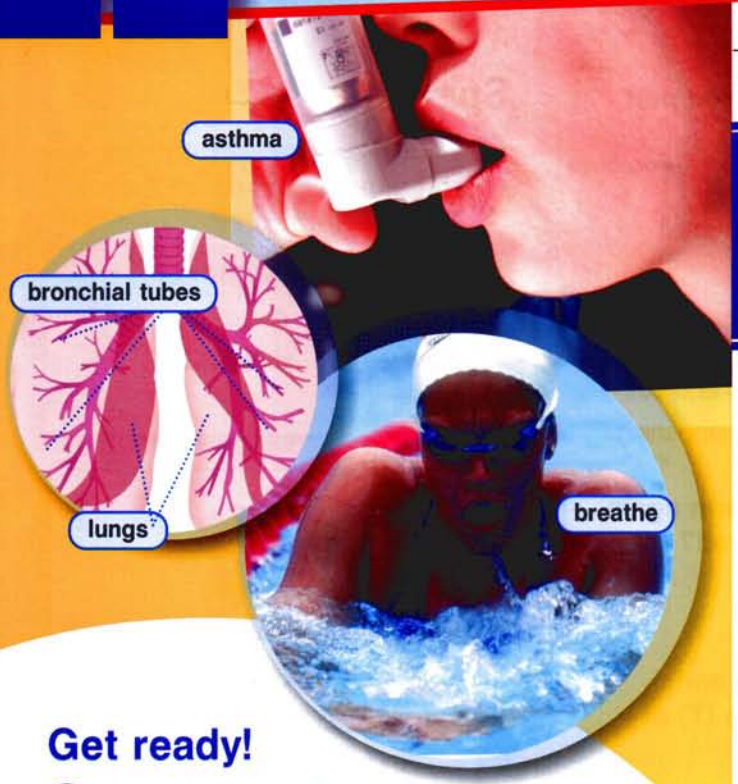
9 Use the conversation from Task 8 to fill out a medical form.

Patient
Medical Form

Describe injuries of the following parts:

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

7 Respiratory system



Get ready!

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

1 What are some parts of the respiratory system?

2 What are some common ailments of the respiratory system?

Reading

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

1 What is the main topic of the passage?

- **A** comparing treatments of respiratory illnesses
- **B** defining two types of respiratory illnesses
- **C** categorizing parts of the respiratory system
- **D** explaining how oxygen enters the blood

2 Which of the following is NOT a symptom of asthma?

- **A** wheezing
- **B** coughing
- **C** inflamed bronchial tubes
- **D** excessive oxygen entering the blood

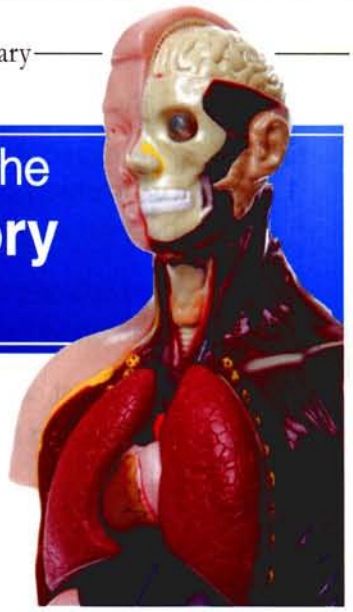
3 When do alveoli lose their shape in a person with emphysema?

- **A** when the person exhales
- **B** when the person inhales
- **C** when bronchial tubes become inflamed
- **D** when the person takes medicine

Hyde's Medical Dictionary

Illnesses of the Respiratory System





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

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

Vocabulary

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

WORD BANK

asthma lungs bronchial tubes exhale oxygen

1 Air passes into the lungs from the trachea through the _____.

2 Sam's _____ makes him cough and wheeze.

3 Emphysema makes it difficult to _____.

4 The _____ are the main organs of the respiratory system.

5 _____ is a naturally occurring gas essential to human survival.

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

1 To treat Jan's asthma, the doctor gave her medicine to <u>breathe in</u>. _ n _ _ l e

2 People with respiratory illness often find it difficult to <u>inhale and exhale</u>. _ r _ _ t _ e

3 <u>Small air sacs</u> in the lungs are the endpoints of the respiratory airway. _ l _ e _ l i

4 The patient suffers from <u>damaged and misshapen alveoli</u>. _ _ p _ y _ _ m _

5 The <u>network of organs and airways responsible for gas exchange</u> can be adversely affected by smoking. _ e _ _ i _ _ t _ r _ _ y _ _ e _

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

Listening

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

1 _ The woman has had asthma for years.

2 _ The woman's new illness is curable.

3 _ The man writes the woman a prescription.

7 Listen again and complete the conversation.

Doctor: Good morning, Mrs. Simmons. I've taken a look at your chest x-rays.

Patient: Yes. And **1** _____ _____ _____ _____?

Doctor: I'm **2** _____ _____ _____, it appears to be emphysema.

Patient: Oh really? I thought it was just my **3** _____.

Doctor: Well, you've had asthma for years. But this is an entirely new **4** _____.

Patient: Can it be cured?

Doctor: Unfortunately, emphysema is incurable. But there are **5** _____ that can slow its progression.

Patient: I hope they work. I just want to be able to **6** _____ well.

Speaking

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

USE LANGUAGE SUCH AS:

I've taken a look at ...

It appears to be ...

Can it be ...

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

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

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

Writing

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

Doctor: _____

Prescription Note

Patient Name: _____

Date: _____

Diagnosis: _____

_____

_____

Prescription: _____

_____

_____

8 Circulatory system



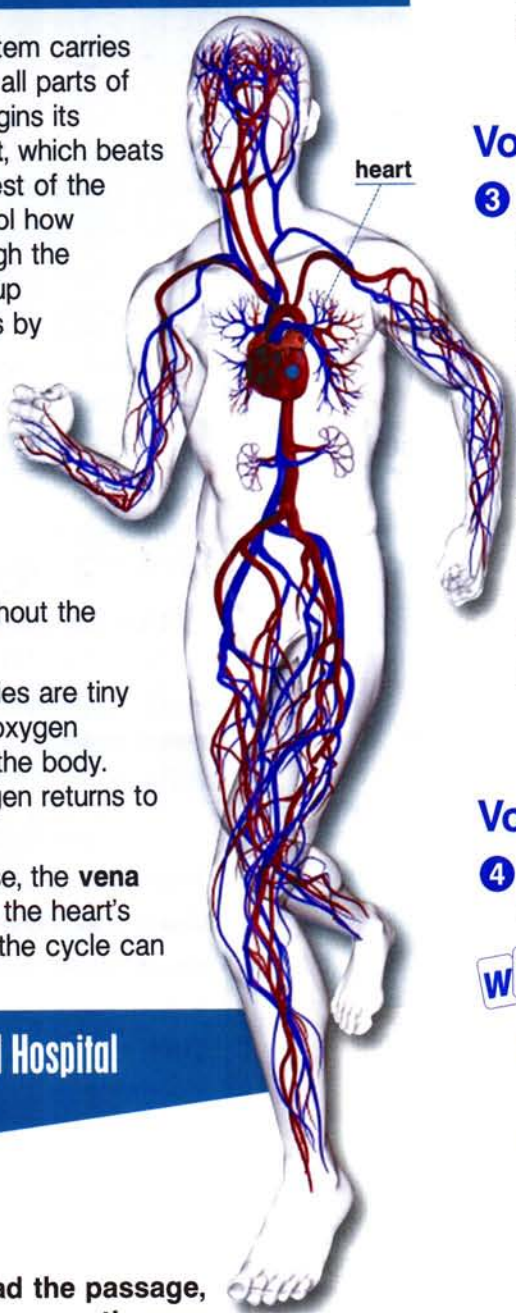
How the Circulatory System works

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

Blood flows throughout the body in arteries.

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

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



Heartland Hospital

Get ready!

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

1 What is the main part of the circulatory system?

2 How does blood move through the circulatory system?

Reading

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

1 __ Blood travels through the aorta to the lungs.

2 __ Oxygen leaves blood through capillaries.

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

Vocabulary

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

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

A a blood vessel that carries blood away from the heart

B the smallest kind of blood vessel in the body

C a blood vessel that carries blood towards the heart

D having to do with the lungs

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

Vocabulary

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

WORD BANK

heart aorta circulatory system
vena cava atrium

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

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

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

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

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

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

Listening

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

1 What are the speakers mainly talking about?

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

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

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

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

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

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

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

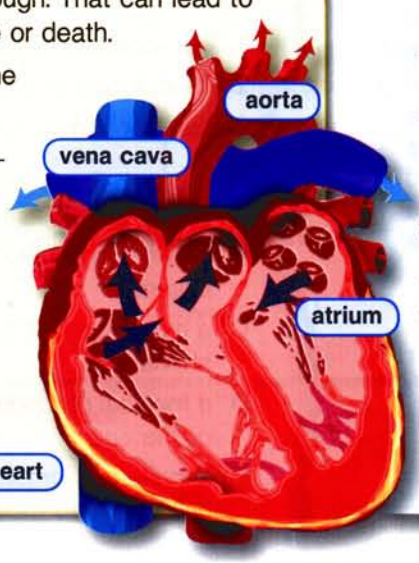
Patient: That **3** _____ _____ _____.

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

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

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

Patient: I will. Thank you, Doctor.



Speaking

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

USE LANGUAGE SUCH AS:

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

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

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

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

Writing

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

Heartland Hospital
HEART ATTACK INFORMATION

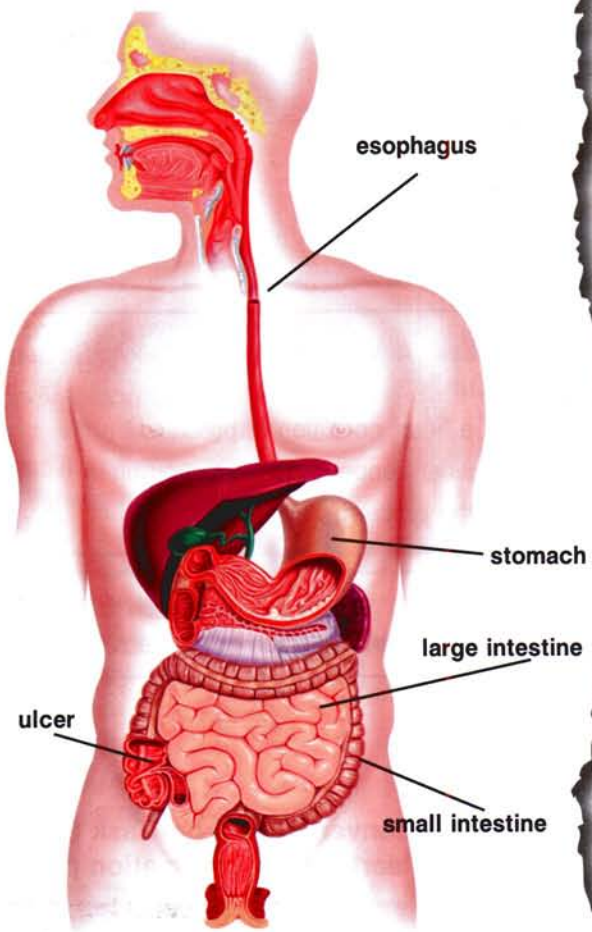
Risk factor: _____
_____
_____

What happens: _____
_____
_____

Symptoms: _____
_____
_____

9 Digestive system

ABDOMINAL PAINS



Dear Dr. Diane:

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

- Painful in PA

Dear Painful in PA:

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

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

- Dr. Diane

Get ready!

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

1 What are the main parts of the digestive system?

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

Reading

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

1 What does the man write to the doctor about?

A His ulcer will not heal.
B His esophagus is burning.
C He has increasing stomach pain.
D He is concerned about a colonoscopy.

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

A an ulcer
B appendicitis
C an irritated colon
D an inflamed small intestine

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

A The problem could spread.
B The pain could have several causes.
C The man could die from the condition.
D The treatment could take weeks to work.

Vocabulary

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

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

A a pouch-like organ between the esophagus and small intestine.
B a condition where the appendix becomes inflamed
C a muscular tube connecting the mouth to the stomach
D a medical procedure which examines the inside of the colon
E a system of organs which processes food, nutrients, and waste

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

1 **small intestine / large intestine**

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

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

2 **ulcer / colon**

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

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

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

Listening

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

1 __ The man is experiencing a new pain.

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

3 __ The man asks to delay the next procedure.

7 Listen again and complete the conversation.

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

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

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

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

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

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

You're here because of the ...

We're probably going to ...

What needs to be done?

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

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

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

Writing

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

Doctor's memo

Date: _____

Patient Name: _____

Description of problem: _____

_____

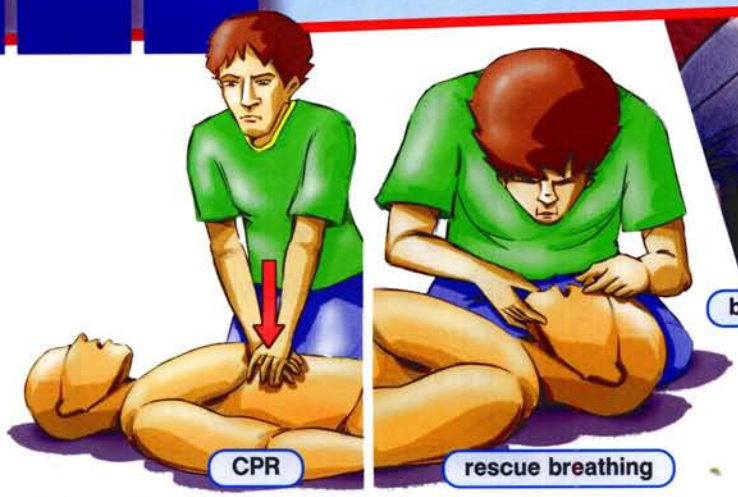
_____

Suggestions: _____

_____

_____

10 First aid





Basic FIRST AID Techniques

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

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

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

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

Get ready!

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

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

Reading

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

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

Vocabulary

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

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

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

Vocabulary

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

word BANK

wound first aid bandage pressure assess

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

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

Listening

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

1 What is the conversation mainly about?

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

2 What will the woman likely do next?

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

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

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

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

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

Patient: I touched a hot stove.

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

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

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

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



Speaking

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

USE LANGUAGE SUCH AS:

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

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

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

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

Writing

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

Family Clinic

Patient CHART

Patient: _____

Symptoms: _____
_____
_____
_____

Cause: _____
_____
_____
_____

Treatment: _____
_____
_____
_____

11 Common abbreviations

Scottsville GENERAL HOSPITAL

PATIENT EVALUATION

Date: April 12

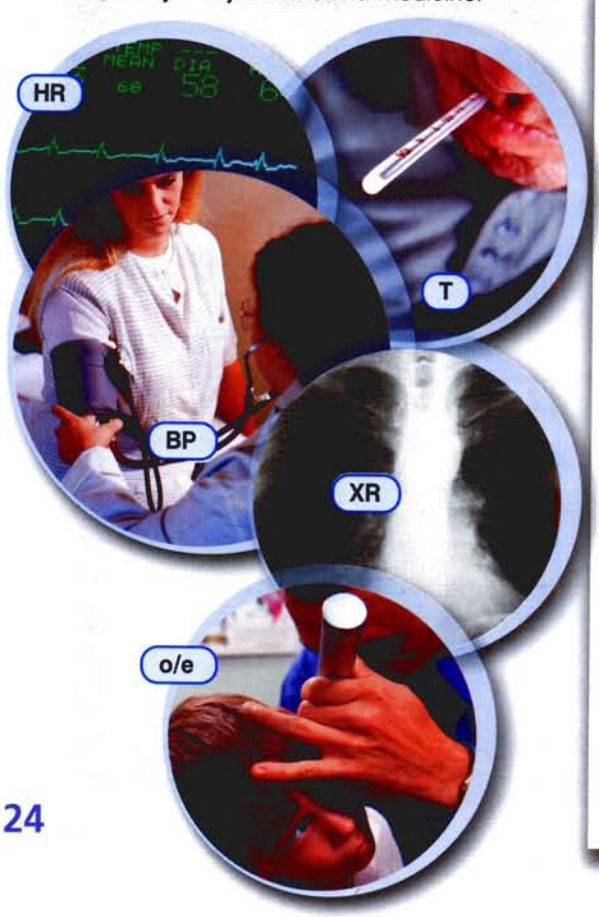
Patient Name: Christine Gordon
ID Number: 6612431
Sex: Female
Physician: Harold Downs MD
Attending Nurse: Susan Smith, RN
Time: 23:15

Patient Condition: Stable

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

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

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





Get ready!

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

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

Reading

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

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

Vocabulary

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

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

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

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

1 **SOB / XR**
A The _____ clearly showed that bone was broken.
B The asthmatic patient complained of _____.

2 **Rx / HTN**
A _____ for the infection included antibiotics.
B The patient with high blood pressure was diagnosed with _____.

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

Listening

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

1 Why does the man ask the woman for help?

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

2 What does the note say?

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

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

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

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

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

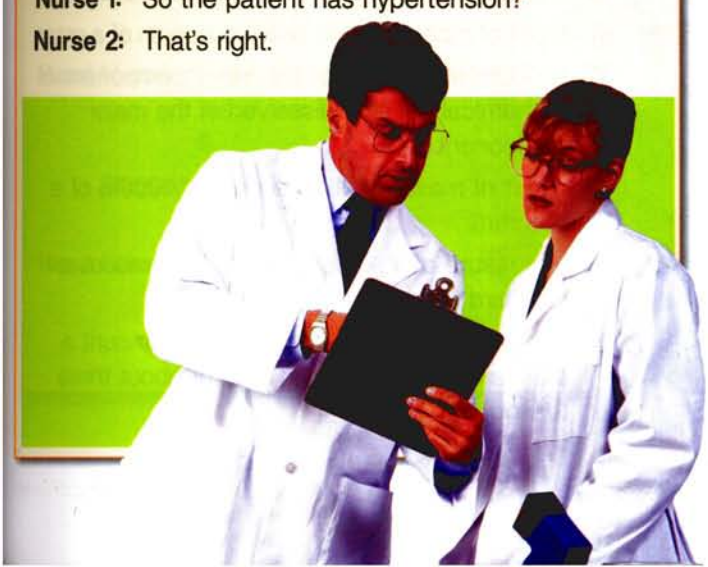
Nurse 2: It's hard to tell. But I think it says, "patient c/o **4** _____."

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

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

Nurse 1: So the patient has hypertension?

Nurse 2: That's right.



Speaking

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

USE LANGUAGE SUCH AS:

Can you take a look at ...

I think it says ...

That makes sense ...

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

- a doctor's note
- abbreviations
- a diagnosis

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

Writing

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

PATIENT EVALUATION FORM

Scottsville GENERAL HOSPITAL

Dr. _____

Patient Name: _____

Date: _____

T: _____

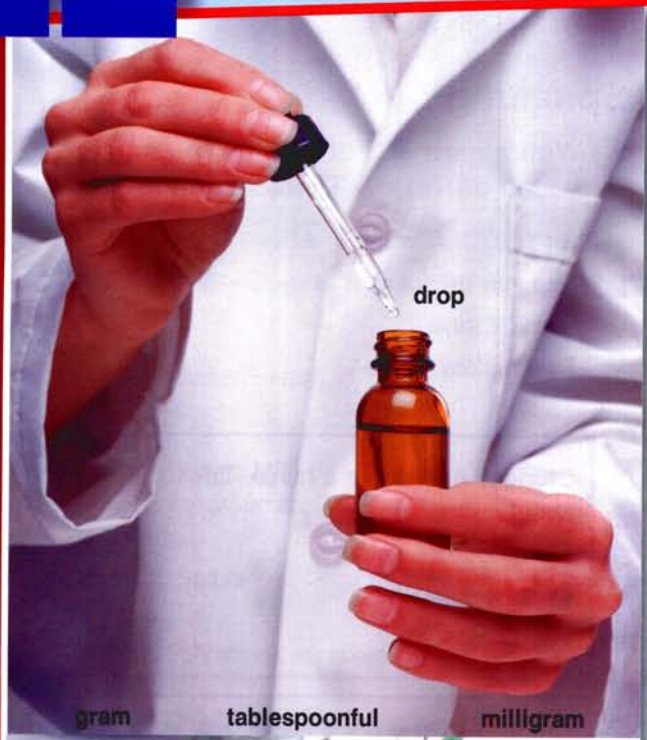
HR: _____

BP: _____

Respiration: _____

Dx: _____

12 Measurements





MEDICATION LIST/PROCEDURES FOR KARLTON AVE. HOUSE

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

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

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

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

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

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

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

Patient medication chart

Get ready!

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

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

2 Why is familiarity with medicinal measurements important?

Reading

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

1 What is the purpose of the medication list?

A to describe different medications and their effects

B to show safe dosages of different medications

C to list patients' medications and doses

D to explain what medications treat different illnesses

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

A R. Roberts **C** D. Pascale

B K. Harrison **D** F. Holmes

3 Which of the following is equal to one ml?

A 1 teaspoon **C** 1 drop

B 1 milligram **D** 1 cubic centimeter

Vocabulary

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

1 __ mg 3 __ mcg 5 __ tsp

2 __ mEq 4 __ Tbsp 6 __ g

A a unit of mass equal to one millionth of a gram

B a unit of mass equal to one thousandth of a gram

C 1/1000th the weight of the minor component of a chemical solution dissolved in the major component

D a unit of mass which is equal to 1/1000th of a kilogram

E a measure of volume equal to the amount a standard teaspoon can hold

F a measure of volume equal to the amount a standard tablespoon can hold or about three teaspoons

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

1 **milliliters / drops**

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

B Half a liter is equal to 500 _____.

2 **grams / ounces**

A There are sixteen _____ in a pound.

B One thousand _____ make up one kilogram.

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

Listening

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

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

2 __ The patient must now take antibiotics.

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

7 Listen again and complete the conversation.

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

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

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

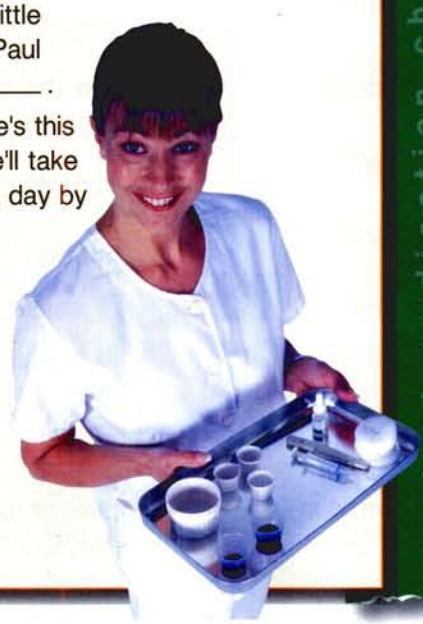
Head Nurse: That's right. They're a little higher than usual. Mr. Paul has a **4** _____.

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

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

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

Head Nurse: Okay. Thanks for checking with me.



Speaking

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

USE LANGUAGE SUCH AS:

This note calls for ...

They're a little higher ...

That's why there's ...

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

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

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

Writing

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

Patient medication chart

Name: _____

Medication 1: _____

Dose: _____

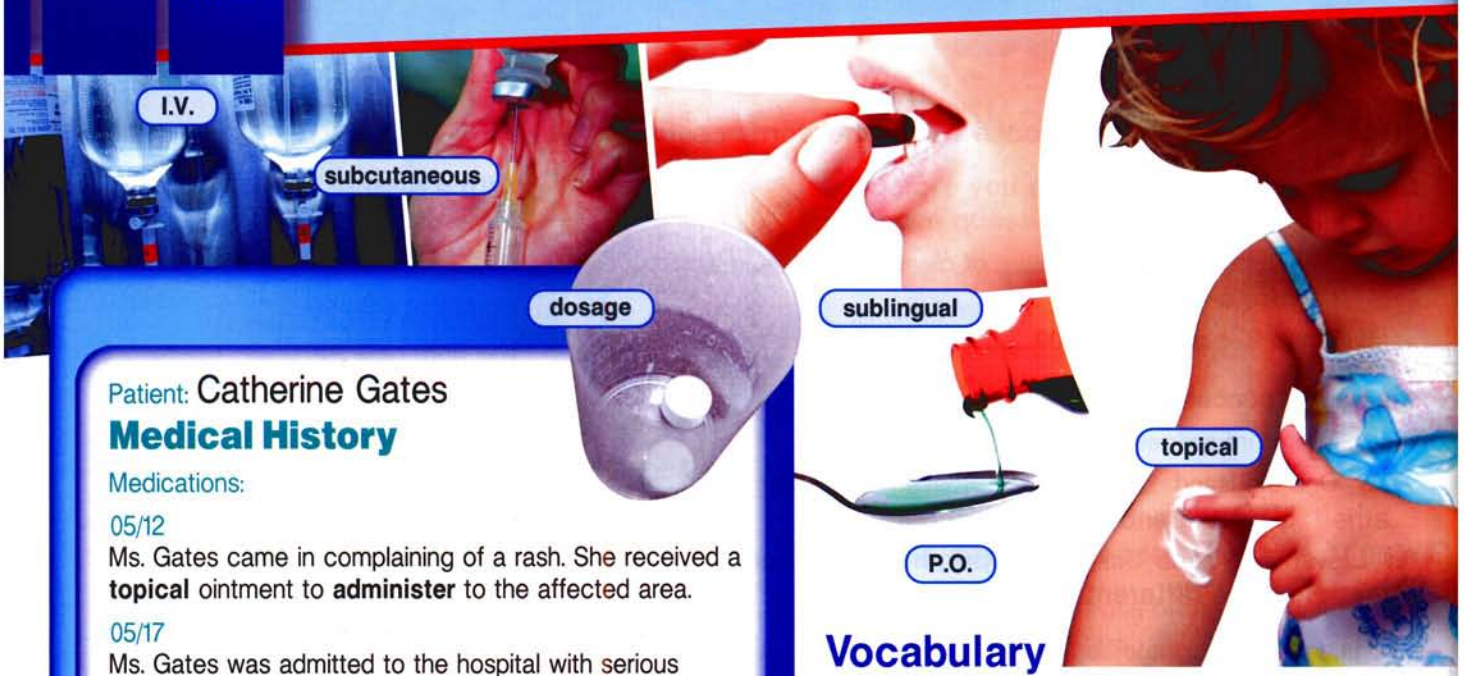
Number of Doses per day: _____

Medication 2: _____

Dose: _____

Number of Doses per day: _____

13 Administering medication



Patient: Catherine Gates

Medical History

Medications:

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

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

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

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

Get ready!

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

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

Reading

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

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

Vocabulary

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

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

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

Vocabulary

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

WORD BANK

dosage intramuscular injection
route of administration administer

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

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

Listening

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

1 What are the speakers mainly talking about?

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

2 Why should Mr. Brown be given aspirin sublingually?

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

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

Doctor: Cindy, let's review these patients' meds **1** _____ _____ _____ _____.
Nurse: Sure thing, Doctor.
Doctor: Ms. Fulton should receive 150 mg of antibiotics **2** _____ _____.
Nurse: **3** _____ _____ _____ administered P.O. or through an injection?
Doctor: An IM **4** _____ _____ _____. Second, Mr. Brown can have aspirin if he asks for it, but not more than 600 mg per day.
Nurse: Okay. **5** _____ _____ _____ take that sublingually, right?
Doctor: Yes, he can't **6** _____ _____.
Nurse: Got it. Thanks, Doctor. Have a good night.



Speaking

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

USE LANGUAGE SUCH AS:

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

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

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

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

Writing

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

Heartland Hospital

Patient Charts

Patient: _____

Medication: _____

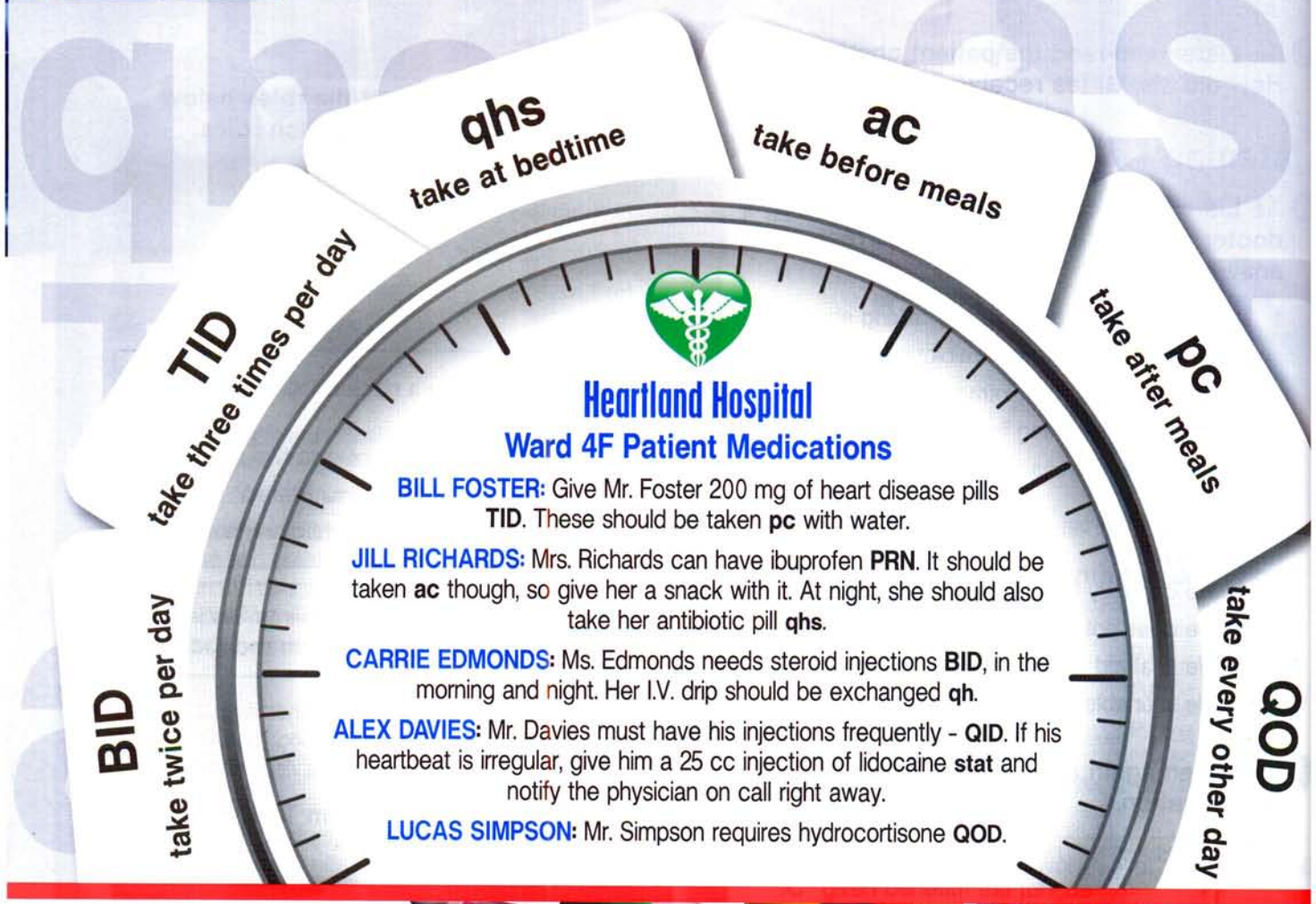
Route of administration: _____

Patient: _____

Medication: _____

Route of administration: _____

14 Describing frequency



Get ready!

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

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

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

Reading

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

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

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

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

Vocabulary

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

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

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

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

1 I need 50 cc's of lidocaine immediately!
_ t _ _

2 You should take this antibiotic when you go to bed. _ _ s

3 The patient should take this medication before he eats. _ _

4 You will need to take a pill once every hour until you start to feel better. _ _

5 Take two of these after you eat. _ _

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

Listening

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

1 When should the patient have his antiviral pills?

A before meals C at bedtime
B after meals D in the morning

2 How often can the patient take ibuprofen?

A twice per day C before any meal
B three times per day D as often as needed

7 Listen again and complete the conversation.

Doctor: Sharon, Mr. Walker is a new patient. Let's review his meds.

Nurse: Okay, Doctor. **1** _____ _____ _____ _____?

Doctor: He needs a 150 mg dosage of these **2** _____ _____.

Nurse: Sure. And **3** _____ _____ should he get those?

Doctor: They **4** _____ _____ _____ TID. Preferably pc, before they bring his food.

Nurse: I understand. **5** _____ _____?

Doctor: He can also have two tablets of ibuprofen PRN for his pain, but **6** _____ _____ _____ 800 mg per day.

Nurse: Got it. I'll add it to his chart.

Speaking

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

USE LANGUAGE SUCH AS:

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

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

- what medications a patient should take
- how often to take the medication
- what time of day to take the medication

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

Writing

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

Heartland Hospital

Patient
Medication Chart

Patient: Ed Walker

Medication 1: _____
Frequency: _____

Medication 2: _____
Frequency: _____



15 Maintaining hygiene



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

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

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

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

Thank you for your help,
Bernard Tobin MD
Hospital Director





Get ready!

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

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

Reading

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

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

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

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

Vocabulary

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

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

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

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

1 **antimicrobial / biohazard**

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

B The used syringes are a(n) _____.

2 **virus / disinfectant**

A Daniel cleaned the counters with _____.

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

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

Listening

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

1 __ The man's illness is not contagious.

2 __ The man will recover in a few days.

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

7 Listen again and complete the conversation.

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

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

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

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

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

You should recover ...

Make sure to ...

Is there anything else ...

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

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

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

Writing

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

NOTES

Patient Name: _____

Diagnosis: _____

_____

Concerns: _____

_____

Treatment Suggestions: _____

_____

_____

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CAREER PATHS

Medical

Book 2

Virginia Evans
Jenny Dooley
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Express Publishing

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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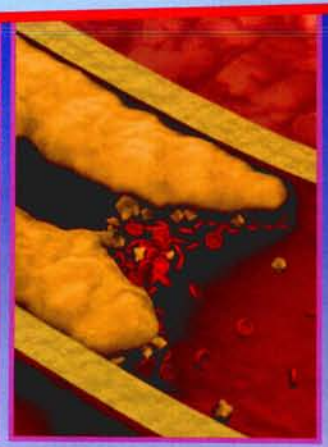
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1 Blood




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: _____
_____
_____

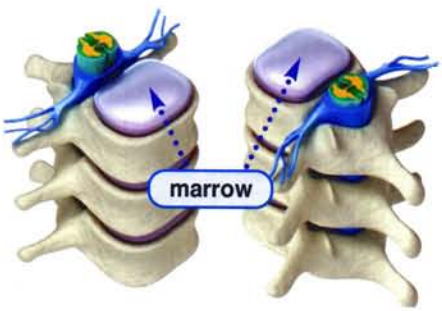
Ineligible Recipients: _____
_____
_____

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

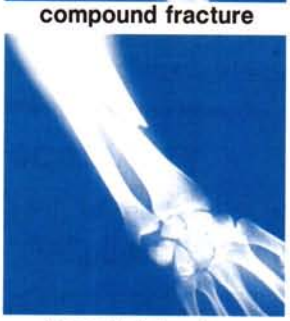
Bone health is vital to a body's general wellbeing. The **skeleton** provides the body's basic framework, while bone **marrow** is an important part of the immune system. Damaged bones must be treated carefully to avoid improper healing. This guide will help you identify **fractures** so you can treat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

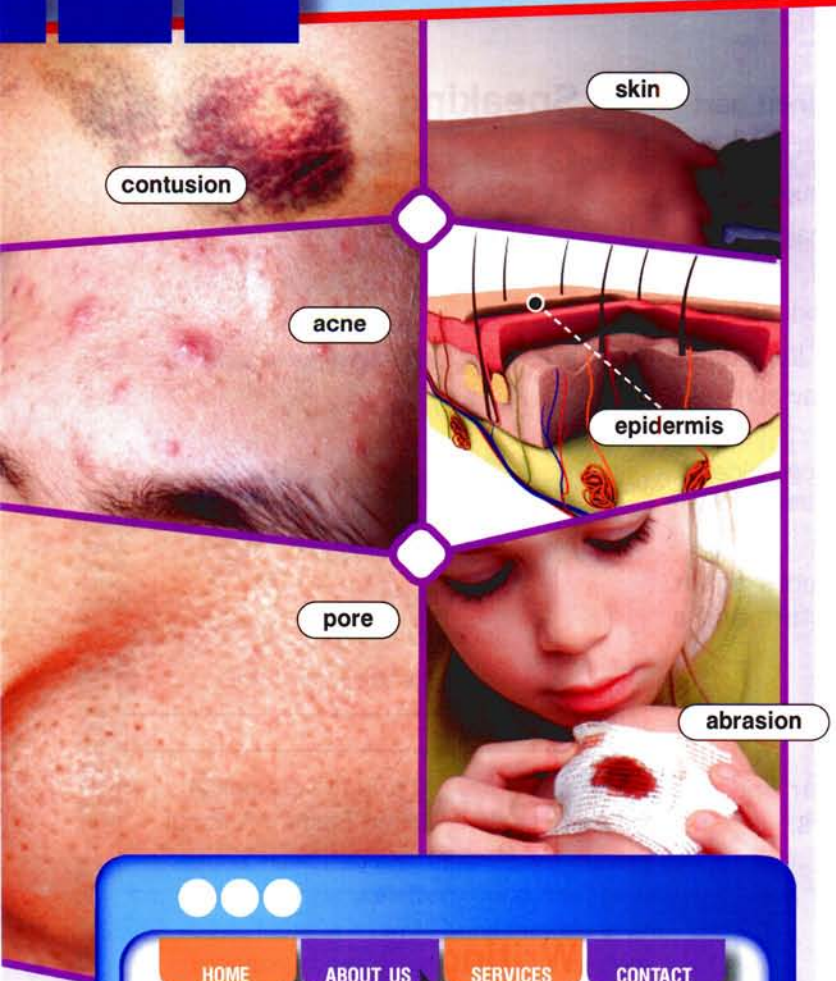
X-ray
Analysis Form

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:_____

_____

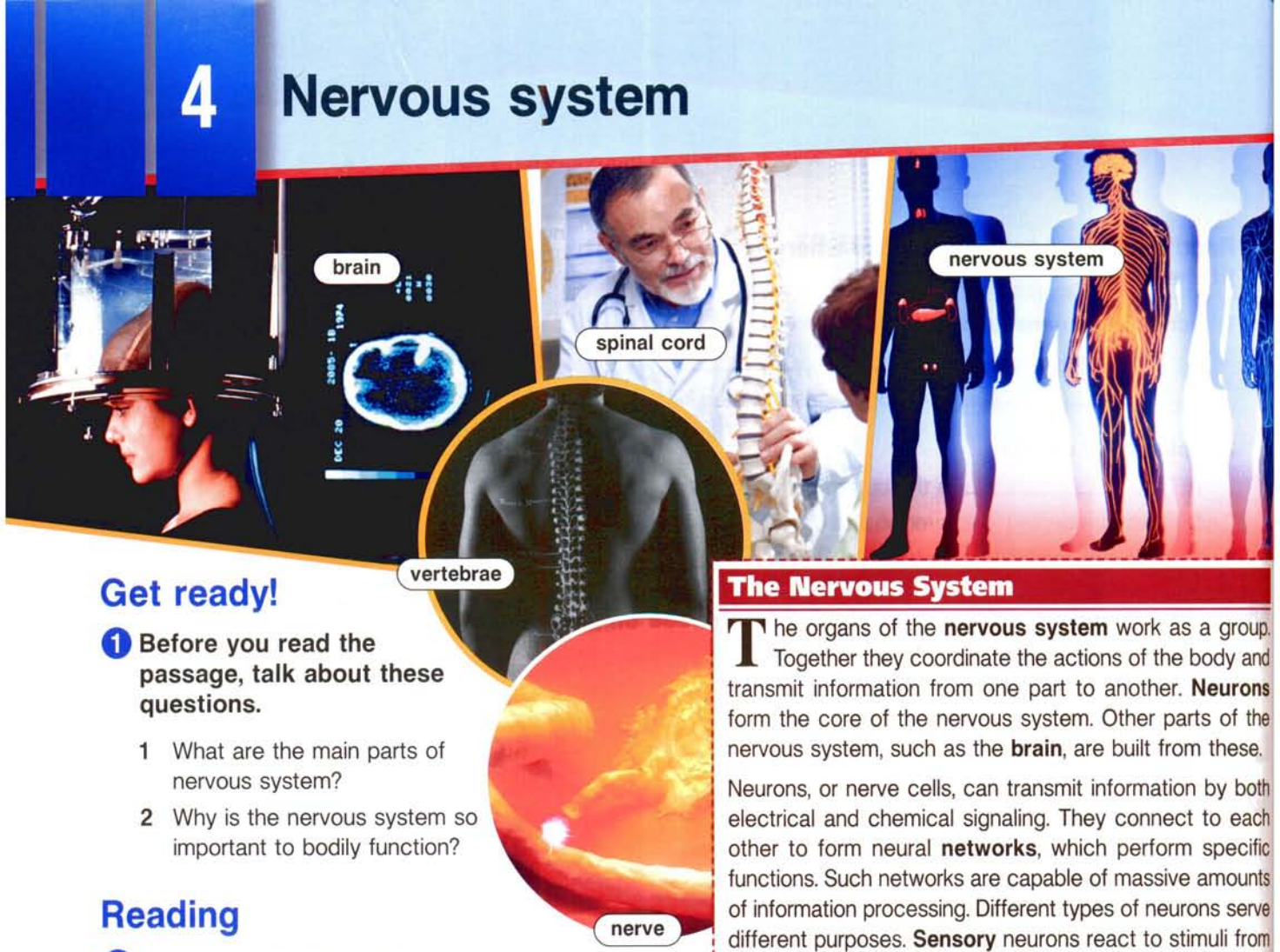
_____

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.

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.

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

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.

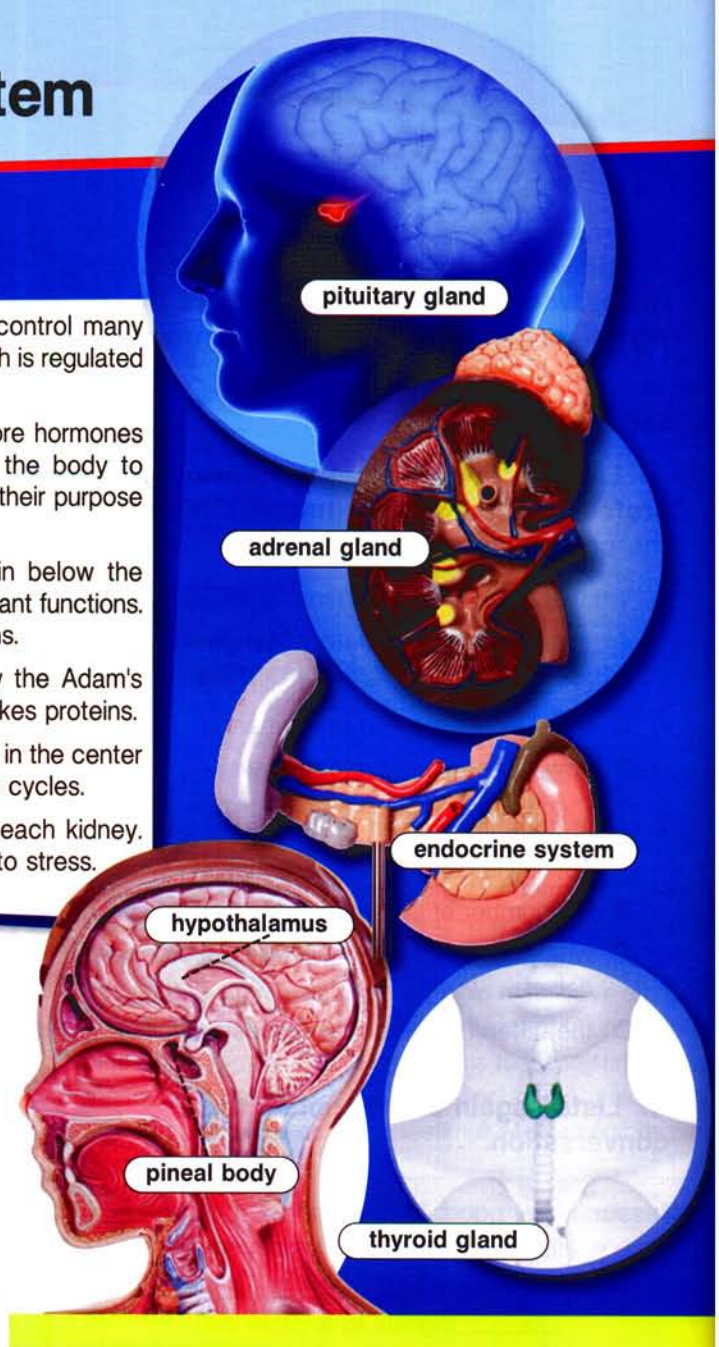
Each gland of the endocrine system **secretes** one or more hormones into the bloodstream. The hormones travel throughout the body to control certain functions. Major glands of the system and their purpose include the following:

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: _____

_____

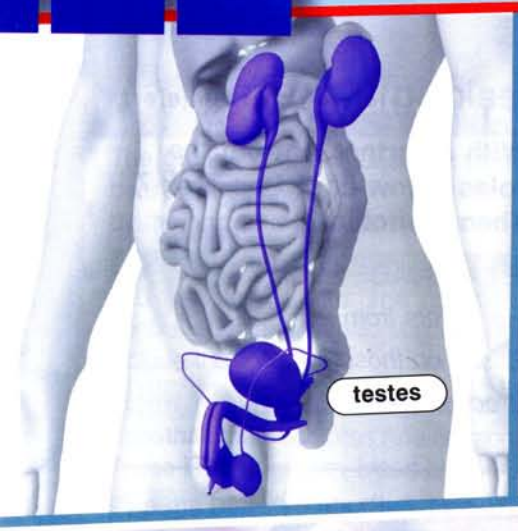
Condition: _____

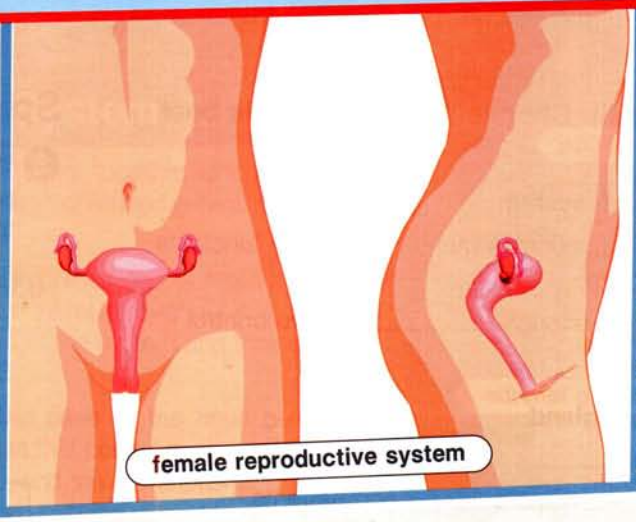
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Cause: _____

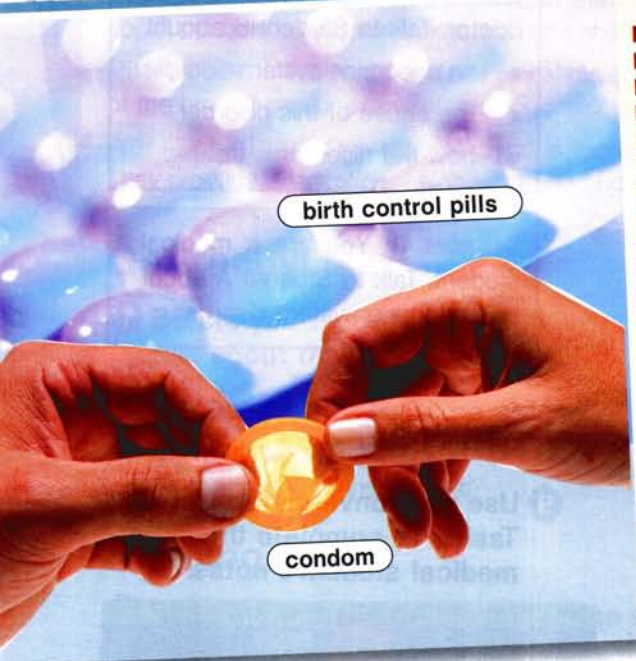
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6 Reproductive system









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

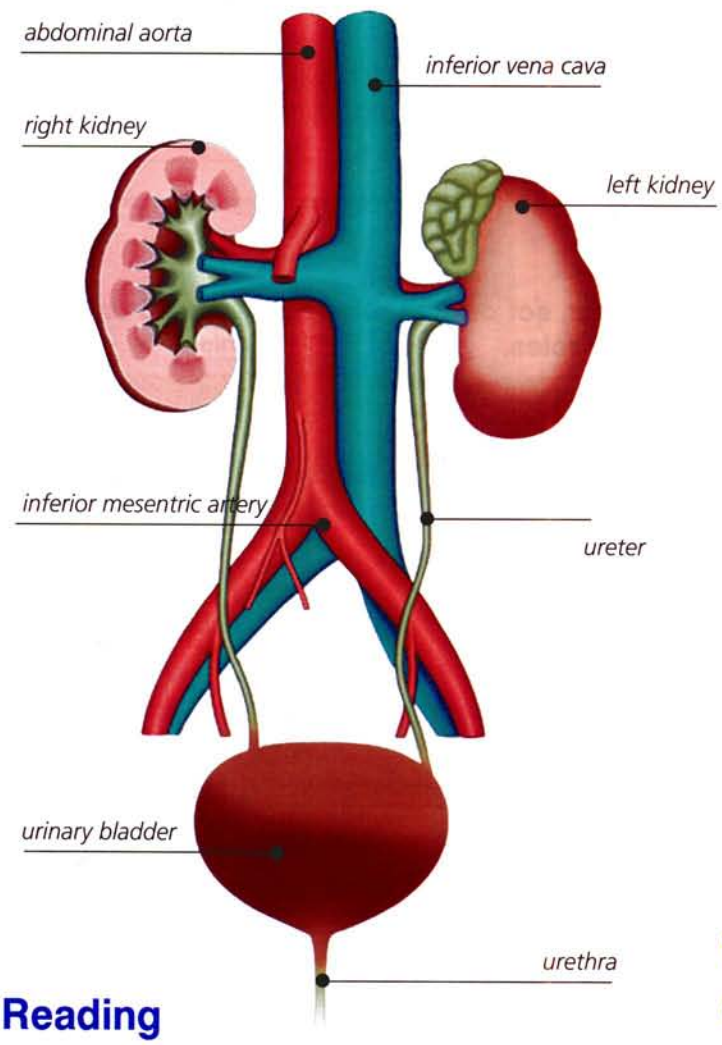
Get ready!

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

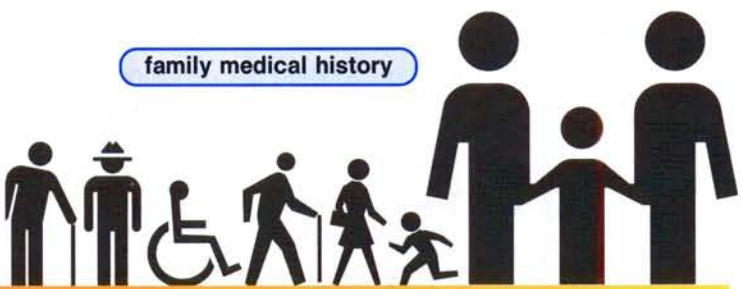
Treatment: _____

_____

_____

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: _____

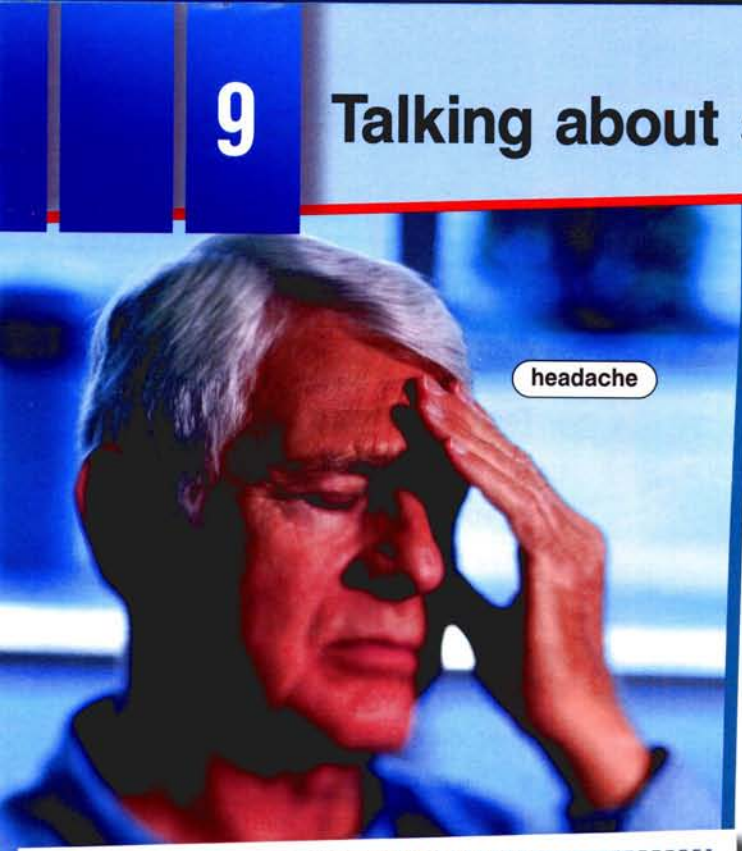
_____

Treated previously? Y / N

If Yes, explain: _____

_____

9 Talking about symptoms



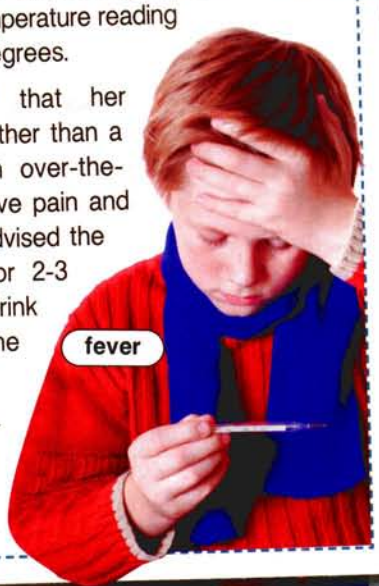


Patient: Linda Thomas DOB: 11/06/79

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?**

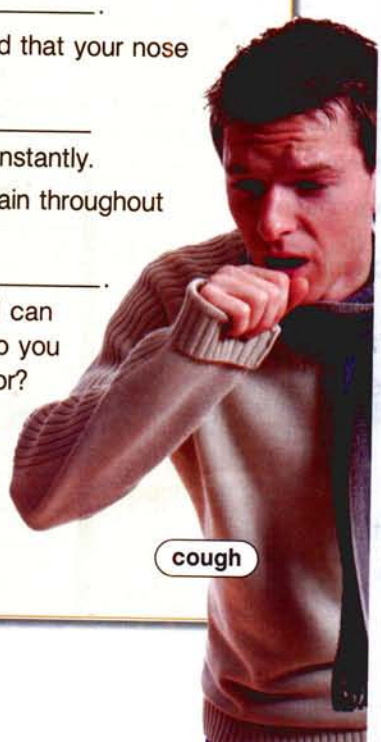
Listening

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


body language

Giving a Physical Examination – For Providers of Medical Care

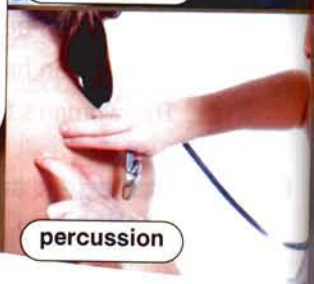
A physical examination is one of the most basic of medical care procedures. Follow these simple steps to be sure that your exams are thorough and effective every time.

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: _____

_____

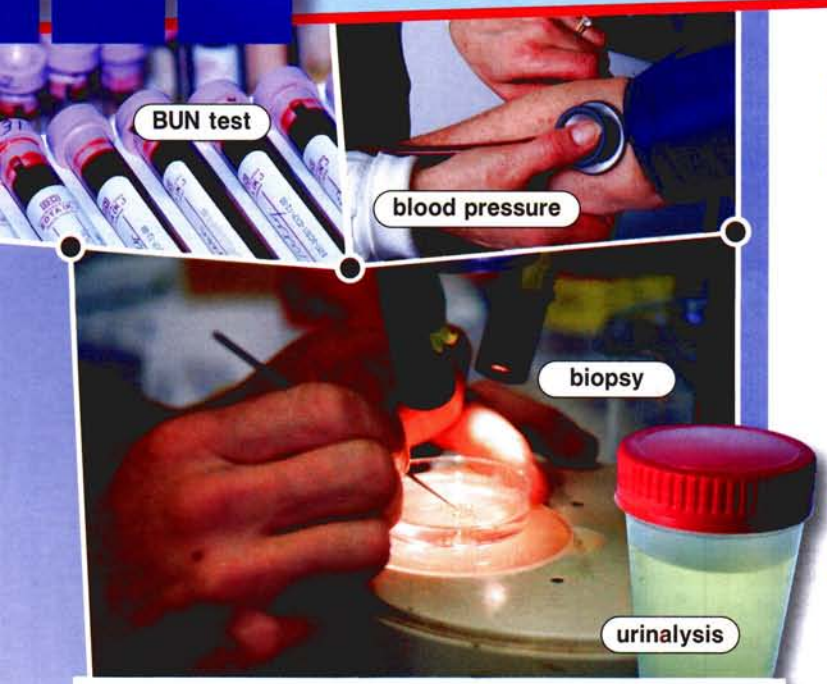
Percussion: _____

_____

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.

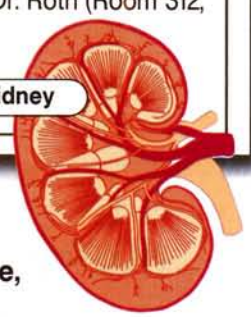
Test Results:

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

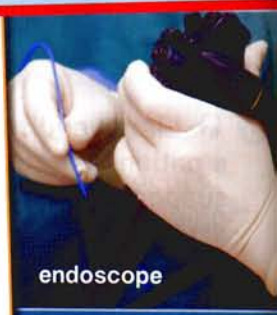
At the Community Health Clinic, we have a wide range of **medical imaging** techniques available. Which technique to use depends on the situation and needs of the patient.

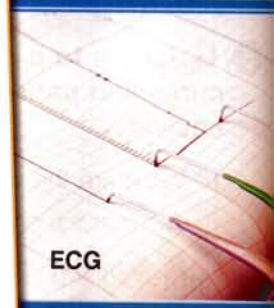
Radiography is the use of **X-rays** to take pictures of the internal body. It is a common imaging technique used in many different situations. A **CT scan** is an advanced form of radiography. It uses many different two-dimensional X-rays to create a three-dimensional image.

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

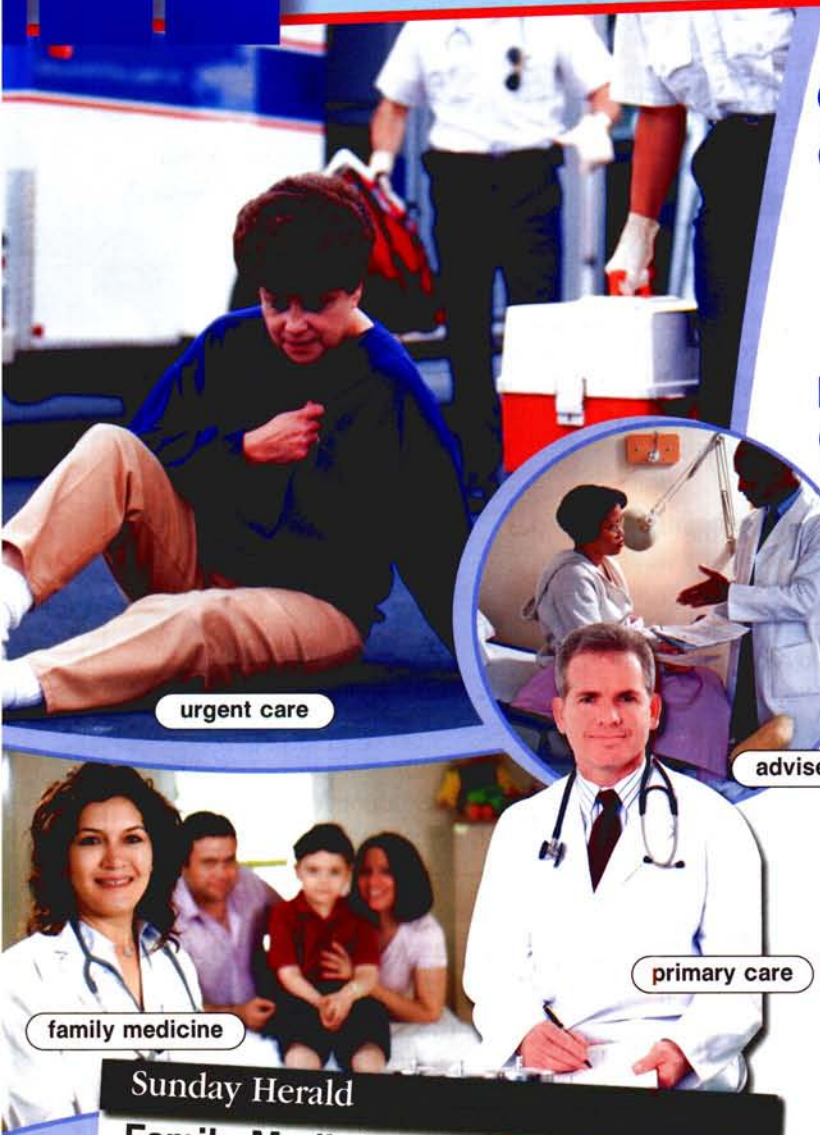
9 Use the conversation from Task 8 and the website to complete the CT scan information brochure.

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.**

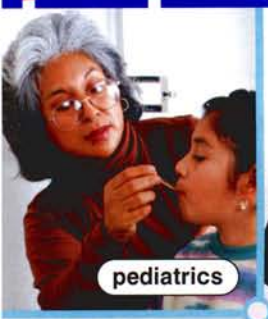


Patient: Brian Jordan

Home Care: _____
_____
_____

Specialist Referral: _____
_____
_____
_____

14 Pediatrics


pediatrics


juvenile


infant


obesity


teenager

jaundice

HOME | ABOUT US | SERVICES | CONTACT

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.

CAREER PATHS

Medical

Book 3

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Express Publishing

Scope and sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Education and training	Magazine article	medical school, undergraduate, prerequisite, bachelor's degree, license, medical degree, entrance examination, residency, fellowship, foundation program	Using superlatives
2	Communicating with staff	Email	medical record, shift change, chronological order, plan of care, assessment, status, document, legible, concise, comprehensive, near miss	Agreeing with an opinion
3	Communicating with patients	Memo	health literacy, preconception, cultural differences, jargon, anxiety, empathy, verbal, nonverbal, therapeutic, open-ended question, miscommunication, rapport	Making suggestions
4	Challenges	Newspaper article	debt, loan, shortage, exhaustion, demand, budget, malpractice, shift, paperwork, caseload	Describing a concern
5	Describing pain	Pain assessment form	intensity, distress, constant, intermittent, unbearable, excruciating, shooting, burning, throbbing, sharp, mild, moderate	Asking about pain
6	Chronic vs. acute illnesses	Article	chronic, acute, pre-existing, condition, osteoporosis, scarlet fever, strep virus, endocarditis, intervention, chronic bronchitis, pneumonia	Talking about diagnosis and treatment
7	Diabetes	Pamphlet	type 1 diabetes, type 2 diabetes, gestational diabetes, insulin, glucose, BMI, cataract, glaucoma, blindness, amputation, alcohol, gum	Explaining treatment options
8	Cancer	Journal article	cancer, oncology, oncologist, outpatient, chemotherapy, radiation therapy, immunotherapy, photodynamic therapy, anti-angiogenesis therapy	Describing side effects
9	Heart disease	Website	heart disease, coronary artery disease, atherosclerosis, harden, arrhythmia, smoking, cholesterol, angioplasty, stent, bypass	Listing possible diagnoses
10	Traumatic injuries	Poster	trauma, triage, acuity, Emergency Severity Index, ESI level, assessment, resources, triage station, critical, minor, priority, injury, wound	Making a recommendation
11	Infections	Journal article	nosocomial infection, drug resistant, MRSA, staph infection, E-coli, contaminate, hand sanitizer, ventilator-associated pneumonia, urinary catheter, vigilant, vector, alcohol-based	Talking about negative events
12	Nursing	Job postings	licensed practical nurse, licensed, electronic health record, patient flow, registered nurse, injection, vaccine, nurse practitioner, board certified, point of entry, annual physical, prescribe	Describing qualifications
13	OB/GYN	Website	OB-GYN, menopause, hot flash, fertility, estrogen, progesterone, pregnancy, labor, trimester, contraction, OB Triage, c-section	Providing reassurance
14	Neurology	Website	neurology, neurologist, central nervous system, peripheral nervous system, autonomic nervous system, neurosurgeon, paralysis, seizure, vertigo, coma, numbness, Alzheimer's disease	Expressing confusion
15	Surgery	Pamphlet	surgery, operation, operating room, surgeon, anesthesia, anesthesiologist, excision, resection, transplant, sterile, scalpel, clamp, suture, pre-op, post-op, recovery room, minor	Delaying an event

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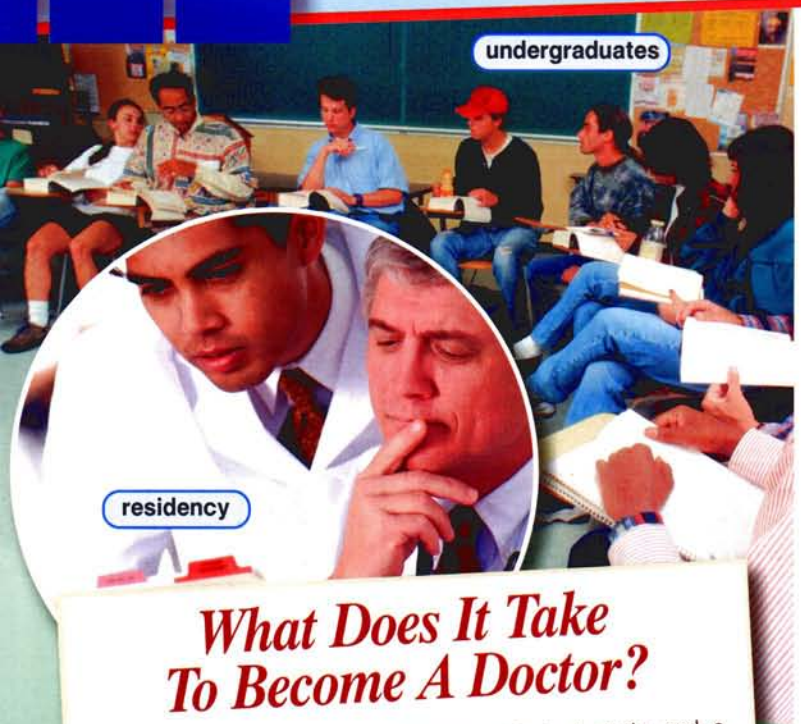
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1 Education and training



What Does It Take To Become A Doctor?

Medicine is a vast and complicated subject of study, and a comprehensive education is important for doctors everywhere. But different countries have different requirements for medical education.

Many countries, including the United States and Canada, require students to have extensive education before they even enter **medical school**. In these countries, a **bachelor's degree** in premedical studies is a **prerequisite** to ensure students know the basics in biology, chemistry, and other sciences.

In other countries, such as India and China, medical schools do not require premedical degrees and allow **undergraduates** to enter directly. Students in these countries must pass **entrance examinations** before admittance to ensure competency.

Regardless of the process for earning a **medical degree**, most countries require further training or qualifications before a doctor can practice. A doctor often completes a **residency** at a hospital to receive advanced training in his or her chosen field. Some programs, such as the **foundation program** in the United Kingdom, offer further schooling to prepare doctors for various specialties. In the United States, a doctor may also complete a **fellowship** to pursue focused research in a particular field.

After completing all education and training, a doctor must also receive a **license** from a government authority. This process might include taking a test, paying a fee, or submitting to a background check.



Get ready!

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

1 Why do medical students need extensive education?

2 How do doctors become qualified to practice medicine in your country?

Reading

2 Read the article on medical education and training. Then, complete the table using information from the passage.

Education Phase	Programs or Requirements
Before Medical School	_____ _____
After Medical School	_____ _____
Licensing	_____ _____

Vocabulary

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

1 __ license
2 __ residency
3 __ prerequisite
4 __ medical school
5 __ foundation program
6 __ entrance examination

A period of advanced training at a hospital

B a document showing someone is qualified for something

C an institution for teaching medicine

D a test that must be passed before admittance to an educational institution

E something that must be completed before something else

F post-graduate schooling for specialized training

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

1 **undergraduate / fellowship**

A Jason majored in premedical studies as a(n) _____.

B The university offers a(n) _____ for students performing special research.

2 **bachelor's degree / medical degree**

A I have to get my _____ before I apply to medical school.

B After earning his _____, Harold will take the licensing examination.

5 Listen and read the article on medical education and training again. What is the purpose of a residency?

Listening

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

1 __ The man has been in active practice for less than a year.

2 __ The man focused on orthopedic medicine.

3 __ The man will start work the next day.

7 Listen again and complete the conversation.

Director: Well, Dr. Matthews, **1** _____ _____ _____ your background.

Doctor: Certainly, Ma'am. I think you'll find that I'm very **2** _____ _____.

Director: I hope so. Let's see, **3** _____ _____ _____ you attended James-Perkins Medical School.

Doctor: That's right. I graduated at the **4** _____ _____ _____ _____.

Director: That's excellent. We're always looking for the **5** _____ _____ _____ here. What about your residency?

Doctor: I completed an **6** _____ _____ residency at St. Margaret's Hospital.

Director: Well, we do need someone with that emphasis. And how long have you been licensed?

Doctor: I passed the medical exam last year, and I've been practicing for the **7** _____ _____ _____.

Director: So you don't have a lot of experience in actual practice.

Doctor: No, but I'm a quick learner. And the program at St. Margaret's gave me lots of real-world experience.

Director: Okay, Dr. Matthews. I'll review your qualifications with the board and we'll get back to you this week.

Speaking

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

USE LANGUAGE SUCH AS:

It says here ...

How long have you ...

I passed ...

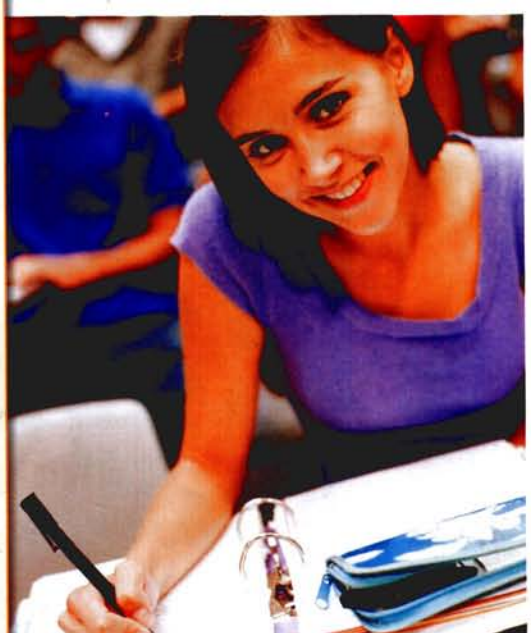
Student A: You are a director of a hospital. Talk to Student B about:

- his or her education
- his or her experience
- what you are looking for

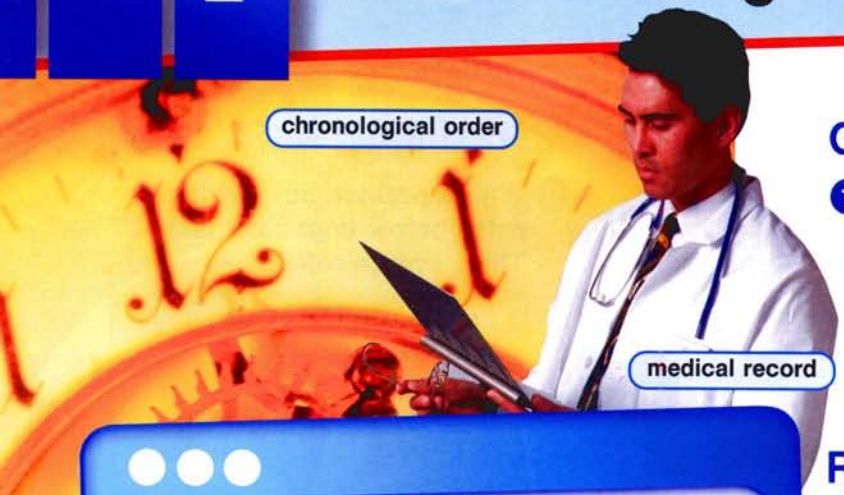
Student B: You are a doctor. Talk to Student A about your medical background.

Writing

9 Use the conversation from Task 8 and the article to write the hospital director's notes. Include: the applicant's education, experience, and why or why not to hire him or her.



2 Communicating with staff



Get ready!

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

1 What is the importance of good communication between medical professionals?
2 How can doctors ensure good communication?

Reading

2 Read the email about staff communications. Then, mark the following statements as true (T) or false (F).

1 ___ The doctor's notes fail to include a plan of care.
2 ___ The nurses are having trouble understanding the doctor's instructions.
3 ___ A patient was injured because of the doctor's poor communication.

To: j.wilson@gcohospital.net
From: p.hernandez@gcohospital.net
Subject: Communications

Dr. Wilson,

A recent situation has come to my attention that raises some concerns about communication in your department. Several nurses have complained that the instructions in your **plans of care** are often disorganized and confusing. And Dr. Kowalski, who takes over for you during the afternoon **shift change**, also mentioned problems with your notes. He said that he had to gather information from several patients a second time because the records were so difficult to read.

I have reviewed your patients' **medical records** and found that your notes are not **concise**. As you know, **legible** writing is vital to the health and safety of our patients. It is also absolutely necessary that you **document** all patient details and instructions in **chronological order** to avoid confusion and, possibly, disaster.

We had a **near miss** yesterday when Nurse Pierce almost gave a patient acetaminophen even though he is allergic. Fortunately, the patient was awake and advised her of the allergy. Next time, we might not be so lucky. Nurses should not have to make **assessments** about patient care. Your notes should give them **comprehensive** information about each patient's **status**.

Regards,

Dr. Hernandez

Vocabulary

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

1 ___ status
2 ___ concise
3 ___ near miss
4 ___ document
5 ___ assessment
6 ___ plan of care
7 ___ medical record
8 ___ comprehensive

A the current condition of something
B a situation in which a crisis was avoided
C communicating an idea without extra words
D a formation of a judgment or opinion
E an outline of a patient's treatment
F a collection of patient information
G being thorough or complete
H to make a record of something





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

1 Please organize these files in **chronological order / status**.
2 Nurse Wilson takes over for me at the **plan of care / shift change**.
3 Since the doctor's writing was not **comprehensive / legible**, the pharmacist could not read it.

5 🎧 **Listen and read the email about staff communications again. What is a danger of poor communication?**

Listening

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

1 What is wrong with the medical record?
- **A** The wrong medication is listed.
- **B** The notes are not in chronological order.
- **C** The patient's name is not clearly marked.
- **D** The correct dosage amount is missing.

2 How will the nurses handle the problem?
- **A** They will ask the patient about his medication.
- **B** They will review the medical record again.
- **C** They will find out who wrote the patient's notes.
- **D** They will contact a nurse from the previous shift.

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

Nurse 1: Hey Wendy, is Mr. Williams **1** _____ _____ _____ medication?
Nurse 2: I don't know. What does his **2** _____ _____ say?
Nurse 1: Well, I'm not sure. I **3** _____ _____ these notes.
Nurse 2: Let me see ... Wow, this doesn't make any sense. I think he's supposed to get his meds every day at nine AM, but it doesn't look like **4** _____ _____ _____ dosages for the last three days.
Nurse 1: Really? That **5** _____ _____ _____. How could that happen?
Nurse 2: Wait, I think I see what happened. These notes aren't in **6** _____ _____. Someone entered last week's dosages first, after this week's. It's all mixed up.
Nurse 1: So did he get his medication today or not?
Nurse 2: I'm not sure. Who was on duty at nine AM?
Nurse 1: I'll check the shift board ... Tom was here this morning.
Nurse 2: These notes are **7** _____ _____. We'd better give him a call.
Nurse 1: That's a good idea. We certainly don't want to give Mr. Williams the wrong dosage.

Speaking

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

USE LANGUAGE SUCH AS:

I can't read ...
It doesn't look like ...
These notes are ...

Student A: You are a nurse. Talk to Student B about:
- a patient's medication
- a problem with a medical record
- what to do next

Student B: You are a nurse. Talk to Student A about a problem with a medical record.

Writing

9 **Use the conversation from Task 8 and the email to write a memo to the hospital director. Include a description of a communication problem and your steps to fix it.**



3 Communicating with patients





To: All Staff
Subject: Communicating with Patients

Clear communication is vital to providing the best care possible. However, recently we have not been getting all the information we need.

If you believe you are not getting adequate information from a patient, remember some of the possible causes of **miscommunication**:

- Poor **Health Literacy** - Uninformed patients may not understand important terms.
- Negative **Preconceptions** - Patients may not trust medical professionals. They may experience **anxiety** when forced to interact with them.
- **Cultural Differences** - Different cultures may have different approaches to dealing with illness and health care.

If you recognize any of these issues, a few simple steps can be all that is required to improve communication:

- Establish a good **rapport** with the patient. Patients heal better in a **therapeutic** environment.
- Show **empathy** and understanding at all times.
- Be aware of how your **verbal** and **nonverbal** cues are affecting the interaction.
- Avoid using **jargon** as much as possible. This may confuse or intimidate the patient.
- Ask **open-ended questions** to signal to patients that you care about their input.

Remember, everyone shares the responsibility of effective communication with patients. The more information we can give and receive, the better care we can provide.

Get ready!

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

1 What are some possible causes of miscommunication with patients?

2 How can medical professionals improve communication with patients?

Reading

2 Read the memo on communicating with patients. Then, choose the correct answers.

1 What is the main idea of the article?

A Medical professionals must learn to trust patients.

B There are easy ways to improve communication with patients.

C Verbal and nonverbal communication are equally important.

D Poor communication with patients can lead to life-threatening risks.

2 Which of the following is NOT a cause of miscommunication?

A asking too many open-ended questions

B low levels of health education

C diverse cultural beliefs

D mistrust of medical personnel

3 What is an appropriate way to improve communication with patients?

A Use a lot of technical words.

B Avoid becoming too friendly.

C Limit nonverbal communication.

D Show proper empathy to patients.

Vocabulary

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

1 __ verbal
2 __ therapeutic
3 __ open-ended question
4 __ rapport
5 __ anxiety
6 __ nonverbal

A a feeling of understanding and a connection between two people

B a feeling of nervousness and worry

C an inquiry that requires an answer longer than a one-word response

D communication without the use of spoken language

E spoken

F helping someone to heal or feel relaxed

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

1 **jargon / empathy**

A Using too much _____ can confuse patients.

B Show _____ to your patients without sounding fake.

2 **health literacy / miscommunication**

A You must speak clearly to avoid a _____ with a patient.

B The _____ level of many patients is too low.

3 **cultural differences / preconceptions**

A You must be aware of _____ that can lead to misunderstandings.

B Never let _____ shape how you treat a patient.

5 Listen and read the memo on communicating with patients again. Why is it important for medical professionals to help patients relax?

Listening

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

1 __ The patient lied about his medical history.

2 __ The patient may not understand certain jargon.

3 __ The man tried to engage the patient in casual conversation.

7 Listen again and complete the conversation.

Nurse: It's possible. But I can't tell because he's barely speaking to me.

Doctor: He might **1** _____ _____ _____. It can be scary to feel terrible but not know why.

Nurse: Yeah, he does seem **2** _____ _____. In fact, I noted that as an additional symptom.

Doctor: Did you use **3** _____ _____ _____? In my experience, that makes things worse.

Nurse: I might have. Since he has **4** _____ _____ _____, I asked him if he has a history of hypoglycemia.

Doctor: See, that term may **5** _____ _____ _____ to him. Try "low blood sugar" instead.

Nurse: Good point.

Doctor: Also, **6** _____ _____ _____ establish a rapport. Even just by asking about his day.

Nurse: Oh. I didn't really do that. I just jumped in with my questions.

Speaking

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

USE LANGUAGE SUCH AS:

She/He's barely speaking ...

Did you use lots of ...

Make sure to ...

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

- a communication problem with a patient
- how to improve communication
- an example of unnecessary jargon

Student B: You are a nurse. Talk to Student A about a communication problem with a patient.

Writing

9 Use the conversation from Task 8 and the memo to write some patient communication guidelines. Include sections on reducing anxiety, avoiding jargon, and establishing a rapport.



4 Challenges





Get ready!

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

1 How can economic hardships affect hospitals?
2 How can economic hardships affect individual medical professionals?

Reading

2 Read the article on challenges in the medical profession. Then, choose the correct answers.

1 What is the main idea of the article?
- **A** how to improve medical practices
- **B** poor hospital management strategies
- **C** shortfalls in medical education
- **D** difficulties faced by medical workers

2 Which is NOT a challenge mentioned in the article?
- **A** shortages of medical supplies
- **B** rising medical school costs
- **C** longer shifts for doctors
- **D** increased paperwork

3 According to the article, what might prevent a student from pursuing medical school?
- **A** substantial loans
- **B** increased caseloads
- **C** too much paperwork
- **D** exhaustion

Vocabulary

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

1 Dr. Bainbridge was sued for <u>neglectful or illegal action</u> after the failed surgery. _ _ l p _ _ c t _ _ e
2 I have to file this <u>official documentation</u> in the patient's medical record. p _ _ e r _ _ r k
3 Our <u>available amount of money</u> decreased this year by 15%. b _ _ g e _
4 Henry cannot afford to pay off his <u>amount of money owed</u>. _ e b _

The Ailing Medical Profession

Hospitals today are facing economic hardships. While most doctors and nurses are competent, hardworking individuals, they encounter various challenges that can interfere with patient care.

The **demand** for medical professionals has increased in recent years. With rapidly rising populations, communities need good health care now more than ever. At the same time, however, the economic downturn has led to shortfalls in the **budget** of health care providers, so hospitals cannot afford to hire new staff. Consequently, doctors and nurses are paid less to work longer **shifts** and take on larger **caseloads**. The added **paperwork** forces many to work unpaid overtime just to maintain the necessary records. More and more of these workers are suffering from **exhaustion**.

The **shortage** of medical professionals is partly due to individual financial hardships as well. Increases in medical school costs have forced students to take out **loans** and incur substantial **debt** before they can start practicing. And today's doctors must also pay hefty insurance premiums each month in case they are sued for medical **malpractice**. For many would-be doctors, these expenses are too high, and so students are pursuing more affordable career paths.

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

1 **shortage / caseload**

A The hospital has a _____ of doctors since it can't afford to hire new staff.

B Nurse Reyes has to work overtime to manage her _____.

2 **loan / demand**

A Nurses are in _____ at the local hospital.

B Irene took out a _____ to pay for medical school.

3 **shift / exhaustion**

A The nurse's _____ was due to her long hours at work.

B I worked a double _____ last night, so I'm very tired.

5 Listen and read the article on challenges in the medical profession again. Why might a hospital not hire needed staff?

Listening

6 Listen to a conversation between two doctors. Mark the following statements as true (T) or false (F).

1 __ The woman's scheduled shift is almost over.

2 __ Both doctors work extra hours to finish their paperwork.

3 __ The woman is planning a vacation.

7 Listen again and complete the conversation.

Doctor 1: Hi, Louise. What are you doing here? I thought your shift ended **1** _____ _____ _____.

Doctor 2: It did, but I have to finish this paperwork. I'm **2** _____ _____.

Doctor 1: Tell me about it. I came in on **3** _____ _____ _____ last week to finish mine.

Doctor 2: We have too many patients in this department. It's not **4** _____ _____ _____ or for the patients.

Doctor 1: I know, I know. I asked the director if we're going to get another doctor, but she said there's not enough money in the **5** _____ _____ to hire anyone.

Doctor 2: The whole situation is terrible. I wish I could **6** _____ _____ _____, but I need the money to pay off my student loans.

Speaking

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

USE LANGUAGE SUCH AS:

What are you ... ?

I have to finish ...

The whole situation is ...

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

- why he or she is there
- the hospital's financial condition
- challenges you face

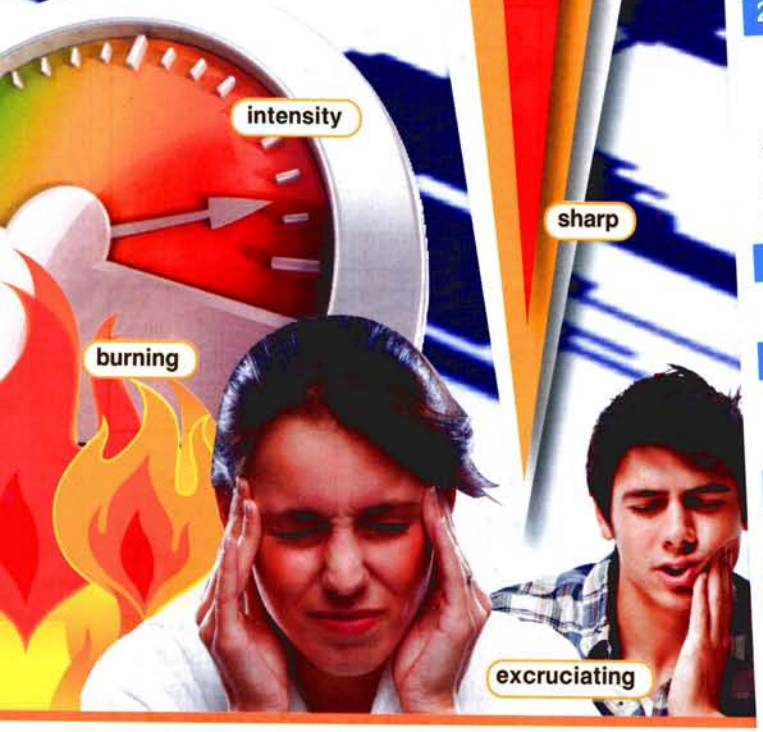
Student B: You are a doctor. Talk to Student A about challenges you face at the hospital.

Writing

9 Use the conversation from Task 8 and the article to write the doctor's timesheet notes. Include number of overtime hours and an explanation of why additional hours were worked.



5 Describing pain



intermittent

Pain Assessment Form

Patient Name: Luke Carlton Age: 49
Form Completed By: Dr. Joe Wilson

1 What is the location of the pain? Lower back

2 On a scale of 1 - 10, how does the patient rate the **intensity** of the pain? (Note: 1-2 = **mild** pain, 3-5 = **moderate** pain, 6-8 = **excruciating** pain, 9-10 = **unbearable** pain)

At best: 1 2 (3) 4 5 6 7 8 9 10
At worst: 1 2 3 4 5 6 7 (8) 9 10
Right now: 1 2 3 4 5 (6) 7 8 9 10

3 How often does the pain occur? Patient reports that the pain started out as **intermittent** several years ago. However, recently the pain became **constant**.

4 What is the nature/quality of the pain? (e.g. **burning**, **throbbing**, etc.) Patient reports constant throbbing throughout the day. In addition, when the patient stands up he feels a **sharp**, **shooting** pain travel up his back.

5 What causes the pain? Patient works as a mechanic. He says that he spends six to eight hours a day bent over cars.

6 What does the patient do to relieve the pain? Patient uses a heating pad for several hours each day. He also takes at least four aspirin pills a day.

7 Other comments: Patient was in some **distress** today when he came in. He says that the pain is negatively affecting his performance at work, as some days he is barely able to stand.

Get ready!

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

1 What are some words to describe pain that is not strong? Pain that is very strong?

2 Why is it important for doctors to understand a patient's pain?

Reading

2 Read the pain assessment form. Then, mark the following statements as true (T) or false (F).

1 ___ The patient's pain began recently.

2 ___ The patient's job is the cause of the pain.

3 ___ The patient sits for several hours a day to relieve the pain.

Vocabulary

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

word BANK

constant unbearable
intermittent shooting

1 The pain in my foot is _____. It comes and goes throughout the day.

2 A(n) _____ pain starts and ends very quickly.

3 He screamed because the pain was absolutely _____.

4 The pain in her stomach was _____. It hurt from morning to night.

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

1 **intensity / distress**

A The woman's _____ was clear when she called an ambulance in a panic.

B The wound didn't hurt at first, but the _____ of the pain increased as time went on.

2 **mild / excruciating**

A I have a _____ headache, but otherwise I feel just fine.

B The pain was so _____ that she began to cry.

3 **burning / sharp**

A There's a _____ pain in my lower back. It feels like it's on fire.

B He felt a _____, sudden pain in his arm, but it quickly went away.

4 **throbbing / moderate**

A Is the pain _____ or does it hurt very badly?

B His toe was _____ after he hit it against the leg of the table.

5 Listen and read the pain assessment form again. What words are used to describe how often patients feel pain?

Listening

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

1 What is this conversation mainly about?

A the woman's headaches

B the woman's knee problems

C the woman's pain after surgery

D the woman's pain treatment options

2 What will likely happen next?

A The man will get an ice pack.

B The woman will call the doctor.

C The woman will schedule her surgery.

D The doctor will look at the woman's knee.

7 Listen again and complete the conversation.

Patient: No, I'm having knee problems now. The pain is constant.

Nurse: On a scale of one to ten, how would you rate the intensity **1** _____ _____ _____ right now?

Patient: Right now, it's moderate. Like a three.

Nurse: And how does it feel **2** _____ _____?

Patient: At worst it's excruciating. Especially after I exercise. I've had to **3** _____ _____ a lot. I used to run every day.

Nurse: I see. That may be the **4** _____ of your knee troubles. Now, can you describe how it feels? Does it burn or throb?

Patient: Mostly the pain is **5** _____. Occasionally I get a shooting pain.

Nurse: It **6** _____ _____ your knee?

Patient: No, it extends down into my leg.

Speaking

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

USE LANGUAGE SUCH AS:

How would you rate ...

Right now, it's ...

At worst/best, it's ...

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

- where he or she is hurting and the intensity of that pain
- the quality of his or her pain
- how he or she treats the pain

Student B: You are a patient. Talk to Student A about a problem you are having.

Writing

9 Use the conversation from Task 8 and the form to write notes on a patient's pain. Include the pain's location, intensity, and the patient's description of it.

6 Chronic vs. acute illnesses

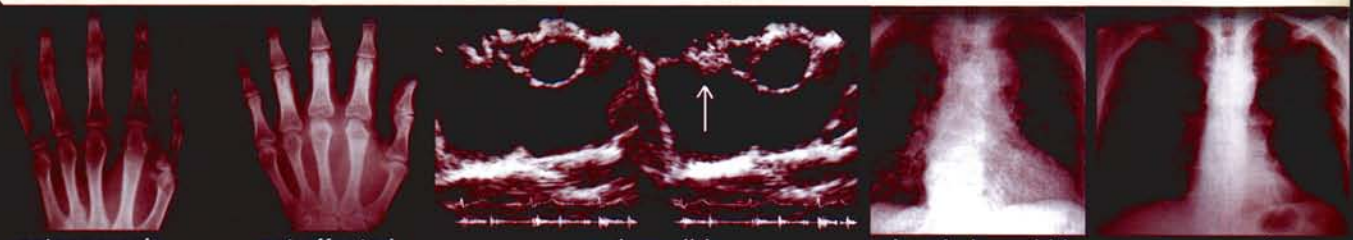
Early Intervention Required for Chronic and Acute Illnesses

Many people with an illness do not seek immediate treatment. They simply believe they will eventually get better. They may not think that a **pre-existing** medical **condition** could actually worsen if they contract another illness. Such thinking is dangerous. Both **chronic** and **acute** illnesses that are left untreated can grow more severe. They can lead to even more serious complications at a later time.

Early **intervention** of chronic conditions is a must. Inadequate treatment can actually result in the occurrence of a serious acute condition. For example, improperly managed **osteoporosis** can lead to broken bones. Likewise, **chronic bronchitis** that is left untreated increases the risk of dangerous acute respiratory conditions like **pneumonia**.

Similarly, delaying treatment of acute conditions can trigger the onset of chronic ones. For example, a case of **scarlet fever**, caused by the **strep virus**, can lead to **endocarditis**. Not treating the fever in time can create life-threatening and long-term problems. Chronic high blood pressure is a risk factor for several life-threatening acute conditions, including stroke.

Fortunately, there is good news. Visiting a doctor in the early stages of an illness can help you avoid dangerous complications later. Seeking treatment early on can save time, money, and possibly even your life.



osteoporosis | not affected | endocarditis | chronic bronchitis | pneumonia

Get ready!

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

1 What are some common chronic and acute illnesses?

2 Why should patients always seek treatment for an illness?

Reading

2 Read the article. Then, choose the correct answers.

1 What is the main idea of the article?

A Chronic illnesses are often mistaken for acute conditions.

B Acute and chronic illnesses can complicate or cause one another.

C Treatment for acute illnesses is not always necessary.

D Pre-existing conditions often cause delays in treatment.

2 Why do people not seek medical treatment for an illness?

A They believe the illness will go away.

B They do not know if their condition is chronic or acute.

C They know about their pre-existing conditions.

D They worry about the expense of treatment.

3 Which of the following is NOT a complication that can arise from an untreated illness?

A High blood pressure can cause a stroke.

B Scarlet fever can cause endocarditis.

C Osteoporosis leads to broken bones.

D Pneumonia leads to chronic bronchitis.

Vocabulary

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

1 __ scarlet fever

2 __ pneumonia

3 __ chronic bronchitis

4 __ endocarditis

5 __ strep virus

6 __ osteoporosis

A an organism that causes throat infections

B a persistent condition in which tubes in the lungs swell and make it difficult to breathe

C a chronic condition in which the bones slowly weaken and become prone to breaking

D an acute condition in which the lungs become inflamed and filled with fluid

E an acute illness characterized by a fever, sore throat, and bright red rashes on the body

F a chronic condition in which the inner layers of the heart become inflamed due to bacteria growing inside

4 Read the sentence and choose the correct word.

1 The patient had a(n) **pre-existing / intervention** condition before contracting this illness.
2 There is no effective treatment for many **conditions / interventions**.
3 Ms. Smith has had the **acute / chronic** illness for five years.
4 The **intervention / condition** of this disease at an early stage is vital.
5 The condition was a(n) **pre-existing / acute** case that went away in a few days.

5 Listen and read the article again. Why is it important to seek early treatment for a chronic condition?

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 will give the man antibiotics immediately.
2 __ The man came in as soon as he felt sick.
3 __ The man's new condition may become chronic.

7 Listen again and complete the conversation.

Doctor: Well, it seems that you've come down with endocarditis. **1** _____ _____ _____ _____ that is?
Patient: I **2** _____ _____ _____, but it sounds serious.
Doctor: It is. Basically, the lining of your heart is inflamed.
Patient: Oh, that's bad. **3** _____ _____ _____ it?
Doctor: Yes. I'll start you on some antibiotics immediately. But this could have been avoided.
Patient: Really? How so?
Doctor: Well, you've had a sore throat for **4** _____ _____ _____, haven't you?
Patient: Yeah, but I figured it was just a cold.
Doctor: Definitely not. It's **5** _____ _____ _____ _____ _____. Normally, that's an acute condition that we can **6** _____ _____ pretty quickly.
Patient: Okay, but how did that cause my other condition?
Doctor: Untreated, the infection moves to your heart. which it appears to have done. And now we have to get rid of that infection before it causes **7** _____ _____.
Patient: Lifelong?
Doctor: Yes. Unfortunately, endocarditis can become a chronic condition. It can damage your heart, brain, and liver.

Speaking

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

USE LANGUAGE SUCH AS:

You've come down with ...
I'll start you on ...
I figured it was just ...

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

- a diagnosis
- how the patient got the condition
- possible consequences

Student B: You are a patient. Talk to Student A about chronic and acute conditions.

Writing

9 Use the conversation from Task 8 and the article to write notes on a patient. Include symptoms, acute conditions, and possible chronic conditions.



7 Diabetes





ABOUT DIABETES

Type 1 diabetes - Type 1 diabetes mostly affects children whose bodies are unable to make **insulin**. Only 10-15% of people with diabetes have this type.

Type 2 diabetes - Type 2 diabetes is the most common form of the disease. It usually affects adults. It results from poor insulin production or from insulin resistance.

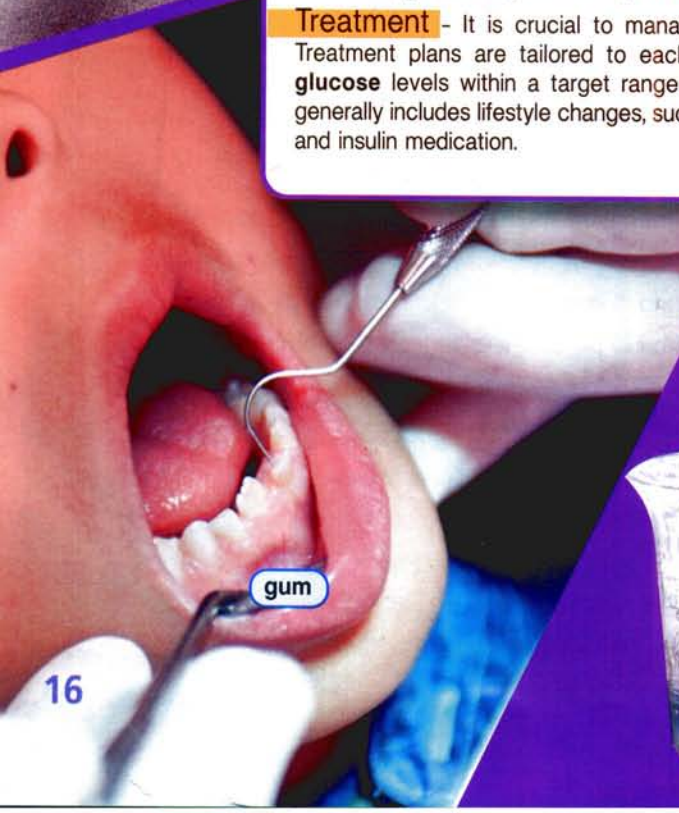
Gestational diabetes - Four percent of pregnant women are diagnosed with gestational diabetes. This disease operates essentially the same as other types. Blood sugar usually returns to normal after birth, but the patient has a greater risk of later developing type 2 diabetes.

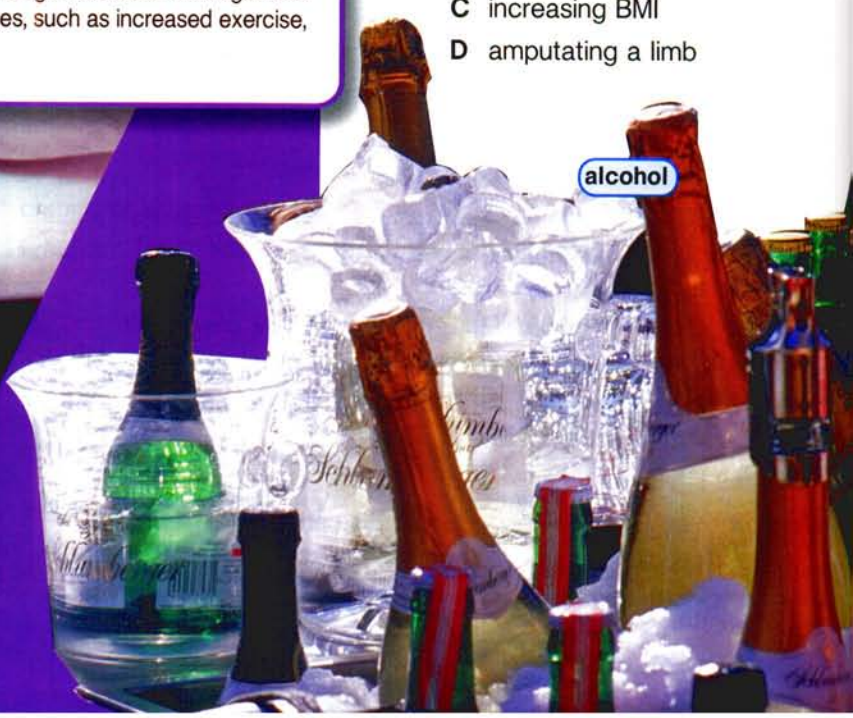
Causes - 1.6 million cases of diabetes are diagnosed each year. There are certain risk factors for developing type 2 diabetes. These include genetics, race, a high **BMI**, high blood pressure, and a diet high in fat or **alcohol**.

Complications - Diabetes reduces blood flow around the body. Thus it can cause problems in many parts of the body, including the eyes, kidneys, nervous system, sexual function, teeth, and **gums**. It can result in heart attacks, strokes, **cataracts**, **glaucoma**, **blindness**, and even **amputations**.

Treatment - It is crucial to manage diabetes effectively. Treatment plans are tailored to each patient, to help keep **glucose** levels within a target range. Diabetes management generally includes lifestyle changes, such as increased exercise, and insulin medication.







Get ready!

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

1 What are the different types of diabetes?

2 What are some risk factors and complications of diabetes?

Reading

2 Read the informational pamphlet about diabetes. Then, choose the correct answers.

1 Who is affected by gestational diabetes?

A unborn children
B older adults
C young children
D expecting mothers

2 Which of the following is NOT a cause of diabetes?

A high alcohol use
B genetic factors
C gum disease
D a high level of body fat

3 What is an example of proper diabetes management?

A increasing alcohol consumption
B getting more exercise
C increasing BMI
D amputating a limb

Vocabulary

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

1 __ glaucoma
2 __ glucose
3 __ cataract
4 __ alcohol
5 __ insulin
6 __ amputation

A a natural form of sugar created in the body
B when a person's limbs, fingers, or toes are removed during surgery
C the chemical substance in drinks, such as wine and beer, that causes people to get drunk
D a disease in which a high level of pressure in the eye causes a person to go blind
E a substance produced by the body that regulates the levels of sugar in the blood
F a medical condition in which the lens of the eye becomes white

4 Fill in the blanks with the correct words and phrases: *gestational diabetes, blindness, gum, type 2 diabetes, type, 1, diabetes, BMI.*

1 My young son was diagnosed with _____.
2 Diabetes can lead to _____ disease in the mouth.
3 Diabetes can cause total _____ in one or both eyes.
4 My father developed _____ as he advanced in age.
5 Having a high _____ is a leading risk factor for developing diabetes.
6 My wife developed _____ while she was pregnant.

5 Listen and read the informational pamphlet about diabetes again. How should diabetes be treated?

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 will need insulin injections.
2 __ The man can eat a small amount of candy.
3 __ The man needs to exercise more.

7 Listen again and complete the conversation.

Patient: Yes, my father had it.
Doctor: I see. You should be pretty familiar with the treatment process then.
Patient: A little. My dad had to take a lot of **1** _____ _____. Will I need to do that?
Doctor: Not necessarily. **2** _____ _____ _____ a lifestyle plan and see how that works.
Patient: Okay. We were always buying dad **3** _____ - _____ _____. Is that what I have to eat now?
Doctor: Actually, no. Small amounts of sweets and chocolate can be part of a healthy **4** _____ _____, just like for everyone else.
Patient: That's good. **5** _____ _____ _____ _____ do a lot of extra exercise to keep my weight down?
Doctor: **6** _____ _____.

Speaking

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

USE LANGUAGE SUCH AS:

We'll start with ...
Will I have to ...
You really need the ...

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

- a diabetes treatment plan
- a risk factor for diabetes
- what foods the patient can eat

Student B: You are a patient. Talk to Student A about a diabetes treatment plan.

Writing

9 Use the conversation from Task 8 and the pamphlet to write a diabetes treatment plan. Include sections on risk factors, diet, and exercise.

8 Cancer

Track 2 can
Track (-17)







cancer

CANCER TREATMENT OPTIONS

It can be very frightening to be diagnosed with cancer. Fortunately, today there are many treatment options available. Your **oncologist** may suggest one or more of these therapies.

Chemotherapy - Chemotherapy (or chemo) is a drug, or combination of drugs, that kills cancer cells. It can be taken orally, though the most common delivery method is through an IV injection. Chemo can be received in a hospital or **outpatient** setting. Your doctor may prescribe chemotherapy before or after surgery. Potential side effects include hair loss, fatigue, and damage to specific organs.

Radiation therapy - Radiation therapy, also called radiation **oncology**, destroys cancer cells with high-energy x-rays. It works best on cancer cells that are splitting very rapidly. It impairs a cancer cell's DNA, so that it cannot grow or divide.

Immunotherapy - Immunotherapy strengthens the patient's immune system. New antibodies are introduced to the patient's system. They target cancer cells and destroy them.

Photodynamic therapy - In photodynamic therapy, patients are given a light-sensitive drug containing cancer-destroying substances. Light beams then activate the drug, which has been absorbed by cancer cells.

Anti-angiogenesis therapy - Like normal cells, tumors need a blood supply to survive. Anti-angiogenesis therapy prevents a tumor from making new blood vessels, so that it cannot grow larger.

Get ready!

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

1 What are some common types of cancer?
2 What are some different kinds of cancer treatments?

Reading

2 Read the article on cancer treatment options. Then, mark the following statements as true (T) or false (F).

1 __ Patients undergoing chemotherapy may lose their hair.
2 __ Radiation therapy is effective against slowly splitting cancer cells.
3 __ Anti-angiogenesis deprives cancer cells of blood.

Vocabulary

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

1 __ radiation therapy
2 __ immunotherapy
3 __ anti-angiogenesis therapy
4 __ oncology
5 __ chemotherapy

A the medical specialty that studies and treats cancer and tumors
B a drug or combination of drugs, given to a patient, in order to kill cancer cells
C a form of cancer treatment that uses high-energy x-rays to prevent cancer cells from growing or splitting further
D a form of cancer treatment that uses drugs or other substances to stop a tumor from building new blood vessels
E a form of cancer treatment that strengthens the patient's immune system

4 Read the sentence and choose the correct word.

1 What kind of special light is used in **photodynamic therapy / immunotherapy**?
2 The patient was diagnosed with **chemotherapy / cancer**.
3 Ms. Aimes sees an **oncology / oncologist** every week for her cancer treatment.
4 Patients do not have to stay in the hospital for **outpatient / oncologist** treatment.

5 🎧 **Listen and read the article on cancer treatment options again. How does photodynamic therapy treat cancer?**

Listening

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

1 What is the conversation mainly about?

- **A** the technology of new cancer treatments
- **B** the side effects of cancer treatments
- **C** different cancer treatment options
- **D** symptoms of early stage cancer

2 What does the woman recommend?

- **A** immunotherapy
- **B** radiation therapy
- **C** anti-angiogenesis therapy
- **D** chemotherapy and photodynamic therapy

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

Patient: I'm **1** _____ _____.

Doctor: Great. First, there's always chemotherapy. You would receive **2** _____ _____ of strong drugs to kill the cancer cells.

Patient: I know a little about chemo. Aren't there some nasty **3** _____ _____?

Doctor: There can be. You'll likely **4** _____ _____ and lose most of your hair. It can damage some other bodily systems, too.

Patient: That's not very appealing. Is there **5** _____ _____ available?

Doctor: Well, at your early stage of cancer, we may be able to try **6** _____ _____.

Patient: I've never heard of that.

Doctor: It's relatively new but has had some good results. We give you a cancer-killing drug that reacts to light. Then we shine **7** _____ _____ _____ on the tumor, which has absorbed the drug.

Patient: That sounds interesting. What would you recommend?

Doctor: We can certainly try photodynamic therapy. You'll likely need chemo as well, but hopefully not as much.

Speaking

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

USE LANGUAGE SUCH AS:

Are there ...

We may be able to try ...

What would you recommend ...

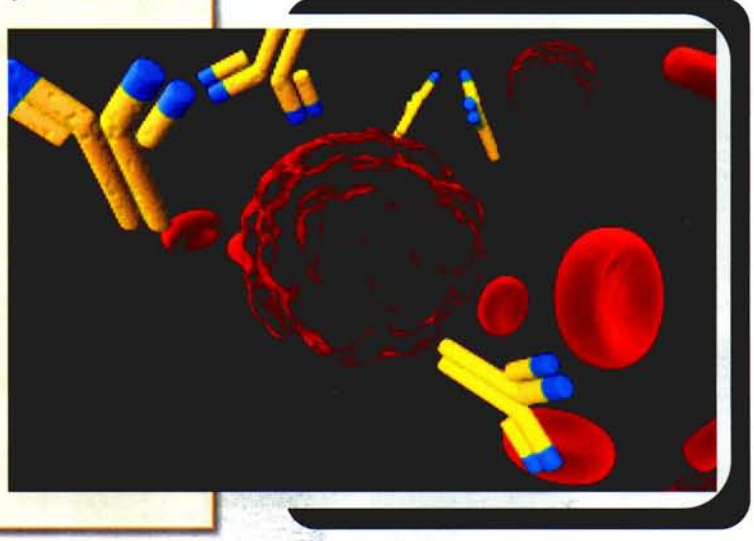
Student A: You are a doctor. Talk to Student B about:

- different cancer treatment options
- side effects of at least one option
- what treatment you recommend

Student B: You are a patient. Talk to Student A about different cancer treatment options.

Writing

9 **Use the conversation from Task 8 and the article to write a pamphlet about cancer treatment options. Include sections on two treatments and the side effects of at least one.**

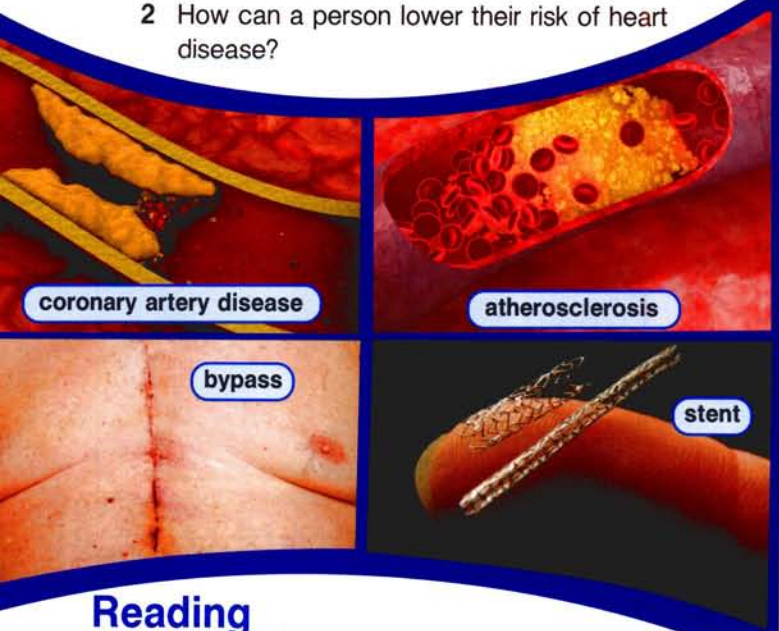


9 Heart disease

Get ready!

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

1 What are some common kinds of heart disease?
2 How can a person lower their risk of heart disease?





Reading

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

1 ___ Hardened artery walls lead to arrhythmia.
2 ___ Statins are used to treat atherosclerosis.
3 ___ Angioplasty helps patients avoid surgery.

What is Heart Disease? Heart disease is the leading cause of death of the US, but many people know little about it. Heart disease is a term that covers several problems that can affect this vital organ.

Types of heart disease **Coronary artery disease**, **atherosclerosis**, and **arrhythmia** are all forms of heart disease. They affect the heart in different ways. For example, in atherosclerosis, fatty materials **harden** artery walls.

Prevention Simple measures can reduce your risk of getting heart disease.

- Stop **smoking**
- Exercise regularly
- Get regular checkups
- Reduce stress
- Eat a heart-healthy diet

Treatment Coronary artery disease can be treated with an aspirin regimen or other drugs. Atherosclerosis treatment often involves taking medications known as statins along with other drugs. Arrhythmia may also be treated with drugs, but a pacemaker can be installed to keep the heart in a regular rhythm. General treatment plans may involve lowering high blood pressure and **cholesterol**. Surgical options for heart disease include installing **stents** or performing open heart surgery to **bypass** plaque buildup in the arteries. Another surgical option, **angioplasty**, widens blocked arteries by inserting and inflating a balloon.

It is critical to take care of your heart. Be sure to follow the prevention tips above and get regular checkups.

Vocabulary

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

1 ___ heart disease
2 ___ atherosclerosis
3 ___ coronary artery disease
4 ___ angioplasty
5 ___ arrhythmia

A a heart condition in which fatty materials accumulate in arteries and harden their walls
B a condition where the arteries become blocked and narrow, which prevents sufficient blood from reaching the heart
C a surgical procedure that widens an obstructed blood vessel by inserting a balloon and inflating it
D a term for a group of illnesses involving irregular electrical activity in the heart
E a term for a group of illnesses that affect the heart

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

word BANK

stent harden cholesterol smoking bypass

1 Cholesterol can cause arteries to _____, leading to atherosclerosis.
2 _____ is a major risk factor for heart disease.
3 The man required major _____ surgery to increase blood flow to the heart.
4 The surgeon inserted a _____ to keep the artery open.
5 Eating many fatty foods can significantly increase your _____ levels.

5 🎧 **Listen and read the website on heart disease again. What are some ways to treat heart disease?**

Listening

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

1 What is the conversation mainly about?

- **A** treatment for different heart conditions
- **B** risk factors for coronary artery disease
- **C** risks of surgical intervention
- **D** how to prevent an arrhythmia

2 What is a possible treatment for an arrhythmia?

- **A** diet changes
- **B** medication
- **C** surgery
- **D** regular exercise

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

Doctor: It could be **1** _____ _____ _____.
Patient: Wow. And what's the simple possibility?
Doctor: That it **2** _____ _____ _____ an arrhythmia.
Patient: Shouldn't we be able to tell what I have, **3** _____ _____ _____ symptoms?
Doctor: Well, they have some of the same **4** _____ _____. Like the shortness of breath and fast heart rate you've had.
Patient: So what types of treatment am I **5** _____ _____?
Doctor: **6** _____ _____ _____ your diagnosis. If it's coronary artery disease, it could be treated with lifestyle changes and drugs. Surgery might be necessary.
Patient: Really? It's that dangerous?
Doctor: Yes, it **7** _____ _____ _____ a fatal heart attack.
Patient: That's scary. What if it's an arrhythmia?
Doctor: Well, some require no treatment at all. Others need medication.
Patient: Then I hope it's just an arrhythmia.
Doctor: Me, too. But we'll have to run a few tests to find out.

Speaking

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

USE LANGUAGE SUCH AS:

It could be ...
So what types of treatment ...
What if it's ...

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

- two possible heart conditions
- warning signs of the conditions
- treatment for the conditions

Student B: You are a patient. Talk to Student A about two possible heart conditions.

Writing

9 **Use the conversation from Task 8 and the website to write an informational brochure about a heart condition. Include: the condition, symptoms, and treatments.**



Heartland Hospital

ER TRIAGE GUIDELINES

Heartland Hospital strives to provide the best care it can with limited **resources**. To ensure that each patient is seen at the appropriate time and receives quality services, please follow these guidelines for the **triage** process.

Trauma patients who arrive with obviously **critical** and life-threatening **injuries** receive the highest **priority**. They should be taken to an available trauma room immediately. Any necessary staff and equipment should be devoted to them until their vital signs are stabilized.

All other patients should report to the **triage station** to undergo an assessment by a nurse. The nurse will utilize the **Emergency Severity Index** to determine the severity of a patient's injuries and when they should be seen. This is a common-sense system that ranks patients according to the danger level of their situation. For example, an open **wound** will rank higher on the Index than a **minor** illness such as a low fever. The nurse will assign an **ESI level** between 1 and 5, with 1 being the most serious, to each patient. In this way, patients will be seen according to the **acuity** of their injuries.



Get ready!

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

1 What kind of patients are seen in an emergency room?

2 How does the triage process generally work?

Reading

2 Read the poster on treating patients in an emergency room. Then, mark the following statements as true (T) or false (F).

1 ___ Fevers are not ranked on the Emergency Severity Index.

2 ___ A patient with a level one ESI rating has the highest priority.

3 ___ Only an emergency room doctor should assign a patient an ESI rating.

Vocabulary

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

1 ___ priority
2 ___ resource
3 ___ wound
4 ___ ESI level
5 ___ triage
6 ___ minor
7 ___ critical

A a unit of measurement of a trauma patient's injuries

B the process of determining the order to treat trauma patients based on the severity of their injuries

C something that is more important than other things

D requiring immediate medical attention

E an injury in which a part of the body is damaged

F not very serious

G anything a person uses to achieve a goal

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

WORD BANK

trauma **acuity** **injury** **triage station**
Emergency Severity Index

1 Due to the _____ of her wound, Sarah was immediately sent to surgery.
2 Use the _____ as a guide during the triage process.
3 I'm afraid that is a minor _____ so you will have to wait to be seen.
4 Please wait at the _____ for a nurse to attend to you.
5 How many _____ patients can this emergency room handle at once?

5 **Listen and read the poster on treating patients in an emergency room again. What are some guidelines for the triage process?**

Listening

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

1 Why does the man want to see the female patient first?
A She has a severe fever. B She might get an infection.
C Her age could be a problem. D Her wound is still bleeding.

2 What will the woman likely do next?
A get a suture kit B treat the female patient
C examine the male patient D speak with the triage nurse

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

Nurse: First, there's Carl Henning, 67. He came in **1** _____ _____ a mild fever.
Doctor: I see. Does he have **2** _____ _____ _____?
Nurse: None that the triage nurse could identify.
Doctor: That's good. His age is a **3** _____ _____ _____ _____, though. To be safe, we'll put him on IV fluids. Tell me about the other patient.
Nurse: That's Sarah Crane, 14. She has an **4** _____ _____ on her arm. She got it in a bad bicycle accident, apparently.
Doctor: What's the current state of the wound?
Nurse: It's **5** _____ _____ but needs to be examined.
Doctor: All right. Well, we'd better take a look at Sarah's arm first. I wouldn't want her to **6** _____ _____ _____ while waiting.

Speaking

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

USE LANGUAGE SUCH AS:
First, there's ...
What's the current state ...
We'd better ...

Student A: You are a doctor. Talk to Student B about:
- two patients waiting in an ER
- the symptoms of each patient
- which patient should be seen first

Student B: You are a nurse. Talk to Student A about two patients waiting in an ER.

Writing

9 **Use the conversation from Task 8 and the poster to fill out a patient triage report.**

Hospital: _____
_____
_____

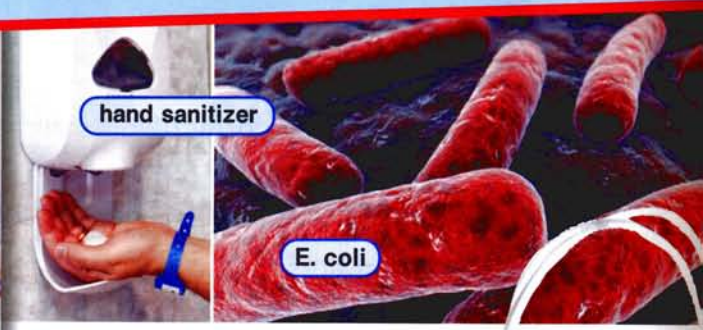
Patient: _____
_____
_____

Symptoms: _____
_____
_____

Priority: _____
_____
_____

11 Infections





MAY ISSUE

Journal of Hospital Issues

Stopping Infections in Your Hospital

Hospitals are full of **vectors** of infectious diseases. According to estimates, about 1.7 million American hospital patients get a **nosocomial** infection each year. Health care facilities have a responsibility to be **vigilant** about protecting their patients from infections. There are many simple ways this can be achieved.

The majority of illnesses are spread through touch, so it is essential that hospitals have many hand-washing stations available to patients, visitors, and employees. Problems like **E. coli** and **staph infections** can be prevented by using **alcohol-based hand sanitizers**. However, these sanitizers do not kill all bacteria. Washing frequently with soap and water will help guarantee reduced infection outbreaks.

Hospitals should try to prevent illnesses before they spread. Diagnostic tests can detect infections, such as those caused by **drug-resistant MRSA** bacteria. Catching an infection early is a key step to stopping it in its tracks.

Finally, hospitals must have standard processes and tasks for procedures. For example, in intensive care units, nurses should brush their patient's teeth regularly. This kills the bacteria that causes **ventilator-associated pneumonia**. Similarly, LPNs should have checklists of the steps for fitting patients with **urinary catheters**, since an improper fit can lead to infection. In addition, cleaning procedures for medical tools must be followed carefully. It is equally important not to **contaminate** sterilized tools.

Get ready!

urinary catheter



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

1 How do infections spread?

2 What are some ways to prevent infections from spreading?

Reading

2 Read the article on preventing hospital infections. Then, complete the table using information from the article.

Problems	Prevention
E. coli and staph infections	1 _____ _____
Drug-resistant MRSA bacteria	2 _____ _____
Ventilator-associated pneumonia	3 _____ _____
Imroper fit of urinary catheter	4 _____ _____

Vocabulary

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

WORD BANK

alcohol-based drug resistant vigilant hand sanitizers

1 The _____ nurse washed her hands after working with each patient.

2 This substance is _____. It's not made with water.

3 Peter is not getting better because his virus is _____.

4 _____ kill most bacteria, but not all of them.

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

1 ___ **A** A <u>nosocomial</u> infection is one that cannot be cured with most drugs.
___ **B** The hands are a <u>vector</u> of illness.

2 ___ **A** The man <u>contaminated</u> the wound when he touched it with his bare hands.
___ **B** <u>Ventilator-associated pneumonia</u> is common in pediatric units.

3 ___ **A** <u>MRSA</u> can be treated using over-the-counter drugs.
___ **B** Lewis contracted <u>E. coli</u> after eating raw spinach.

4 ___ **A** <u>Staph infections</u> are caused when a patient is on a ventilator for too long.
___ **B** The woman has a <u>urinary catheter</u> because she can't leave her bed.

5 Listen and read the article on preventing hospital infections again. What are some ways to prevent MRSA from spreading?

Listening

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

1 ___ The man believes that antibiotics will not help the patient's condition.
2 ___ The diagnostic tests showed that the other man in the patient's room also has MRSA.
3 ___ The patient's room is being disinfected to prevent MRSA from spreading.



7 Listen again and complete the conversation.

Nurse: Well, the red, swollen wounds on his body are now **1** _____ _____ pus.
Doctor: **2** _____ _____?
Nurse: Yes, he said that he was short of breath, and his temperature is **3** _____ _____.
Doctor: I'm afraid it may be MRSA. We need **4** _____ _____ him on an aggressive round of antibiotics. And he needs to be in isolation.
Nurse: Right. I'll get started on that **5** _____ _____.
Doctor: Has anyone else in this unit been infected?
Nurse: We ran some diagnostic tests on the other patient in Mr. Harris' room, but his test results **6** _____ _____ negative. None of the other patients are exhibiting symptoms.

Speaking

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

USE LANGUAGE SUCH AS:

Anything else?
Has anyone else ...
The test results came back. ...

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

- a patient's current condition
- what could happen to the patient

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

Writing

9 Use the conversation from Task 8 and the article to write notes on a patient. Include the patient's name, condition and symptoms, preventative measures, and treatment directions and concerns.

12 Nursing







Get ready!

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

1 What are some tasks that LPNs, RNs, and NPs do?

2 What are the differences in education between the different types of nurses? What else do they need to perform their jobs?

Reading

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

1 __ LPNs can do patient assessments alone.

2 __ RNs can perform tests on patients.

3 __ NPs can advise patients on the types of medications they need.

Part-time **LPN**
Immediate openings for licensed practical nurses.
Duties include:
- Perform basic health assessments with supervision
- Clean and dress patient wounds
- Monitor and report changes in patient condition
- Ensure exam rooms have appropriate supplies
- Record patient information in **electronic health records**

Qualifications:
- Have a high school diploma
- Be a currently **licensed** LPN
- Minimum one year experience

To apply, email hr@mountainviewhospital.org. Reference job ID LPN3425 in subject line.

RN–Pediatric Unit
Full-time registered nurse needed in hospital pediatric unit. RN will be in charge of:
- Administering **vaccines** and other medications, by **injection** or orally
- Developing, implementing, and modifying patient care plan
- Ordering tests and preparing patients for tests
- Tracking **patient flow** for unit

Qualifications:
- Bachelor's degree and RN license
- Three years' experience, at least one year in child medical care

Send resume to North Shore Medical Center, 324 Main St. Box #29, Buffalo, NY, 14265.

Nurse Practitioner–Board Certified - Qualified NPs needed for general practice. In addition to serving as the **point of entry** for incoming patients, you will:
- **Prescribe** medications and other types of treatment
- Perform **annual physicals**, tests, and minor procedures
- Diagnose patients and create care plans
- Counsel patients and families on preventative health care practices

Qualifications:
- Master's degree in nursing and licensure
- Minimum five years' experience

Apply at www.unitedhealthsystems.com/jobs. Search for posting #349868.

Vocabulary

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

1 __ injection
2 __ licensed
3 __ prescribe
4 __ patient flow
5 __ electronic health record
6 __ nurse practitioner

A having a document saying that a person can do a job

B a medical worker who can diagnose illnesses

C medicine put into a person's body

D a patient's medical history, stored on a computer

E the rate at which a person moves through the health care system

F to recommend a type of medication

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

WORD BANK

vaccine annual physical
point of entry board certified
registered nurse
licensed practical nurse

1 Jim cannot practice medicine legally because he is not a(n) _____ physician.

2 A(n) _____ cannot prescribe medications, but he or she can give them to patients.

3 At his _____, Ryan's doctor told him to lose some weight.

4 A(n) _____ can prevent the spread of diseases like polio.

5 Erica's _____ in to the medical system was her family doctor.

6 A(n) _____ will clean this cut and put a bandage on it.

5 🎧 **Listen and read the job postings again. What are some common tasks for RNs?**

Listening

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

1 ___ The woman is a nurse practitioner.
2 ___ One of the job duties is to give vaccines.
3 ___ The woman prefers the fast patient flow of hospitals.

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

Interviewer: Jane, I'm Richard Jenson. I'll be interviewing you for the **1** _____ _____.
Applicant: Nice to meet you, Mr. Jenson.
Interviewer: So what kind of experience do you have?
Applicant: Well, I started volunteering in hospitals as a teenager. I've worked as an RN for the past **2** _____ _____.
Interviewer: And why did you go into nursing?
Applicant: I love taking care of people. It brings me a lot of joy.
Interviewer: Excellent. Now, this is a general practice. You'll be giving lots of **3** _____ and assisting with annual physicals.
Applicant: Everyday tasks. I understand.
Interviewer: Is that appealing to you?
Applicant: Yes, because there's more interaction with patients. Hospitals are **4** _____ _____ - _____.
Interviewer: Right, it's definitely slower here. But we still have to maintain patient flow.
Applicant: Of course.
Interviewer: Now, have you worked with **5** _____ _____ _____?
Applicant: Yes, we **6** _____ _____ them several years ago.

Speaking

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

USE LANGUAGE SUCH AS:

I'll be interviewing you for ...
I have worked ...

Student A: You are a job interviewer. Talk to Student B about:

- his or her experience
- what kind of work he or she will be doing
- familiarity with medical systems

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

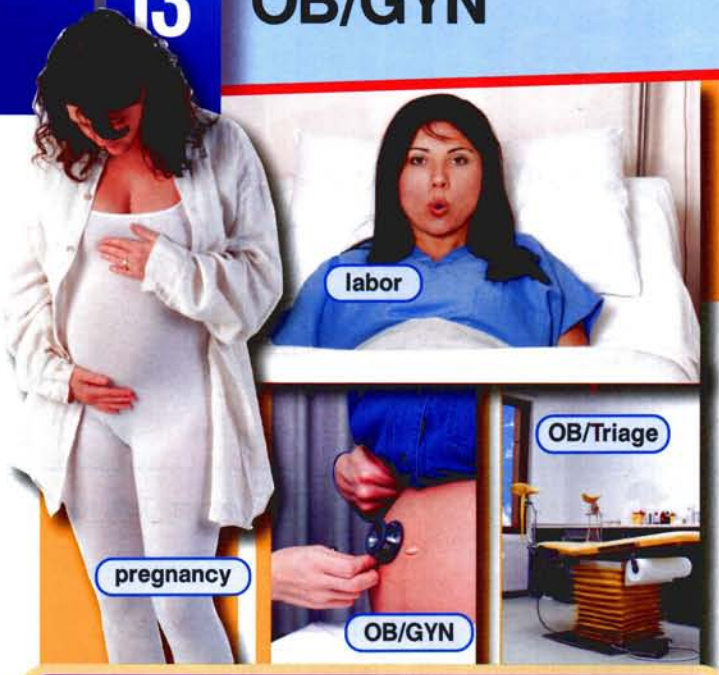
Writing

9 **Use the conversation from Task 8 and the job posting to write notes on the interview. Include: the applicant's experience, the reason he or she entered nursing, and what tasks he or she will be responsible for.**





13 OB/GYN




c-section

MIDWEST OB/GYN CLINIC

Services Offered

At Midwest **OB/GYN** Clinic we offer complete medical care for women at every stage of their life cycle. Many specific services are tailored to pregnant women and those going through **menopause**.

Pregnancy

Midwest OB/GYN Clinic provides care during all three **trimesters** of **pregnancy**. Regular appointments and ultrasounds safeguard the health of both the mother and child. Our clinic also conducts **fertility** treatments for women finding it difficult to become pregnant. For example, some women undergo **progesterone** therapy before and during pregnancy.

Midwest also offers classes for expecting parents. Topics include:

- How to prepare for **labor**
- What do when your **water breaks**
- The possibility of a **c-section** delivery when necessary
- What to do when you arrive home with your newborn

Please remember that our clinic does not provide emergency services. You should contact the hospital's **OB Triage** station if you are having rapid **contractions** or experience a medical emergency during pregnancy.

Menopause

Menopause is a natural stage in every woman's life. Still, the **hot flashes**, emotional impact, and other effects can be difficult to handle. Women going through menopause can schedule regular appointments at our clinic. We can advise patients on lifestyle changes to make menopause more comfortable. We also offer hormone therapies, such as **estrogen** treatments, should they be necessary.

Get ready!

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

1 What medical services do pregnant women need?

2 What special medical services do older women need?

Reading

2 Read the OB/GYN clinic's website. Then, mark the following statements as true (T) or false (F).

1 __ The clinic offers classes on the changes that occur in menopause.

2 __ Pregnant women should contact the clinic in an emergency.

3 __ The clinic gives progesterone treatments to women in menopause.

Vocabulary

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

1 __ estrogen
2 __ menopause
3 __ hot flash
4 __ trimester
5 __ labor
6 __ progesterone
7 __ break water

A a sudden sensation of heat in the face and neck that is triggered by hormone changes

B a natural childbirth process in which a woman's uterus contracts in preparation to deliver the baby

C a hormone that is produced in the ovaries which prepares the uterus lining for pregnancy

D the end of a woman's menstruation, after which she is no longer capable of becoming pregnant

E a period of three months that pregnancy is commonly divided into

F a hormone that is produced in the ovaries which regulates the menstrual cycle

G to release amniotic fluid after the placenta ruptures

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

1 **fertility / pregnancy**

A Her third _____ was free of any serious issues.

B The woman sought _____ treatments to increase her chance of having a child.

2 **OB Triage / OB/GYN**

A The woman called _____ because she started labor too early.

B The field of _____ involves much more than just delivering babies.

3 **c-section / contraction**

A Make sure it is not a false _____ before you go to the hospital.

B A _____ was necessary to avoid labor complications.

5 Listen and read OB/GYN clinic's website again. What services does the clinic provide?

Listening

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

1 What is the conversation mainly about?

A the likelihood of an emergency c-section

B how to prepare for labor at the hospital

C why the woman is having Braxton-Hicks contractions

D whether the woman is in labor or not

2 What does the man recommend that the woman do?

A stay home and rest

B come to OB triage

C go to the hospital

D wait until her water breaks



7 Listen again and complete the conversation.

Caller: Hi. I'm at thirty-eight weeks and I'm experiencing some contractions. I think I might **1** _____ _____ _____.

Nurse: Okay. Stay calm. Have you noticed an **2** _____ _____ _____?

Caller: Yes, a little bit.

Nurse: Do you know if your **3** _____ _____ already?

Caller: No, not yet.

Nurse: All right. Are the contractions becoming **4** _____ _____?

Caller: Yes, they are. They were about **5** _____ _____ _____, but now they're about every ten minutes.

Nurse: Okay. Those don't sound like Braxton-Hicks contractions. I think you are in the early stages of labor. But it's still **6** _____ _____ _____ _____ you to come in.

Speaking

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

USE LANGUAGE SUCH AS:

Have you noticed ...

Do you know if ...

It sounds like ...

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

- whether she is in labor
- signs Student B might be in labor

Student B: You are a pregnant woman. Talk to Student A about whether or not you are in labor.

Writing

9 Use the conversation from Task 8 and the website to write an informational pamphlet about entering labor. Include sections on signs of labor, contractions, and what to do next.

14 Neurology

Medical Specialties:
Neurology

Some of the scariest diseases can be those that take away our ability to move or think clearly. **Neurology** has developed as a field that specializes in treating disorders of the nervous system - everything from the brain to the nerves in the fingertips. **Neurologists** are trained to investigate and treat these diseases.

While we often think of neurology as focusing on the brain and spinal cord - the **central nervous system** - it actually concentrates on nerves throughout the entire body. This **peripheral nervous system** consists of nerves that extend throughout the body's limbs and organs. Part of this is the **autonomic nervous system**, which controls bodily functions at the subconscious level, such as heart rate.

Disorders can strike at any of these systems. Some ailments, such as feelings of **vertigo** or **numbness**, can be treated with medication, but they may also be symptoms of a more serious condition. Patients with **recurring seizures** may also be placed on regular medicine. Severe trauma to the brain or spinal cord can result in **paralysis** or a **coma**. A **neurosurgeon** may operate to address the problem, but the effects may be lifelong. Unfortunately, many disorders have no cure or treatment. For example, **Alzheimer's disease**, which slowly takes away the ability to think clearly, cannot yet be stopped by modern medicine.





Get ready!

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

1 What is involved in the field of neurology?
2 What are some different nervous system disorders?

Reading

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

1 ___ Neurology concentrates on the central nervous system.
2 ___ Heart rate is regulated by the autonomic nervous system.
3 ___ Seizures can result in paralysis.

Vocabulary

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

1 ___ vertigo
2 ___ coma
3 ___ paralysis
4 ___ Alzheimer's disease
5 ___ numbness
6 ___ seizure

A a long state of unconsciousness during which a person does not wake or respond to stimuli
B the loss of function in one or more muscles
C a kind of dizziness in which a person feels like he or she is moving when stationary
D a symptom of excessive brain activity, resulting in temporary thrashing movements or a loss of awareness
E a brain illness that causes a person to lose memory and the ability to think clearly
F the inability of a part of the body to feel stimulation

4 Fill in the blanks with the correct words and phrases: *neurologist, autonomic nervous system, peripheral nervous system, neurosurgeon, neurology, central nervous system.*

1 Dr. Gardner is the best _____ in the country. No one else can perform this operation.
2 I'll refer you to a _____ to help with your headaches.
3 Breathing can be controlled, but it is still part of the _____.
4 The _____ is protected by the skull and backbone.
5 _____ is the study of the brain and related systems.
6 How does a signal travel from the _____ to the brain?

5 Listen and read the website on neurology again. What disorders affect the nervous system?

Listening

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

1 What is the conversation mainly about?
A types of neurological disorders
B treatments for Alzheimer's disease
C common neurological diagnosis errors
D differences between the central and peripheral nervous systems

2 What can be caused by inner ear or nervous system problems?
A seizures B paralysis C vertigo D Alzheimer's

7 Listen again and complete the conversation.

Doctor: 1 _____ _____ _____ neurological disorders. What are some signs of trouble in the nervous system?
Student: Well, I know that vertigo is a big sign.
Doctor: Hmm. That's not always true, you know.
Student: I'm 2 _____ _____ _____ _____ _____ _____.
Doctor: Let me explain. Vertigo can be an indicator of a problem with the brain. But it's often 3 _____ _____ _____ inner ear problems.
Student: Oh, I see. So you're thinking of something 4 _____ _____ _____ _____ _____ _____ seizures or paralysis.
Doctor: Yes, exactly. Those 5 _____ _____ _____ a problem with the nervous system. But please, explain what those are.
Student: Sure. 6 _____ _____ _____ a patient loses the ability to move muscles, and seizures result in uncontrolled muscle movement.

Speaking

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

USE LANGUAGE SUCH AS:
Let me explain.
What are some signs of trouble ...
That's not always true.

Student A: You are a doctor. Talk to Student B about:
- nervous system disorders
- causes and definitions

Student B: You are a medical student. Talk to Student A about nervous system disorders.

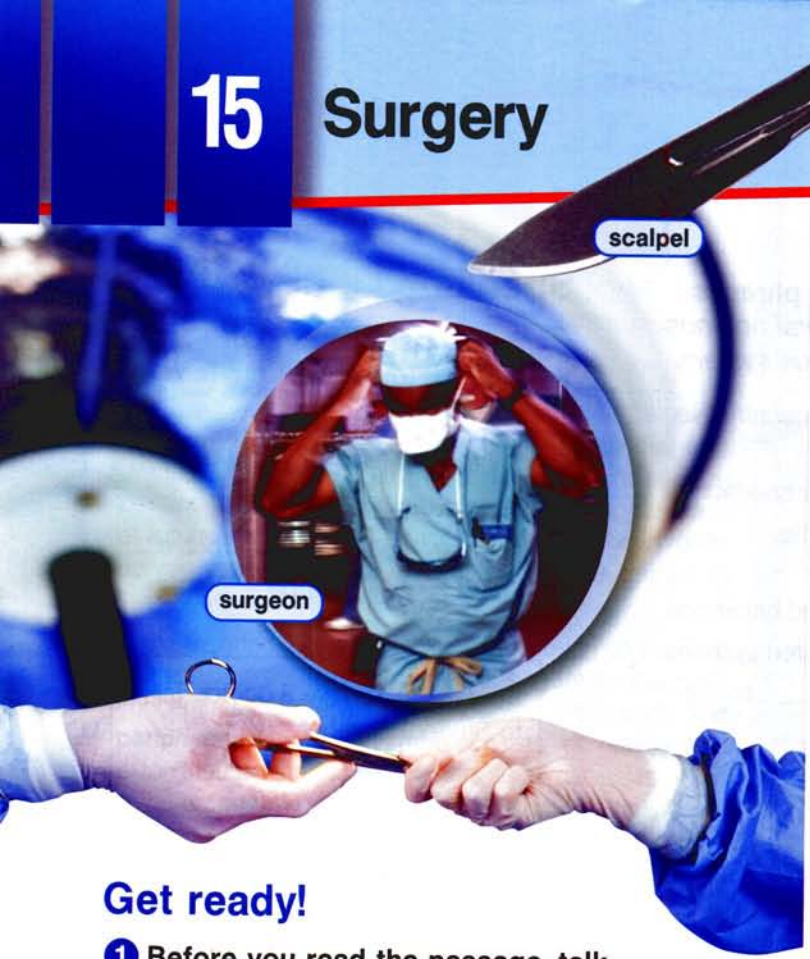
Writing

9 Use the conversation from Task 8 and the website to write the medical student's notes. Include: types of disorders, possible causes, and parts of the body affected.



central nervous system

15 Surgery



Get ready!

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

1 What personnel are involved in surgical operations?

2 What are some tools used in surgical operations?

Reading

2 Read the pamphlet on surgery. Then, choose the correct answers.

1 What is the purpose of the handout?

- **A** to reduce the risks of surgery
- **B** to get patients' consent for surgery
- **C** to provide instructions for post-op recovery
- **D** to inform patients about the events surrounding surgery

2 Which of the following does NOT occur before surgery?

- **A** An anesthesiologist speaks to the patient.
- **B** Surgical instruments are sterilized.
- **C** A surgeon discusses the details of the procedure.
- **D** The sutures are put in place.

3 What is the purpose of scalpels?

- **A** to make very precise cuts
- **B** to allow incisions to heal
- **C** to sterilize surgical tools
- **D** to make a patient unconscious

Before Your Operation: What You Need to Know

It is common to feel nervous before **surgery**. While there are risks involved in any **operation**, it is important for you to feel calm, and confident in your **surgeons**. This pamphlet will help you prepare for your procedure.

You will meet with several doctors **pre-op** to discuss the details of your operation. Surgical preparation depends on the patient and the procedure. A heart **transplant** is quite a different operation than the **resection** of a lung tumor or gall bladder **excision**. In any case, an **anesthesiologist** will speak to you about being put to sleep during the operation. You will likely be under **anesthesia** the entire time you are in the **operation room**.

Surgeons have many tools to help them perform their tasks. Be assured these tools are **sterile**, with replaceable parts changed between each operation. **Scalpels** help surgeons make very precise incisions and other cuts, while **clamps** temporarily hold things together. When you wake up, you will have **sutures** holding your incisions together. Your surgeon will tell you when these can be removed.

After the operation you will awake in the **recovery room** to begin the **post-op** healing process. This will involve regular medication and follow-up visits to your surgeon and other doctors.

Vocabulary

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

1 __ sterile
2 __ clamp
3 __ surgery
4 __ transplant
5 __ excision
6 __ scalpel
7 __ suture
8 __ anesthesia

- **A** the act of moving an organ from one body to another
- **B** a medical specialty that involves the use of manual and instrumental techniques to treat a disease or injury
- **C** a medical method of preventing sensation, used to eliminate pain
- **D** a stitch used to hold tissue together
- **E** free of all living microorganisms
- **F** the complete removal of an organ, tissue, or tumor from the body
- **G** a device used to hold objects in place
- **H** a very sharp knife used to make incisions and other cuts

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

1 **surgeon / anesthesiologist**

A The _____ will make sure you are unconscious during the operation.

B This _____ has performed hundreds of resections.

2 **pre-op / post-op**

A An important _____ guideline is not to eat for 12 hours before surgery.

B In the recovery room a nurse will give you medications to take _____.

3 **recovery room / operating room**

A Visitors can see patients in the _____ after surgery.

B Please prepare the _____ for the next procedure.

4 **resection / operation**

A The _____ of this tumor should save the rest of the patient's lung.

B Please be here at 6:30 in the morning for the _____.

5 Listen and read the pamphlet on surgery again. What is some important information for surgical patients to know?

Listening

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

1 __ The woman is concerned about complications during the bowel resection.

2 __ The woman wants more X-rays before performing the excision.

3 __ The anesthesiologist cancelled the second surgery.



7 Listen again and complete the conversation.

Secretary: You are supposed to perform a **1** _____ _____ _____ on Amanda Burns at 10:00.

Doctor: Right, the cholecystectomy. That could be a problem. I think Mr. Jackson's resection could **2** _____ _____ _____.

Secretary: Why's that, Doctor?

Doctor: I remember the abdominal CT scan showing the tumor to be quite large and advanced. I need to allow **3** _____ _____ _____.

Secretary: I see. What **4** _____ _____ _____ then?

Doctor: Well, we may need to **5** _____ _____ that procedure by a couple hours.

Secretary: Okay. Let's see here. There's an **6** _____ _____ open at noon.

Speaking

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

USE LANGUAGE SUCH AS:

You have an ...

What should we do ...

We may need to push back ...

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

- a surgical schedule
- possible complications
- why an operation may need to be delayed

Student B: You are a secretary. Talk to Student A about a surgical schedule.

Writing

9 Use the conversation from Task 8 and the pamphlet to write a surgical schedule for the day. Include sections on patients, procedures, and possible complications.

Glossary

acuity [N-UNCOUNT-U10] **Acuity** is the severity of a patient's injuries.

acute [ADJ-U6] If a condition is **acute**, it appears suddenly and often with great intensity.

alcohol [N-UNCOUNT-U7] **Alcohol** is the chemical substance in drinks, such as wine and beer, that causes people to get drunk.

alcohol-based [ADJ-U11] If a cleaning product is **alcohol-based**, it contains alcohol rather than water.

Alzheimer's disease [N-UNCOUNT-U14] **Alzheimer's disease** is a brain disease that causes a person to lose memory and the ability to think clearly.

amputation [N-COUNT-U7] **Amputation** is when a person's limbs, fingers, or toes are removed during surgery.

anesthesia [N-UNCOUNT-U15] **Anesthesia** is a medical method of preventing sensation, used to eliminate pain during surgery.

anesthesiologist [N-COUNT-U15] An **anesthesiologist** is a doctor who specializes in eliminating pain during surgery by putting patients into unconscious states.

angioplasty [N-UNCOUNT-U9] **Angioplasty** is a surgical procedure that widens an obstructed blood vessel by inserting a balloon and inflating it.

annual physical [N-COUNT-U12] An **annual physical** is a yearly test of a person's physical health.

anti-angiogenesis therapy [N-UNCOUNT-U8] **Anti-angiogenesis therapy** is a form of cancer treatment that uses drugs or other substances to stop a tumor from building new blood vessels.

anxiety [N-UNCOUNT-U3] **Anxiety** is a feeling of nervousness and worry.

arrhythmia [N-UNCOUNT-U9] **Arrhythmia** is a term for a group of illnesses involving irregular electrical activity in the heart.

assessment [N-COUNT-U2] An **assessment** is the formation of an opinion or judgment about something.

atherosclerosis [N-UNCOUNT-U9] **Atherosclerosis** is a heart condition in which fatty materials accumulate in arteries and harden their walls.

autonomic nervous system [N-COUNT-U14] The **autonomic nervous system** is the part of the nervous system that controls functions below the level of consciousness, such as heart rate.

bachelor's degree [N-COUNT-U1] A **bachelor's degree** is a college degree that a student typically earns after four years of study.

blindness [N-UNCOUNT-U7] **Blindness** is a condition in which a person cannot see at all, or when a person's vision is severely impaired.

BMI [N-COUNT-U7] **BMI** is a measurement of the quantity of fat in a person's body.

board certified [ADJ-U12] If a doctor or nurse is **board certified**, that person has completed all of his or her education and training and has passed a test given by a medical board.

budget [N-COUNT-U4] A **budget** is an amount of money that is available for a particular purpose.

burning [ADJ-U5] If pain is **burning**, it means the affected area feels very hot.

bypass [V-T-U9] To **bypass** something is to go around it.

cancer [N-COUNT or UNCOUNT-U8] **Cancer** is a serious disease in which cells in one or more parts of the body begin to grow in an uncontrolled and abnormal way.

caseload [N-COUNT-U4] A **caseload** is a number of patients to be seen or treated.

cataract [N-COUNT-U7] A **cataract** is a medical condition in which the lens of the eye becomes white, causing a person to slowly lose the ability to see.

central nervous system [N-COUNT-U14] The **central nervous system** is the part of the nervous system that consists of the brain, the brain stem, and spinal cord.

chemotherapy [N-UNCOUNT-U8] **Chemotherapy** is a drug or combination of drugs, given to a patient, in order to kill cancer cells.

cholesterol [N-UNCOUNT-U9] **Cholesterol** is a substance located in the blood and cells of the body. Too much cholesterol is linked to problems with the heart and arteries.

chronic [ADJ-U6] If a condition is **chronic**, it develops slowly and lasts a long time.

chronic bronchitis [N-UNCOUNT-U6] **Chronic bronchitis** is a persistent condition in which tubes in the lungs swell and make it difficult to breathe.

chronological order [N-UNCOUNT-U2] **Chronological order** is the organization of information according to the order in time when events occurred.

clamp [N-COUNT-U15] A **clamp** is a device used to hold objects in place during surgery.

coma [N-COUNT-U14] A **coma** is a long state of unconsciousness during which a person does not wake or respond to stimuli.

comprehensive [ADJ-U2] If something is **comprehensive**, it is thorough or complete.

concise [ADJ-U2] If something is **concise**, it communicates an idea clearly without unnecessary or confusing language.

condition [N-COUNT-U6] A **condition** is a medical illness or disease.

constant [ADJ-U5] If pain is **constant**, it continues for a long period of time without getting better.

contaminate [V-T-U11] To **contaminate** something is to make it unclean by adding a harmful substance to it.

contraction [N-COUNT-U13] A **contraction** is a motion of the uterus during childbirth.

coronary artery disease [N-UNCOUNT-U9] **Coronary artery disease** is a condition where the arteries become blocked and narrow, which prevents sufficient blood from reaching the heart.

critical [ADJ-U10] If an injury is **critical**, it requires immediate medical attention.

c-section [N-COUNT-U13] A **c-section (caesarean-section)** is a medical procedure that involves cutting into a pregnant woman's abdomen to deliver a baby.

cultural differences [N-COUNT-U3] **Cultural differences** are different ways of doing or thinking about something in different societies.

debt [N-COUNT or UNCOUNT-U4] A **debt** is an amount of money that a person or group owes to another person or group.

demand [N-COUNT-U4] A **demand** is a need or desire for something.

distress [N-UNCOUNT-U5] **Distress** is a feeling of pain or unhappiness.

document [V-T-U2] To **document** something is to make a record or note of it.

drug resistant [ADJ-U11] If an infection is **drug resistant**, it cannot be cured using any drug.

E. coli [N-UNCOUNT-U11] **E. coli** is a bacteria found in undercooked food which can cause illness.

electronic health record [N-COUNT-U12] An **electronic health record** is an account of a person's medical history that is stored on a computer.

Emergency Severity Index [N-UNCOUNT-U10] The **Emergency Severity Index** is a method used to determine the severity level of a trauma patient's injuries.

empathy [N-UNCOUNT-U3] **Empathy** is the ability to share and relate to someone else's feelings or experiences.

endocarditis [N-UNCOUNT-U6] **Endocarditis** is a chronic condition in which the inner layers of the heart become inflamed due to bacteria growing inside.

entrance examination [N-COUNT-U1] An **entrance examination** is a test that a student must pass before being admitted to an educational institution.

ESI level [N-UNCOUNT-U10] The **ESI level** is a unit of measurement, from 1 to 5 (1 being most serious), of a trauma patient's injuries.

estrogen [N-UNCOUNT-U13] **Estrogen** is a hormone that is produced in the ovaries which regulates the menstrual cycle.

excision [N-COUNT-U15] An **excision** is the complete removal of an organ, tissue, or tumor from the body during surgery.

Glossary

excruciating [ADJ-U5] If pain is **excruciating**, it is extremely bad.

exhaustion [N-UNCOUNT-U4] **Exhaustion** is the state of being very tired.

fellowship [N-COUNT-U1] A **fellowship** is an educational program in which a graduate student receives an allowance of money for teaching or doing research at a university.

fertility [N-UNCOUNT-U13] **Fertility** is the ability to have children.

foundation program [N-COUNT-U1] A **foundation program** is a post-graduate medical program in the United Kingdom that qualifies doctors for general practice or specialized medicine.

gestational diabetes [N-UNCOUNT-U7] **Gestational diabetes** is a medical condition that occurs during pregnancy when a woman's body is unable to produce enough insulin to regulate the sugar in the blood.

glaucoma [N-UNCOUNT-U7] **Glaucoma** is a disease in which high pressure in the eye causes a person to go blind.

glucose [N-UNCOUNT-U7] **Glucose** is a natural form of sugar created by plants. It is also found in the bodies of humans and animals, when carbohydrates are broken down into their core parts.

gum [N-COUNT-U7] A **gum** is one of the firm, pink pieces of flesh found in the mouth to which the teeth are attached.

hand sanitizer [N-COUNT-U11] A **hand sanitizer** is a gel, liquid, or foam, typically alcohol-based, that is used to clean the hands.

harden [V-I or T-U9] To **harden** something is to make it more rigid and less flexible.

health literacy [N-UNCOUNT-U3] **Health literacy** is the ability to understand and make decisions about health-related information.

heart disease [N-UNCOUNT-U9] **Heart disease** is a term for a group of illnesses that affect the heart.

hot flash [N-COUNT-U13] A **hot flash** is a sudden sensation of heat in the face and neck that is triggered by hormone changes in menopause.

immunotherapy [N-UNCOUNT-U8] **Immunotherapy** is a form of cancer treatment that strengthens the patient's immune system, artificially or naturally. It can also be used to carry poisons straight to cancer cells.

injection [N-COUNT-U12] An **injection** is a dose of medicine put into a person's body, generally through a needle.

injury [N-COUNT-U10] An **injury** is any damage to a person's body.

insulin [N-UNCOUNT-U7] **Insulin** is a substance produced by the body that is responsible for regulating the levels of sugar in the blood.

intensity [N-UNCOUNT-U5] **Intensity** is the degree of something's strength.

intermittent [ADJ-U5] If pain is **intermittent**, it goes away for a period of time and then returns.

intervention [N-UNCOUNT-U6] **Intervention** is the process of treating a condition to cure it or prevent it from becoming worse.

jargon [N-UNCOUNT-U3] **Jargon** is the specialized vocabulary used by people in a particular field.

labor [N-UNCOUNT-U13] **Labor** is a natural childbirth process in which a woman's uterus contracts in preparation to deliver the baby.

legible [ADJ-U2] If something is **legible**, it is easy to read.

license [N-COUNT-U1] A **license** is an official document that indicates a person is qualified to perform a particular job.

licensed [ADJ-U12] If a person is **licensed**, he or she has a document proving his or her training and qualifications.

licensed practical nurse (LPN) [N-COUNT-U12] A **licensed practical nurse** (LPN) is a health care worker who provides basic care for patients. LPNs have about one year of nursing education, and they are always monitored by a higher-level nurse or a doctor.

loan [N-COUNT-U4] A **loan** is an amount of money that a person or group borrows and must pay back to the lender.

malpractice [N-UNCOUNT-U4] **Malpractice** is neglectful, unethical, or illegal action by a doctor during the practice of medicine.

medical degree [N-COUNT-U1] A **medical degree** is a degree that a student earns upon graduating from medical school.

medical record [N-COUNT-U2] A **medical record** is a collection of a patient's medical history, including past and current medical conditions, medications, and other medical details.

medical school [N-COUNT-U1] A **medical school** is an educational institution that prepares students for jobs in medicine.

menopause [N-UNCOUNT-U13] **Menopause** is the end of a woman's menstruation, after which she is no longer capable of becoming pregnant.

mild [ADJ-U5] If pain is **mild**, it is not very severe.

minor [ADJ-U15] If an injury is **minor**, it is not very serious and can wait to be treated.

miscommunication [N-UNCOUNT-U3] **Miscommunication** is a mistake about the content of a communication.

moderate [ADJ-U5] If pain is **moderate**, it hurts, but it is not extreme.

MRSA [N-UNCOUNT-U11] **MRSA** is a type of bacteria which cannot be treated with antibiotics.

near miss [N-COUNT-U2] A **near miss** is a situation in which an accident or crisis almost occurred but was avoided.

neurologist [N-COUNT-U14] A **neurologist** is a doctor who specializes in the treatment of disorders of the nervous system.

neurology [N-UNCOUNT-U14] **Neurology** is the branch of medicine that focuses on disorders of the nervous system.

neurosurgeon [N-COUNT-U14] A **neurosurgeon** is a doctor who performs operations on the brain.

nonverbal [ADJ-U3] If communication is **nonverbal**, it occurs without the use of spoken language.

nosocomial [ADJ-U11] If an infection is **nosocomial**, it spreads in a hospital.

not affected [N-UNCOUNT-U6] If something is **not affected**, this means it does not have a particular illness.

numbness [N-UNCOUNT-U14] **Numbness** is the inability of a part of the body to feel stimulation.

nurse practitioner (NP) [N-COUNT-U12] A **nurse practitioner** (NP) is a nurse who provides advanced care for patients.

OB Triage [N-COUNT-U13] An **OB Triage** is an area of a hospital for emergency care for pregnant women.

OB/GYN [N-UNCOUNT-U13] **OB/GYN**, or obstetrics and gynecology, are medical specialties that deal with the female reproductive organs in their pregnant and non-pregnant states, respectively.

oncologist [N-COUNT-U8] An **oncologist** is a doctor who specializes in the study and treatment of cancer and tumors.

oncology [N-UNCOUNT-U8] **Oncology** is the part of medical science that studies and treats cancer and tumors.

open-ended question [N-COUNT-U3] An **open-ended question** is a question that requires an answer longer than a one-word response.

operating room [N-COUNT-U15] An **operating room** is a room where surgical procedures are performed.

operation [N-COUNT-U15] An **operation** is an act of performing surgery on a patient.

osteoporosis [N-UNCOUNT-U6] **Osteoporosis** is a chronic condition in which the bone slowly weakens and becomes prone to breaking.

outpatient [N-COUNT-U8] An **outpatient** is a patient who receives medical treatment in a hospital and does not have to spend the night there.

paperwork [N-UNCOUNT-U4] **Paperwork** is official documentation of something, usually required to maintain legal and accurate records of something.

paralysis [N-UNCOUNT-U14] **Paralysis** is the loss of function in one or more muscles.

patient flow [N-UNCOUNT-U12] **Patient flow** is a way to determine the amount of time it takes for patients to complete a visit to a hospital or doctor's office.

peripheral nervous system [N-COUNT-U14] The **peripheral nervous system** is the part of the nervous system that consists of the nerves outside the brain and spinal cord.

Glossary

photodynamic therapy [N-UNCOUNT-U8] **Photodynamic therapy** is a form of cancer treatment that uses light and drugs to kill cancer cells.

plan of care [N-COUNT-U2] A **plan of care** is an outline of how a patient will be treated.

pneumonia [N-UNCOUNT-U6] **Pneumonia** is an acute condition in which the lungs become inflamed and filled with fluid.

point of entry [N-COUNT-U12] A **point of entry** is the stage at which a patient starts to receive medical care.

post-op [ADJ-U15] If something is **post-op**, it occurs after a surgical operation.

preconception [N-COUNT-U3] A **preconception** is an assumption that someone has about something before knowing much about it.

pre-existing [ADJ-U6] If a condition is **pre-existing**, it is present before one obtains medical insurance or treatment.

pregnancy [N-COUNT-U13] **Pregnancy** is the carrying of one or more unborn children inside a woman's uterus.

pre-op [ADJ-U15] If something is **pre-op**, it occurs before a surgical operation.

prerequisite [N-COUNT-U1] A **prerequisite** is a requirement that a student must complete before enrolling in a course or educational program.

prescribe [V-T-U12] To **prescribe** something is to recommend a medication for a patient.

priority [N-COUNT-U10] A **priority** is something that should be done before other things are done.

progesterone [N-UNCOUNT-U13] **Progesterone** is a hormone that is produced in the ovaries which prepares the uterus lining for pregnancy. It also maintains the uterus lining during pregnancy.

radiation therapy [N-UNCOUNT-U8] **Radiation therapy** is a form of cancer treatment that uses high-energy x-rays to prevent cancer cells from growing or splitting further.

rapport [N-UNCOUNT-U3] A **rapport** is a feeling of understanding and a connection between two people that helps them communicate well.

recovery room [N-COUNT-U15] A **recovery room** is an area where patients go after an operation to recover from anesthesia and other effects of the procedure.

recurring [ADJ-U14] A **recurring** condition is an illness that happens repeatedly.

registered nurse (RN) [N-COUNT-U12] A **registered nurse (RN)** is a nurse who provides basic care for patients, but also has other more advanced duties, such as performing tests and giving medication.

resection [N-COUNT-U15] A **resection** is the removal of an organ or lesion (such as a tumor) by cutting it away from the body.

residency [N-COUNT-U1] A **residency** is a period of time that a medical graduate spends studying at a hospital to receive advanced training.

resources [N-COUNT-U10] **Resources** are anything people use (such as equipment or workers) to achieve a goal (such as treating trauma patients).

scalpel [N-COUNT-U15] A **scalpel** is a very sharp knife used to make surgical incisions and other cuts.

scarlet fever [N-UNCOUNT-U6] **Scarlet fever** is an acute illness characterized by a fever, sore throat, and bright red rashes on the body.

seizure [N-COUNT-U14] A **seizure** is a symptom of excessive brain activity, resulting in temporary thrashing movements or a loss of awareness.

sharp [ADJ-U5] If pain is **sharp**, it is very strong and comes on very suddenly.

shift [N-COUNT-U4] A **shift** is a period of time that someone is scheduled to work.

shift change [N-COUNT-U2] A **shift change** is when one group of workers, such as nurses or doctors, leaves work for the day and another group replaces them.

shooting [ADJ-U5] If pain is **shooting**, it feels like the pain is passing through a body part very quickly.

shortage [N-COUNT-U4] A **shortage** is a situation in which there is too little of something.

smoking [N-UNCOUNT-U9] **Smoking** is the act of inhaling tobacco smoke through a cigarette or other means.

staph infection [N-COUNT-U11] A **staph infection** is an illness caused by the bacteria staphylococcus.

status [N-COUNT-U2] A **status** is the current state or condition of someone or something.

stent [N-COUNT-U9] A **stent** is an artificial tube inserted into an artery, or other tube in the body, to keep it open.

sterile [ADJ-U15] If something is **sterile**, it is free of all living and potentially dangerous microorganisms.

strep virus [N-COUNT-U6] The **strep virus** is an organism that causes throat infections and scarlet fever.

surgeon [N-COUNT-U15] A **surgeon** is a doctor specializing in the use of manual and instrumental techniques to treat a disease or injury.

surgery [N-UNCOUNT-U15] **Surgery** is a medical specialty that involves the use of manual and instrumental techniques to treat a disease or injury.

suture [N-COUNT-U15] A **suture** is a stitch used by surgeons to hold tissue together.

therapeutic [ADJ-U3] If something is **therapeutic**, it helps someone to heal or feel relaxed.

throbbing [ADJ-U5] If pain is **throbbing**, it beats, or stops and starts, very quickly.

transplant [N-COUNT-U15] A **transplant** is the surgical act of moving an organ from one body to another.

trauma [N-UNCOUNT-U10] **Trauma** is a severe bodily wound or shock caused by a sudden injury. It can often lead to secondary complications including death.

triage [N-UNCOUNT-U10] **Triage** is the process of determining the order to treat trauma patients based on the severity of their injuries.

triage station [N-COUNT-U10] A **triage station** is a location in an emergency room where patients are divided into different groups depending on the severity of their injuries.

trimester [N-COUNT-U13] A **trimester** is a period of three months that pregnancy is commonly divided into.

type 1 diabetes [N-UNCOUNT-U7] **Type 1 diabetes** is a serious medical condition that usually affects children and teens, whose bodies are not able to make insulin. This results in too much sugar in the bloodstream.

type 2 diabetes [N-UNCOUNT-U7] **Type 2 diabetes** is a serious medical condition that usually develops in adulthood. People with this condition do not make enough insulin to control the levels of sugar in their bloodstream, and/or they are resistant to the insulin that is produced.

unbearable [ADJ-U5] If pain is **unbearable**, it is extremely hard or even impossible to withstand.

undergraduate [N-COUNT-U1] An **undergraduate** is a college or university student who has not yet earned any degrees.

urinary catheter [N-COUNT-U11] A **urinary catheter** is a tube fitted to a person's body which allows him or her to urinate without leaving the bed.

vaccine [N-COUNT-U12] A **vaccine** is a substance consisting of killed micro-organisms that is put into a person's body to prevent a disease from developing.

vector [N-COUNT-U11] A **vector** is something which carries a disease from one place to another.

ventilator-associated pneumonia [N-UNCOUNT-U11] **Ventilator-associated pneumonia** is a type of pneumonia which occurs when people are on machines which help them breathe.

verbal [ADJ-U3] If communication is **verbal**, it is done through the use of spoken language.

vertigo [N-UNCOUNT-U14] **Vertigo** is a kind of dizziness in which a person feels like he or she is moving when stationary.

vigilant [ADJ-U11] If a person is **vigilant**, he or she is always careful to notice possible problems or dangers.

water breaks [PHRASE-U13] A women's **"water breaks"** when she is in labor.

wound [N-COUNT-U10] A **wound** is an injury to a person which involves splitting the skin.

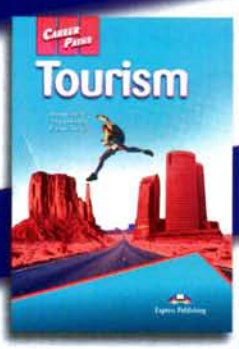


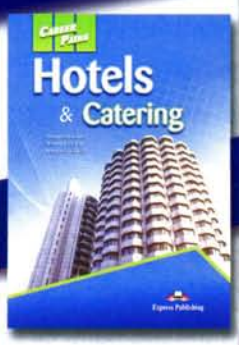
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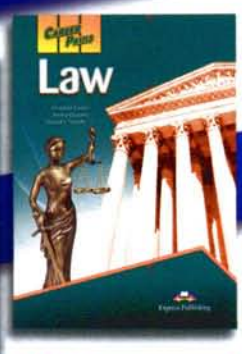
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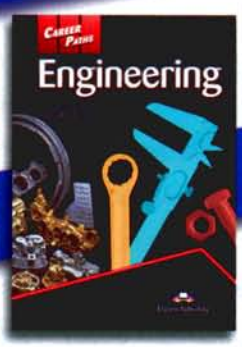
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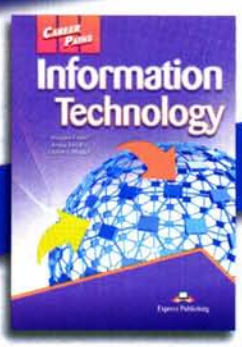
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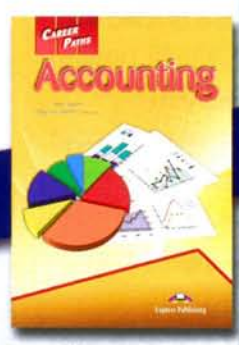








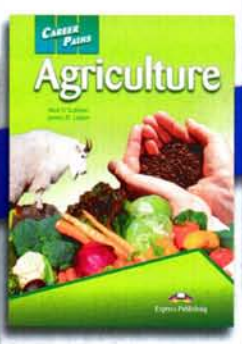






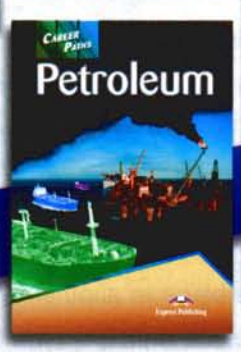


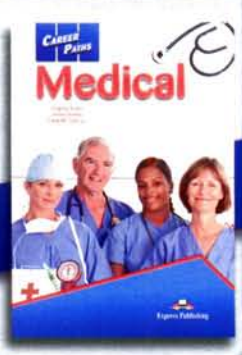








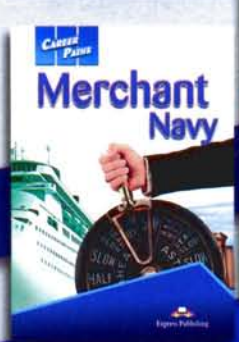


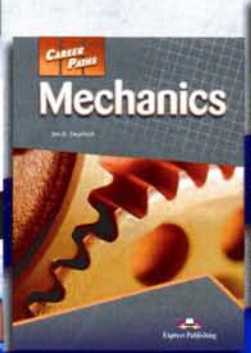




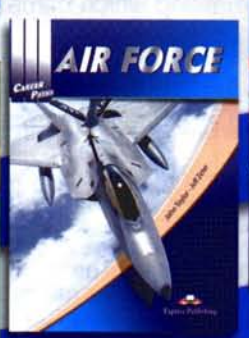


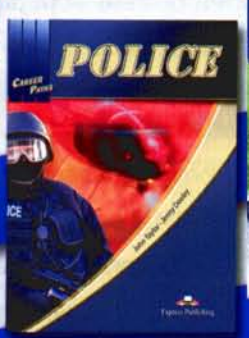


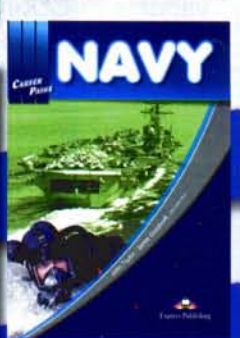












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