

OXFORD ENGLISH FOR CAREERS

# NURSING<sup>1</sup>

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**Teacher's Resource Book**

[www.irlanguage.com](http://www.irlanguage.com)



OXFORD

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### Scrub up

This is designed as a warm-up activity to the unit. It usually consists of a number of pictures, and often introduces key vocabulary or concepts. It should be used to get students to focus on the topic.

### It's my job

These occur regularly, and are all based on authentic interviews and sources. They are designed to be of interest to the students as they stand with only minimal tasks. Students will read about a variety of young people in different nursing environments and gain insight into the skills required.

General focus questions for 'It's my job' are: *What do you think his / her job involves? What skills and experience does he / she need? Would you like to do it?*

As an ongoing project, encourage the class to build up a portfolio of other 'It's my job' features. For example, if students have contact with someone who is fully qualified and works in nursing, they can write their own 'It's my job' article or interview, with photos.

### Patient care

Increasingly in nursing, it is not enough to have technical skills, qualifications, and knowledge of the field. Nurses must also be skilled communicators – not only with fellow care professionals, but with patients and their family and friends – often about difficult or sensitive matters. They also need to be able to convey instructions to patients in a sympathetic but clear way, which can be extremely demanding. The Patient care feature gives students practice in these important 'soft skills'.

### Body bits

This encourages students to focus on a particular part or parts of the body, and extends their repertoire of vocabulary for talking about the body and its functions.

### Signs and symptoms

This focuses on common diseases and conditions that are relevant to the particular unit, providing students with the vocabulary for describing common signs and symptoms of illness.

### Top margin

This top part of the page contains facts, statistics, and quotes. These are optional extras and can be used to add variety and interest to your lessons, or provide additional material for strong students who are 'fast finishers'. Ways of exploitation include asking whether your students are surprised by the facts and statistics, or whether they agree, disagree, or can identify with the quotes.

There are also definitions for difficult words or phrases which are important to understand a text which appears on the same page. (Words or phrases in the text are highlighted in bold.)

### Vocabulary

Students meet a large amount of vocabulary during the course. It is important to encourage good learning skills from the start, for example:

organizing vocabulary into word sets and word groups rather than simple alphabetical lists

understanding the context of vocabulary and whether it is a key word needed for production or for comprehension

checking and learning the pronunciation of a word or phrase.

### Language spot

This focuses on the grammar that is generated by the topic of the unit and concentrates on its practical application.

If your students need revision after completing the Language spot, direct them to the Grammar reference, which provides a handy check.

There is also one photocopiable Grammar test for each unit in this Teacher's Resource Book.

### Listening, Reading, Speaking, Writing

These activities give realistic and communicative practice of language skills needed in nursing.

In the listening activities students are exposed to situations related to nursing, including dialogues, emergencies, and interviews. They also hear a variety of English accents, both native-speaker and non-native speaker.

In the reading sections students meet a variety of nursing-based texts (see Reading bank).

In the speaking sections, try to ensure use of English during activities, particularly those involving some discussion. Encourage this by teaching or revising any functional language students may need. The photocopiable activities in this Teacher's Resource Book also provide additional, freer discussion activities.

Writing practice in the units is designed as consolidation and extension of the topic with structured, meaningful writing tasks.

## Pronunciation

This practises aspects of pronunciation which are of maximum importance for intelligibility.

You can repeat the recordings in Pronunciation as often as you like until you and your students feel confident they have mastered a particular sound or feature.

## Project

This encourages students to take an active role in the learning process, both in terms of their English language work and the subject of nursing itself.

Projects can be set as homework assignments, but it is worth spending time in class preparing students for the task. Students are usually required to use search engines such as [www.google.com](http://www.google.com) to find information, as well as websites dedicated to nursing issues. Help can also be given by brainstorming some standard places where they can gather information.

## Checklist

This allows students to check their own progress. You may want to get students to grade or assess how well they can perform each of the 'Can do' statements, e.g. 'easily', 'with difficulty', or 'not at all'. They can also test each other in pairs, by giving examples from the unit of each of the 'Can do' statements.

## Key words

These are the main items of nursing vocabulary introduced in the unit. A definition of each of these words appears in the Glossary. You should check students' pronunciation, including the stress, of words likely to be used orally.

This section also provides students with the opportunity to personalize the Key words by adding five more words or expressions that they think are useful.

## Reading bank

This is in the middle of the book and gives specific skills practice in reading. The ability to read and understand texts in English has never been more important in nursing than it is today with the amount of written information available on the Internet, the majority of which is in English. The reading texts are accompanied by pre-reading tasks and comprehension questions. They can be used throughout the course, either in class, or as self-study or homework. There is also an Answer key in the Student's Book to encourage students to check their work.

## Speaking activities

This section contains one or more parts of the information gap activities from the main units (see Speaking).

## Grammar reference

This can be used together with the Language spot, as a handy check or revision. It shows the form of a particular grammar point, briefly explains its use, and provides example sentences as well as indicating likely student errors.

## Listening scripts

This is a complete transcript of all the recordings. Direct students to it for checking answers after they have completed a listening task, or allow weaker students to read it as they listen to a particular recording, perhaps for a final time.

## Glossary

This is an alphabetical list of all the Key words. Each word is followed by the pronunciation in phonetic script, the part of speech, and a definition in English.

The section begins with a phonetic chart, with an example word from nursing to illustrate each of the sounds.

## Background

In a busy general hospital there may be several thousand staff on the payroll. Although they are a team that works closely together, team members don't have equal status, but function within a complicated system of ranks and grades. The medical hierarchy is well known for its strict divisions and class structure, though things are changing – it is now much less rigid than in the past, and the authority to make decisions is being distributed more widely. Nurses' responsibilities are expanding into what was once the sole domain of doctors, and paramedics are now doing things that were once done only by nurses.

The basic hospital chain of command, however, remains unchanged. In British hospitals, for example, it is the consultant – a doctor – whose name appears on patients' notes and who carries ultimate responsibility. Next in line is the registrar, then senior house officer, and then house officer. In the UK, primary care (the first contact with the

medical team) is often provided by general practitioners, who are doctors working out in the community, and by nurses called health visitors.

When it comes to recovery care and corrective treatment, other members of the team with special expertise come into the picture. These are professionals such as physiotherapists, occupational therapists, and speech therapists. Because barriers are breaking down between ancient and modern views of illness, many hospitals now encourage interaction with complementary medicine, so it is now common for acupuncturists and masseurs to have a part to play too.

Hospitals also employ dentists, pharmacists, opticians, laboratory technicians, receptionists, and administrative staff. The whole structure is kept going by the ancillary staff – the porters, cleaners, and kitchen staff who, in their turn are supported by volunteers – an important force of individuals whose contribution to the effectiveness of a hospital is often underestimated.

## Scrub up

- 1 Check answers with the whole class by giving the number of each pictured job and getting students to say the jobs aloud. Don't correct pronunciation at this stage as exercises 2 and 3 deal with this.

0-π (stressed syllable is shown bold for exercise 3)

1 surgeon 2 pharmacist 3 midwife 4 physiotherapist  
5 cardiologist 6 radiologist 7 paramedic 8 paediatrician  
9 scrub nurse 10 porter 11 consultant 12 receptionist  
13 anaesthetist 14 lab technician


- 2 Circulate while students are working to assess how well they can pronounce the names of the jobs.

0-π a 9 b 5 c 12 d 1 e 4 f 6 g 11 h 13 i 8 j 10

- 3  Stress is marked with a ' before the stressed part of the word.

## Listening 1

### An admission

- 1  Get students to tell you which words in the conversations helped them decide who was speaking.

0-π 5 a 4 b 1 c 3 d 2 e

- 2 Get students to try to answer the questions before they listen again. Get them to correct the false statements.

Key 1 T 2 T 3 F 4 F 5 T 6 T

### Additional activity

(stronger students)

Get students to write similar sentences for the jobs in *Scrub up* that were not mentioned in the Vocabulary exercise, i.e. *anaesthetist, consultant, physiotherapist, receptionist*.

### Additional activity

(weaker students)

To provide further practice of the job's vocabulary, give each student a piece of paper with a short sentence for each job (for example *porter – I move equipment around the hospital; cardiologist – I specialize in illnesses of the heart*). Get students to circulate and practise the following dialogue:

A Hello. My name's \_\_\_\_\_.

What's your name?

B My name's \_\_\_\_\_. What do you do?

A I move equipment around the hospital.

B So you're a porter.

A That's right. What about you? What do you do? etc.

## \* Tip

### Vocabulary notebooks

fully-qualified having passed all the exams and courses that you need to do a particular job

shift one of the working sessions that a

24-hour period is divided into

responsibility the duty to deal with

something; being in charge of something

rewarding that makes you happy because

it is important and interesting

### Additional activity

(weaker students)

For further practice with the Present Continuous, mime some everyday actions and get students to guess what they are, for example washing your hands, taking a blood sample, etc. Students then work in small groups to take turns miming and guessing more everyday actions.

## Vocabulary

### Verbs for describing jobs

Students work in pairs, then report back to the whole class.

- Key 2 midwife, delivers 7 pharmacist, prepares  
3 cardiologist, specializes 8 paramedic, gives  
4 porter, moves 9 surgeon, performs  
5 radiologist, takes 10 lab technician, examines  
6 scrub nurse, supports

## Listening 2

### A job interview

- 1 Do this with the whole class. Elicit words like *nervous, scared, worried* to describe feelings about interviews. Get individual students to tell you about their interview experiences, and write any useful words or phrases on the board.
- 2 Pre-teach *fully-qualified, shift, responsibility, rewarding*. Give students a few minutes to read the questions before they listen. Students compare answers with a partner, then check answers with the whole class.
- Key 1 City Hospital  
2 the operating theatres  
3 She wants more responsibility.

- 3 Check answers by getting students to read the completed sentences aloud after they have listened, taking care to use the appropriate pronunciation and stress.

- Key 1 fully-qualified 2 part-time 3 night shift, lectures  
4 rewarding 6 applying for

## Language spot

### Present Simple v Present Continuous

Students do the two tasks with the listening script in pairs. Check answers with the whole class.

- Key Present Simple – Your CV says What do you do I assist I prepare I help What do you like I like I want  
Present Continuous – you're working I'm doing working I'm preparing I'm working going why are you applying

- 1 Do this individually or in pairs. Get students to read out the completed sentences.

- Key 2 'm getting on 3 'm enjoying 4 have 5 'm working  
6 want 7 make 8 check 9 'm learning 10 go out  
11 'm going 12 'm making

- 2 Circulate while students are writing and assist if necessary. If they confuse the Present Simple and Present Continuous, refer them back to the notes on p.6.

## Speaking

Ask students to read the example, and to suggest how the *How much* question could be completed (for example *How much do they earn / get?* or *How much is it?*). Ask for suggestions for other questions that could continue the conversation. Then choose another sentence head for a confident student to finish, and encourage students to ask questions to carry on the conversation. As they do so, note down the main information in one or two words on the board. Get students to continue choosing sentence heads for each other in pairs. Circulate and make a note of any difficulties students have with forming questions. When the speaking activity is over, use your notes for remedial teaching if necessary.

### \* Tip

**paperwork** forms, records, reports, etc. that you have to complete as part of your job  
**work placement** a job that you do as part of your studies in order to gain experience of a particular kind of work

### \* Tip

#### Top margin

Get students to tell you what they already know about Florence Nightingale and discuss what kinds of things they think she did (a) to improve conditions in field hospitals and (b) to improve standards of hygiene. They can pursue these topics and extend their knowledge of Florence Nightingale and her work by searching the Internet or reference books.

### Additional activity

(weaker students)

To extract further information from the article, ask the following questions:

*What does a psychiatric nurse do?* (looks after the mentally ill)

*What does a health visitor do?* (visits people in their homes)

*Who delivers babies?* (a midwife)

*Where does a triage nurse work?* (in A&E)

*Where does a practice nurse work?* (in a GP's surgery)

*Does a nursing officer work on the wards?* (no)

*What three adjectives are used to describe nurses before Florence Nightingale made nursing into a profession?* (unpaid, untrained, unpopular)

## Writing

### Profile of a student nurse

- 1 Pre-teach *paperwork*, *work placement*. Give students a few minutes to read the profile silently, then get them to close their books and ask a few questions to check comprehension, for example *Why does Rossitza want to be a nurse?* *What is she interested in?* *What doesn't she like doing?* *What does she hope to do one day?* *What is she good at?* etc.

Do the activity with the whole class.

- 2 When students have written their text, they hand it to their partner, who reads it and checks it for accuracy of information.

## Reading

Ask some general questions related to the topic of the article, for example

*How is the nursing profession organized in your country?*

*What do people in your country think about the nursing profession?*

*What do nurses in your country think about their profession?*

Students do 1–3 in pairs, then report back to whole class.

- 1 1 T 2 F 3 T 4 T 5 F 6 T  
 2 a 2 b 1 c 4 d 2 e 3  
 3 1 qualifications 2 pension 3 experience 4 skills  
 5 pay scale 6 overtime 7 basic training  
 8 further studies

### ✚ Additional activity

(all levels)

Students compare the information they found out in this unit about the nursing profession in the UK with the nursing profession in their own country.

## Project

- 1 Students look for answers to all of the questions or allocate questions to individuals or groups. Then students form small groups to exchange information.
- 2 Before they start their internet search, get students to think about a nursing job they would find interesting, using the list of bullet points to prompt their ideas.  
Useful websites:  
[www.jobs4medical.co.uk](http://www.jobs4medical.co.uk)  
[www.nursingnetuk.com](http://www.nursingnetuk.com)  
[www.nursefindersuk.com](http://www.nursefindersuk.com)
- 3 Students work in pairs or small groups. Before they begin, get them to form the questions they will need to ask using the headings in the Student's Book, i.e. *What kind of job are you interested in?* (job title), *What grade is it?* (grade), *Where is it?* (location), etc. When they compare answers, get students to say why they chose this job.

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

Some hospitals specialize in a particular condition (cancer, rehabilitation, tropical diseases, etc.) or in a particular type of patient (children, the elderly, etc.) Others are training hospitals connected to universities, where patients can see highly-skilled specialists familiar with the latest scientific and technical developments. But the best-known type of hospital is the general hospital, which deals with a wide range of diseases and injuries.

A patient may have care that involves many of the departments in a general hospital, for example Accident and Emergency, Administration and Records, Radiology, Surgery, Post-operative Physiotherapy, as well as follow-ups in Outpatients or at a GP's surgery.

Big general hospitals may have up to fifty specialist departments. Department names are not consistent from hospital to hospital – the Children's Unit in one hospital might be called Paediatrics in another, for example. Common hospital department names include Casualty (accident and emergency), Coronary (heart), Dermatology (skin), Gastro-enterology (stomach), Genito-urinary (sexual diseases), Gynaecology (women's health), Haematology (blood), Nephrology (renal / kidneys), Neurology (nervous system), Obstetrics (childbirth), Ophthalmology (eye disorders), Rheumatology (muscles and joints), Urology (urinary tract).

## Scrub up

Do this as a whole-class activity. Encourage students to use the structure *It's for -ing* when they answer. Write any new words or phrases on the board.

- Key a is for monitoring the heart (an ECG)
- b is for examining tissues, samples, etc., very closely (a microscope)
- c is for separating substances by spinning them (a centrifuge)
- d is for weighing substances (scales)
- e is for building strength after injury (an exercise machine)
- f is for fixing a broken bone (a bone plate)
- g is for removing damaged skin (a dermabrader)
- h is for cleaning the blood when the kidneys don't work (a dialysis machine)
- i is for testing for sensation in nerves (neurological pinwheel)
- j is a special spoon for children to grip (paediatric spoon)
- k is for performing surgery (a scalpel)
- l is for taking a photo of bones (an x-ray machine)

## Vocabulary

- 1 Students do this in pairs. Then check answers with the whole class by getting one student to read the description and another to give the name of the department.

- Key 2 d 3 k 4 a 5 i 6 l 7 c 8 j 9 f 10 b 11 h  
12 g

## \* Tip

Review the names of the professionals who work in these departments (some of them appeared in Unit 1), for example *cardiologist, dermatologist, neurologist, obstetrician, orthopaedic doctor / surgeon* (*orthopaedist* is also sometimes used), *paediatrician, pathologist, pharmacist, physiotherapist, renologist, surgeon*. Note that the stress shifts in some cases, i.e. *obstetrician* ●●●● *paediatrician* ●●●●

- 2 Get students to answer by forming a complete sentence, for example *This piece of equipment is for monitoring the heart and it's used in Cardiology, etc.* Don't worry about pronunciation of the department names at this stage as this is dealt with in the next section.

Key Possible answers a Cardiology b Pathology c Haematology d Pharmacy / Pathology e Physiotherapy f Orthopaedics g Dermatology h Renal Unit i Neurology j Paediatrics k Surgery l Radiology

## Pronunciation

### Where is the stress?

- 1 Students do this in pairs. They could quietly tap out the stress patterns on their desks while they say the words.

Key 2 c 3 d 4 e 5 g 6 f 7 f 8 e 9 d 10 a 11 b 12 c

- 2 Play the recording as many times as students need to feel comfortable with the pronunciation of the words.
- 3 Get students to give reasons for their answers.

## Language spot

### Prepositions of place and movement

Read the notes aloud or get students to read them silently. Get them to do 1–2 in pairs, then check answers with the whole class.

Key 1 1 on, by / next to 2 in 3 by / next to / over 4 under 5 at 6 by / next to, on 7 outside 8 on / in, at 2 1 through, to 2 along, on 3 through 4 at the bottom of 5 opposite, across 6 past, up to, opposite

Circulate while students are doing 3 and assist if necessary. To ensure that students practise with the full range of prepositions, you could assign some words to students and instruct them to write sentences using those words.

## Speaking

Get two confident students to demonstrate the activity to make it clear that students must find the differences without being able to see their partner's picture, simply by describing and asking questions. Circulate while students are speaking and listen. Make a list of any difficulties for remedial teaching when the activity is over. Give students a time limit, or stop the activity when the first pair has found ten differences. To check answers get students to form sentences, for example

A In my picture the cabinet is closed, but in picture B it's open.

Key In picture A	In picture B
there is a jug and a bowl on the bedside cabinet	there is a glass and a bowl on the bedside cabinet

the handle is on the patient's right  
the cabinet is closed  
the wall lamp is switched on  
there is a jug on the floor  
the wheelchair is folded up  
the curtain is fully drawn across  
there is medication on the top shelf of the trolley  
there are syringes and bandages on the bottom shelf of the trolley  
the nurse is taking the patient's blood pressure  
the nurse is wearing a fob watch

the handle is on the patient's left  
the cabinet is open  
the wall lamp is switched off  
there is a pot on the floor  
the wheelchair is opened out  
the curtain is half drawn across  
there are sheets on the top shelf of the trolley  
there are syringes and scissors on the bottom shelf of the trolley  
the nurse is taking the patient's temperature  
the nurse isn't wearing a fob watch

### Additional activity

(all levels)

Bring other maps to class, for example a shopping mall, a theme park, a tourist map with landmarks, and use them for further practice. Get students to practise both prepositions of location and movement. Alternatively use them to make true / false statements and get students to correct them, for example on a map of a shopping mall:

A The coffee shop is opposite the department store.

B Yes, that's right. / No, it's next to the department store, etc

### \* Tip

**stretcher** a device for lifting and carrying a sick, injured, or dead person  
**mortuary** a room in a hospital where dead bodies are taken and stored  
**specimen / sample** a small amount of tissue or bodily fluid (blood, urine, etc.) that is used for testing

### Additional activity

(weaker students)

Write these words and phrases on the board. Without looking at the article, get students to use them to make sentences about William O'Neill's job.


think clearly – waste – dead bodies –

specimens – polite – walk

When they have finished, students can check the article to make sure that their sentences are accurate.

## Listening 1

### Directions

- 1–4  Do 1–2 with the whole class. While students are listening in 2, get them to trace the route with their finger as they listen. Students do 3 in pairs before they listen and check their answers. When they are doing 4, get students to take turns asking and answering.

Answers 1 1 A 2 C 3 B

2 1 Pharmacy 2 Physiotherapy 3 Obstetrics

3 1 Go 2 just, here 3 into, through 4 take, on your left

5 all the way

## Writing

### Giving directions via email

- 1 Students work in pairs. Check answers with the whole class by getting individual students to read sentences aloud.

Answers 1 right 2 across 3 along / down 4 first 5 right 6 next

- 2 When students have written their email, get them to swap it with a partner who draws a simple map showing the directions given in the email. They then hand it back to the original writer, who checks it.

## It's my job

- 1 Get students to brainstorm a list and write it on the board or get students to do it. Pre-teach *stretcher, mortuary, specimen, sample*. Then get students to read the text silently or aloud while you or a student ticks off the things on the list that are mentioned in the text.

- 2 Do this with the whole class. Get students to correct the false statements.

Answers 1 F 2 T 3 T 4 F 5 F 6 T

- 3 Students do this in pairs, then report back to the whole class. Get students to spell the words.

- 0-π 1 transport 2 lift, carry 3 dispose 4 collect, take  
5 produces 6 deliver, bring

4 While students read, get them to circle the verbs as they find them.

### Additional activity

(all levels)

For further speaking practice, give students some prompts, for example *specimens – Renal Unit – Path lab empty cardboard boxes – Pharmacy wheelchair – Gynaecology – Ward 10* and get them to use them to make conversations similar to the ones they have just listened to. They should add their own ideas where necessary.

### \* Tip

#### Top margin

Get students to search the Internet to find out more about Jedrzej Jaxa-Rozen and his flying wheelchair. (In 1998 he became paraplegic as a result of a paragliding accident. However, since 2000 he has continued flying and designed a flying wheelchair.) Students could also research opportunities for disabled people to take part in other adventure sports. Get them to prepare a short oral or written presentation of what they find out.

### Additional activity

(stronger students)

Get students to recreate parts of the article by making sentences using words and phrases from it, which you give to them, for example *climb stairs – highly advanced – balance – strong, light metal – voice commands*. You could get students to write the sentences or you could turn it into a game by dividing the class into teams and awarding points to the team that forms the first correct sentence for each prompt given.

## Listening 2

### The porter's office

With lower-level classes, pause the recording after each conversation to allow students time to write the notes. Check answers with the whole class by getting students to read the complete sentence.

- 0-π 1 disposable syringes 2 a wheelchair 3 empty bottles  
4 Cardiology 5 swing doors 6 main corridor 7 stretcher  
8 Radiology

## Reading

### Wheelchairs

Before students read the article, tell them that they are going to read an article about wheelchairs. Get them to think about the difficulties that a disabled wheelchair user might have and make a list of ideas and useful vocabulary on the board.

1 With the whole class, discuss some questions they might want to ask about each of the headings in the list, for example *sport* (*What kinds of sports can you do from a wheelchair?*), *children* (*How might a child's wheelchair be different from an adult's wheelchair?*), *history of wheelchairs* (*When was the first wheelchair used? What were they made of?*), etc. Accept any ideas as this is simply a way of getting students to think about the topic.

- 0-π 1, 3, 5, and 7 are mentioned

2–3 Students do these exercises in pairs, then report back to the whole class.

- 0-π 2 1 wood  
2 the same strong, light metal as aircraft  
3 users don't need to use their arms or have someone to push  
4 voice commands, the head, hand, tongue, and breath  
5 travel up stairs, raise the user up high, balance on two wheels  
3 1 arm rests 2 commands 3 able-bodied 4 self-propelled  
5 manoeuvrability 6 all-purpose

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

A patient can be admitted to hospital in one of three ways:

- as an **outpatient** (to see a consultant but not needing a bed)
- as a **day patient** (needing a hospital bed for tests or minor surgery but not needing to stay overnight)
- as an **inpatient** (needing to stay in hospital)

It is relatively easy to organize beds for inpatients who come through a GP, but not so easy to predict numbers who come through A&E (the majority of total admissions). Because of the difficulty in predicting numbers, a hospital has to keep a number of empty beds available, and make estimates based on past statistics for the time of year.


It is important that accurate and clear medical records accompany patients from before admission and after discharge, and that they document all treatment, test results, and communications. Medical records are frequently referred to in law courts, and they are used for research. In many countries there are laws which govern

who can have access to them. They consist of material such as:

- handwritten medical notes
- computerized files
- correspondence between health professionals
- laboratory reports
- x-ray films and scans
- photographs
- printouts from monitoring equipment.

As well as basic personal details, the form that is filled in for every patient on admission contains details of past hospitalizations and surgeries, the name of a person to contact, whether the patient has insurance, and whether there are any **advance directives**. These are instructions from the patient about what efforts should or should not be made to extend their life and who is to make medical decisions in the event of them being in a coma. This information is given a code number, and in many hospitals it is written on a plastic bracelet and fixed to the patient's wrist.

## Scrub up

- 1 Get feedback from students and write useful vocabulary on the board. Do not tell them yet whether their ideas are correct.
- 2  Check answers with the whole class. Get students to tell you which words helped them to decide on their answers.  
  
O π 1 e 2 a 3 b 4 d 5 c
- 3 Get students to say what they think the type of problem being presented is (i.e. *possible overdose, pregnancy, possible concussion, snake bite, spot on face*) and to give reasons for the order of priority they choose. Get them to compare answers with another pair, then get feedback from the whole class, getting students to give their reasons. There is no one 'correct' answer for this. Ask students if they can name the process that they have just completed, i.e. sorting illnesses or injuries according to their seriousness so that treatment can be allocated between them, and elicit or teach *triage*.

## Vocabulary

### The admissions procedure

- 1 Students work in pairs. Check answers with the whole class by getting individual students to read the complete sentences aloud. Check pronunciation of the target vocabulary.

### Additional activity

(weaker students)

To check understanding of the target vocabulary, get students to close their books and ask them questions, for example *Where do patients sit while they wait for treatment?* (waiting room) *Which patients are seen first?* (those with a life-threatening condition) *What kind of information goes on a hospital registration form?* (personal details) *Where does the doctor treat the patient?* (in a cubicle) etc.

### \* Tip

To help students get started, tell a story about a time you or someone you know was admitted to hospital.

### \* Tip

Units refer to units of alcohol. One unit of alcohol is 10ml (1cl) by volume, or 8g by weight, of pure alcohol. Current recommendations are that men should drink no more than 21 units of alcohol per week (and no more than four units per day) and that women should drink no more than 14 units of alcohol per week (and no more than three units per day). As a rough guide, there are three units of alcohol in a 500ml glass of beer or a 250ml glass of wine.

### \* Tip

#### Top margin

Get students to think about why hospital admissions might increase in these situations and what kinds of illnesses or injuries might be involved. They can then check their ideas on the Internet.

- 1 waiting room 2 a triage nurse 3 an initial assessment  
4 a priority 5 life-threatening 6 registration 7 cubicle  
8 treatment

- 2 Students work in pairs or small groups to exchange stories. Circulate while students are speaking and assist where necessary. Get each pair or group to choose one story to tell in a feedback session to the whole class.

## It's my job

- 1 Brainstorm a list of the responsibilities of a hospital receptionist with the whole class. Write any useful vocabulary on the board.
- 2 Get students to cover the text and predict answers to the questions before they read.
- 1 She needs to be diplomatic, strong, calm, and organized.  
2 They often have bad handwriting and use too many abbreviations.  
3 She knows first aid, and understands medical terminology and abbreviations.

## Vocabulary

### Patient record

- 1 Do this with the whole class. Get students to read the admission form quickly and find the patient it refers to. Ask students if they can remember the story Jim Grady (the man sitting in the front row of chairs) told.
- 2 Students work in pairs, then check answers with the whole class.
- 2 allergies 3 GP 4 next of kin 5 intake 6 DOB  
7 gender 8 medical history 9 marital status 10 n/a  
11 per 12 no

## Listening

### A patient record form

- 1 Play the recording once. Students complete the form individually, then compare answers with a partner. Check answers with the whole class. Play the recording again, if necessary.
- Surname *Hussein* First name *Mustapha* Gender *male*  
DOB *1/9/82* Place of birth *Karachi, Pakistan* Occupation *painter*  
Marital status *single* Next of kin *brother, Yusuf*  
Contact no. *07709 401229*  
Smoking intake *20 per day* Alcohol intake *n/a*  
Reason for admission *fell off a ladder and hit his head*  
Family history *mental illness: n/a diabetes: maternal grandparents tuberculosis: n/a HIV/AIDS: n/a*

**Additional activity***(weaker students)*

To give students some simple question / answer practice, get them to work in pairs to ask and answer questions 2–7 on the admission form about themselves. (It is probably better to omit question 8 as this information is very personal.)

**Additional activity***(weaker students)*

When students have finished, get some of them to report back on their patient. Provide some prompts to help them, for example

*My patient is male / female. His / her name is \_\_\_\_\_. His / her date of birth is \_\_\_\_\_. He / She was born in \_\_\_\_\_ etc.*

**\* Tip****Top margin**

In small groups, get students to consider how socks and tights might have caused accidents (for example trying to put them on or take them off causes falls). They could also consider the dangers of other items of clothing, for example trousers or shoes, and invent stories about what happened, for example *I was putting on my trousers when I lost my balance, I fell through a window and cut my head.*

- 2 Before they listen again, get students to try to complete the questions. Play the recording again, then check answers with the whole class.

Key 1 happened to 2 What's your 3 Where were 4 Are you  
5 Do you 6 How many, day 7 Are you, anything 8 close, suffer

**Speaking**

- 1 Get students to make notes about their invented personal details and circulate to assist if necessary.
- 2–3 While they are speaking, circulate and monitor question formation and use of the target vocabulary. Make a note of any common mistakes for remedial teaching later.

**Language spot****Past Simple v Past Continuous**

Read the notes aloud or get students to read them silently. Do the two tasks with the listening script with the whole class.

**Key Past Simple**

1 be - was give - gave take - took know - didn't know  
make - made can - could scare - scared 2 be - was  
worry - worried get - got 3 slip - slipped fall - fell hit - hit  
4 step - stepped bite - bit be - was  
5 see - saw check - checked

**Past Continuous**

1 was feeling 2 was washing up 3 was working  
4 was walking 5 was looking

- 1 Students work individually to complete the sentences. Check answers with the whole class by getting students to read the completed sentences aloud.
- Key 2 was holding, exploded, burnt 3 was getting out, closed, broke  
4 was getting dressed, fell, hit 5 was listening, heard, went  
6 was running, chased, punched
- 2 Students work in pairs. When they have written their sentences, they exchange them with another pair, who check that they have used the Past Simple and Past Continuous correctly. Too many variations are possible to give a possible answer.
- 3 Students work in pairs or small groups to exchange stories. Circulate while students are speaking and assist where necessary. Get each pair or group to choose one story to tell in a feedback session to the whole class.

## \* Tip

### Top margin

Get students to work in pairs to discuss the following questions about the quote:  
*Do they agree with it? What are the reasons for filling in forms in hospital? What would happen if no forms were filled in?*

### Additional activity

(all levels)

To check understanding of the details of the article, ask the following questions:  
*According to the article, why is doctors' handwriting unclear?*

*Why do patients sometimes get the wrong medicine?*

*Why was Ramachandra Kolluru fined \$225,000?*

*Apart from fatal errors, what other problems can be caused by poor handwriting, according to the article?*  
*What do patients at Charing Cross Hospital wear on their wrists or ankles? Why?*

### Additional activity

(stronger students)

After they have written their summary, get them to write a second version containing mistakes. They then exchange it with a partner, who finds and corrects the mistakes.

## Reading

### Bad handwriting

- 1 Discuss the questions with the whole class. Teach other useful words which collocate with handwriting, for example *bad, good, neat, untidy, legible, illegible*.
- 2 When students have exchanged examples of their handwriting, get them to discuss the problems that unclear handwriting causes for the reader.
- 3 Students read the article in pairs and answer the questions. Get them to correct the false statements.

Key 1 F 2 T 3 T 4 F 5 T 6 F 7 T

- 4 Do this with the whole class. Read out the definitions and get students to scan the article for the matching word. When they find it, they should raise their hands. When most of the students have raised their hands, check the answer.

Key 1 administrative staff 2 prescription 3 fined 4 amputate  
5 limb 6 fatal errors

## Writing

### Patient summary

- 1 Get students to look back at the admission form they completed for Mustapha Hussein in *Listening* to help them find the mistakes.  
Key Mustapha is single, not divorced. He smokes 20 cigarettes a day, not 40. There is a family history of diabetes on his mother's side, not his father's.
- 2 Circulate while students are writing and assist if necessary. Alternatively, students could write this summary for homework and bring it to the next class. In either case, students could work in pairs and check each other's summary.  
Key Possible answer  
Sarah Behr was admitted with a suspected fractured arm. Mrs Behr is married, and works as a teacher. Her next of kin is her father, Ian. He can be contacted on 01792-793456. Mrs Behr does not smoke, and drinks about ten units of alcohol per week. She is allergic to nuts. There is a history of heart disease on her father's side.

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

Every day, through the doors of A&E departments, come the victims of road traffic accidents, violent crimes, accidents at home, suicide attempts, self-harming, contact with toxic chemicals and radiation, burns, near drowning, hypothermia, and so on. A&E departments also fill up with people who should not really be there – people with minor injuries like sprains, cuts, and grazes. So when is an accident an emergency?

A&E staff normally consider an emergency to involve one or more of the following:

- loss of consciousness
- heavy blood loss
- suspected broken bones
- chest pain lasting fifteen minutes or more
- difficulty breathing
- overdose or poisoning

There are established procedures for dealing with casualties of major incidents such as terrorist attacks, large fires, and multiple road traffic accidents. One of the first things is to determine who is a priority and needs to be treated immediately, and who can wait. This is called triage. One method is to colour code patients like this:

- blue (patients who are severely injured and will die)
- red (patients who need immediate surgery or other life-saving action)
- yellow (patients who are stable but who will need hospital care)
- green (patients who will need to see a doctor, but not immediately)
- white (patients who only require first aid and home care)

Working in A&E can be very stressful, and it is not uncommon for staff to suffer trauma, nightmares, and anxiety as a result of the emergencies they deal with.

## Additional activity

*(stronger students)*

After the class discussion, draw up a single list of items for the whole class by getting students to vote on the ones that they would take.

## Additional activity

*(weaker students)*

Use the items to review countable and uncountable nouns, for example get students to say whether they would use *a* or *some* with each of the items in the lists.

## Scrub up

To set the scene, ask students what they can see in the picture. Read the instructions and the two lists of items aloud. Explain any new vocabulary.

### Key Possible answers

#### Medical

- adhesive tape – many uses, not just medical
- disposable gloves – useful for storing water, for example
- Morphine – there is nothing else to relieve a sick or injured person
- hypodermic needles – to administer the Morphine
- a first aid manual

#### General

- a box of matches – essential for cooking, heating, and signalling
- a compass – necessary in any featureless environment
- a knife – a blade is necessary for all kinds of purposes
- a cooking pot – heavy, but without it you'd be restricted to unboiled water and raw food
- soap – keeping clean is essential for health and morale

### Additional activity

(all levels)

Get students to prepare three separate checklists for each condition. They could use tick boxes, decorative headings, and simple illustrations to make the lists look visually more interesting.

### \* Tip

Before students do the *Speaking* activity, get them to invent a name for the helpline (for example *Health Hotline*, *Emergency Hotline*). Review some basic telephone language by teaching or eliciting the following phrases.

#### Helpline nurse

*Good morning / afternoon / evening. Health Hotline. Nurse Caroline speaking.*

*How can I help you?*

*Tell me exactly what happened.*

*I need to ask you some questions.*

*Stay calm.*

*etc.*

#### Patient

*Can you help me, please?*

*It's an emergency.*

*Should I (give him something to drink)?*

*etc.*

### Additional activity

(weaker students)

Students write down one of the conversations they practised in the *Speaking* activity.

## Vocabulary

### First aid

- 1 After students have discussed the questions in pairs, do a whole-class feedback session and compare answers.
- 2 Students work alone to complete the sentences, using a dictionary to help them if necessary.
 

O- 1 Sterilize 2 Make sure 3 puncture 4 remove 5 Squeeze  
 6 Keep 7 Immobilize 8 Treat 9 immerse 10 Check for  
 11 Swab 12 Apply
- 3 Check answers by getting students to read the completed sentences aloud.
 

O- Possible answers  
 a 1,3,11,12 b 4,8,9,10 c 2,5,6,7
- 4 Check answers with the whole class. Students can discuss whether they agree or disagree with suggested instructions.

## Language spot

### Instructions

Read the notes aloud and get individual students to read the example sentences. Refer them back to *Vocabulary* for more examples.

- 1 To turn this into a fast-paced activity, read out the beginning of the sentence and get students to raise their hands when they have found the appropriate ending, and then read it aloud. Then get another student to read the complete sentence.
 

O- 2 j 3 a 4 e 5 f 6 i 7 h 8 b 9 g 10 c
- 2 When they have finished, get students to read their instructions aloud.

## Speaking

- 1 Give students a few minutes to read the instructions. Student A should think about or make notes on the questions they will need to ask. Student B should read their notes and think about how they will formulate their responses. Circulate while students are speaking and monitor appropriate use of the Imperative and the target vocabulary.
 

When students have finished speaking, get one or two pairs to present their conversation. The rest of the class should listen and be prepared to comment on one positive thing about the presentation, for example a useful word or phrase that was used, and one thing that could be improved.
- 2 Repeat the procedure in 1.

**\* Tip****Top margin**

Read the information about a defibrillator and look at the picture. Explain that the abbreviation *AED* (automated external defibrillator) is also used. Students will hear this abbreviation in the *Listening* activity.

**\* Tip**

If possible, use a CPR training dummy to practise these instructions, for example read the instructions aloud one by one and get students to carry them out on the dummy.

**\* Tip****Top margin**


Get students to discuss some questions around this topic, for example *What other people could have this training?* (for example bus drivers, police officers). *Do you think that all taxi drivers will be willing to learn how to help women give birth? Why / Why not?* Students could also search the Internet for more information on this quote, or for other interesting similar stories.

**Listening****Instructions**


- 1 Students work in pairs or small groups to put the pictures in order. Do the description stage with the whole class, writing any useful vocabulary on the board.

Key 1 d 2 b 3 e 4 a 5 c

- 2  Students listen and check their answers. Then get students to describe again what is happening in each picture.

- 3  Get students to try to answer the questions before they listen again. After they have listened again, check answers by getting students to read the sentences aloud with the correct option in place.

Key 1 two 2 four 3 fifteen 4 200 5 above and below  
6 second 7 Lidocaine 8 100 ml over two minutes

- 4  Check that students know what *CPR* stands for (cardiopulmonary resuscitation). Students do this exercise in pairs. Check answers by getting students to read the complete sentence aloud.

Key 1 Give 2 Give 3 Support 4 hold 5 Put 6 Stand  
7 press 8 Check 9 repeat 10 set up

**Reading**

- 1 Discuss the pictures with the whole class. Write any useful vocabulary on the board.
  - 2 After students have discussed the questions in pairs, do a whole-class feedback session.
  - 3 Read the questions aloud one by one and get students to scan the article for the answers. Then get them to read it again more slowly.
- Key 1 no 2 a nurse 3 the baby 4 well
- 4 Get students to read paragraph 5 again, then close their books. Get them to write the instructions in the correct order, then check answers with the whole class. Students can then open their books and re-read paragraph 5.

**Additional activity***(all levels)*

If possible, invite a paramedic to your class to give a short talk, even if the talk is given in the students' own language. Students could be asked to prepare questions beforehand and make notes during the talk. They then write a short summary of the talk in English.

**Additional activity***(stronger students)*

Get students to find out about the responsibilities of a paramedic in their own country. They then write a brief report or make an oral presentation to the class.

**\* Tip**

Focus on the phrase *paramedics don't think twice*. This means that they don't hesitate or delay, but act immediately.

**\* Tip****Top margin**

Get students to find out the traffic accident statistics for their country and compare it with other countries around the world. They could also research what are the most common causes of traffic accidents and find out about road safety campaigns in their country.

**\* Tip**

Students could write the sentences in class, and then prepare the poster itself for homework, using a variety of fonts, icons, and illustrations for visual interest.

**It's my job**

Before students look at the text and the questions, get them to discuss what they know about the work of a paramedic, for example *What kinds of things do they do? What skills and qualities do they need? What kind of training do they get?*

- 1 Students read the text silently and underline the words which answer the questions. Then check answers with the whole class.

- 0-π 1 When he was a boy  
2 two and a half years  
3 Making quick decisions, communicating clearly, and keeping a clear head in difficult situations  
4 People under the influence of drugs and alcohol

- 2 Students work in pairs to form the word combinations.

- 0-π 2 e 3 d 4 f 5 a 6 b

- 3 Students work in small groups to discuss this question, making notes on their answers and giving reasons for them. Then share their ideas with the whole class.

**Signs and symptoms****Shock**

Allow students plenty of time to read the introduction and to complete the sentences, using dictionaries if they need to. When they have finished, get students to read the completed sentences aloud, checking for appropriate pronunciation of any unknown words.

- 0-π 1 central nervous system 2 coma 3 abnormally / dangerously  
4 Cardiovascular 5 respiratory 6 Blood pressure  
7 dangerously / abnormally 8 Gastrointestinal 9 intestines  
10 abdominal

**Writing****Information poster**

First get students to decide what instructions they would like to give. Remind them to use Imperatives and refer them back to earlier exercises and texts to help them with vocabulary.

**Checklist**

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

**Key words**

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- 1 Students read the text silently and underline the words which answer the questions. Then check answers with the whole class.

- Answers:
- 1 When he was a boy
  - 2 two and a half years
  - 3 Making quick decisions, communicating clearly, and keeping a clear head in difficult situations
  - 4 People under the influence of drugs and alcohol

- 2 Students work in pairs to form the word combinations.

- Answers: 2 e 3 d 4 f 5 a 6 b

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- Answers:
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  - 2 coma
  - 3 abnormally / dangerously
  - 4 Cardiovascular
  - 5 respiratory
  - 6 Blood pressure
  - 7 dangerously / abnormally
  - 8 Gastrointestinal
  - 9 intestines
  - 10 abdominal

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Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

**Key words**

Go through the list of words to check students' understanding.

## Background

Pain is an essential survival mechanism, for it warns us that something is wrong. Pain has an emotional component and is not the same for everyone, which makes it notoriously difficult to measure and compare. Tolerance of pain is influenced by genes, culture, conditioning, and education. Children, for example, have a greater sensitivity to pain than adults, and despite the common view to the contrary, many studies show that men have a higher pain threshold than women.

Pain is either **acute** or **chronic**. Acute pain is short-term, and chronic pain lasts longer than the injury that caused it.

The body's organs contain few pain-receiving nerve endings, so internal injuries often cause **referred pain**, where pain is felt in another, unrelated part of the body. This is why, for example, the pain of a heart attack is felt in the left shoulder, arm, or hand.

Assessing pain is an important part of diagnosing an illness and measuring the progress of treatment. One

method is the McGill Pain Questionnaire, which consists of a list of adjectives which the patient chooses from to describe their pain. Words are not always reliable, and many nurses and doctors prefer a numerical scale (0 is no pain and 10 is the worst pain you can imagine). The Verbal Pain Scale is another method which uses vertical lines in colours ranging from light blue (no pain) to bright red (severe pain).

The fact that we instinctively deal with pain by rubbing the part that hurts suggests to scientists that stimulating touch signals closes a 'gate' to pain signals. Physiotherapy and acupuncture take advantage of this phenomenon. The gate can also be shut by the release of pain-relieving opioids, either produced naturally by the body or introduced artificially in the form of **analgesics** like Aspirin and Morphine. Psychological stress can temporarily shut off pain too, which is why a footballer may continue to play despite injury and a soldier continue to fight despite wounds.

## \* Tip

Remind students that we use *the* or *your* before parts of the body.

## Scrub up

- 1 Before they do this, point to the parts of the body mentioned to make sure students know where they are.
- 2 The aim of this exercise is to measure how sensitive different parts of the body are. Demonstrate the activity with a student first. Touch the back of their hand with the two points of the bent paperclip one or two centimetres apart, and tell them to say how many points they feel (it should be two at first). Gradually reduce the distance and repeat until they can only feel one. When this happens, measure the distance between the points and write the distance on the board. Tell students to work in pairs, testing different parts of the body in the same way. The lower the distance between the points, the more sensitive the part.
- 3 Find out from students how their results compared to their guesses in 1.

### Additional activity

(all levels)

Get students to think back to their own experiences of pain, which they discussed in 1. Which of these expressions and adjectives would they use to describe the pain they felt? For example *After the operation on my hand, I felt a throbbing pain for days afterwards.*

### \* Tip

With weaker students pause after each conversation to allow them time to answer in 1 and 2.

### Additional activity

(all levels)

Get students to read the conversations in the listening script and underline any additional words and phrases to do with pain, for example *it never goes away, it comes and goes, it gets worse at night*. Students can also underline the various ways in which the nurse asks about pain, for example *Are you still in pain?, How's the pain today?, How often do you get the pain?, Does it feel the same all the time?, When did (it) start?*

### Additional activity

(stronger students)

Get students to role-play a conversation between a nurse and a patient suffering from one of the conditions in 3. They should refer back to the words and expressions practised in *Vocabulary* and *Listening 1* to help them. Get some pairs to present their conversation to the whole class. For homework, students write up their conversation.

### Additional activity

(stronger students)

In pairs, students write three true / false sentences about the painkillers. They then exchange them with another pair, who decide if they are true or false and correct the false statements.

### Additional activity

(weaker students)

Students compare three other items, either everyday items (for example their English books, local restaurants, or coffee shops, etc.) or to do with nursing (for example three other kinds of medication, three jobs students are interested in, etc.).

## Vocabulary

### Describing pain

- 1 Start students off by answering the first two questions yourself.
- 2 Students work alone to match the words with the descriptions, then compare their answers with a partner.

Key 1 f 2 h 3 g 4 e 5 b 6 c 7 a 8 d

- 3 Students work in pairs, using a dictionary to help them if necessary. Adjectives should be approximately in the order shown below.

Key Possible answer  
not bad, slight / mild, moderate / quite bad, severe, agonizing / unbearable

## Listening 1

### A pain chart

- 1 Explain or elicit the meanings of *constant* (all the time), *frequent* (most of the time), *occasional* (from time to time)

Key	1	2	3	4	1	2
burning	✓					
stabbing						
throbbing			✓		x	x
shooting				✓		
constant	✓					
frequent				✓		
occasional		✓				
mild		✓	✓		x	4
moderate	✓		✓			x
severe				✓		
getting better		✓				
getting worse			✓	✓		
staying the same	✓					

- 2 When students have completed this task, check answers by getting individual students to read the completed sentences aloud.

Key 1 in 2 there's 3 have, in 4 got, in 5 keep, down

- 3 After they have discussed with a partner, students join with another pair to exchange ideas. Check answers with the whole class.

## Language spot

### Making comparisons

- 1 Students work alone to read the examples and match them with the rules.

Key 1 e 2 a 3 b 4 c 5 d

- 2 Get students to exchange their own sentences with another pair for checking.

Key 1 more effective 2 cheaper 3 more side effects  
4 the most effective 5-7 students' own answers

**\* Tip**

**gas and air** a mixture breathed in through a mouthpiece or mask to relieve mild pain during labour

**Pethidine** medication to relieve moderate or severe pain during labour

**epidural** medication injected around the spinal cord during labour to relieve pain

**numb** having lost all physical feeling

**Additional activity**

(all levels)

In teams, students make sentences using the words they have practised in *Pronunciation*. Set a time limit for students to write as many sentences as they can. If possible, they should use two or more of the words in one sentence. Teams get one point for each word they use and pronounce correctly. The team with the most points wins.

**Additional activity**

(weaker students)

Ask further questions to extract more information from the article on pain, for example

*What happens in the body when we feel pain?*

*What are the two types of pain called?*

*What is the difference between them?*

*How do drugs relieve pain?*

*What other methods are there of relieving pain, apart from drugs?*

*What is neuropathic pain?*

**Listening 2****Pain relief**

- 1 Before listening, ask students what methods of pain relief in labour they know, and which ones individuals would choose. Pre-teach *gas and air*, *Pethidine*, *epidural*, *numb*. After students have listened and underlined the correct words, check answers by getting individual students to say complete sentences aloud. They should also add any further information they can, for example *Their babies are different sexes – Janice has a girl, Karen has a boy*, etc.

0-π 1 different sexes 2 gas and air 3 didn't make 4 all  
5 didn't have 6 all

- 2 When students have completed this task, check answers by getting individual students to read the completed sentences aloud.

0-π 1 relieve 2 wears off 3 feel 4 became 5 cope with  
6 took away 7 got 8 losing

**Pronunciation**

/ɜ:/, /eə/, /ə/

- 1 Make sure that students understand the phonetic symbols before they begin. Get students to say each word quietly to themselves to help them decide which column to put it in.
- 2 Students listen, repeat, and check their answers.

0-π /ɜ:/ hurt, nurse, first, worse  
/eə/ air, care, hair, where  
/ə/ ulcer, doctor, appointment, tumour

**Reading**

- 1 Ask students to make notes of their discussion. Do a whole-class feedback session, writing any useful words or phrases on the board.
- 2 Get students to correct the false statements.
- 3 Students do this alone, then compare answers with a partner. Check answers with the whole class by getting students to read the completed sentences aloud.

0-π 1 protect 2 treat 3 manage 4 prevent 5 control  
6 suffer

## Patient care

### Questions to assess pain

Get students to practise saying the questions with the appropriate stress and intonation, in preparation for the *Speaking* activity which follows.

0-π 2 f 3 e 4 g 5 c 6 d 7 h 8 a

### \* Tip

Get students to do an oral summary of the answers to the questions in the pain chart, for example *Maria is in pain after a fall. The pain is constant and frequent*, etc. This will be helpful preparation, especially for weaker students, for the *Writing* task which follows.

## Speaking

Give students time to read the instructions and think about their answers. When students have finished, get one or two pairs to present their conversations.

## Writing

### A pain report

- 1 Read the report aloud and get students to raise their hands when they think they hear a mistake.

0-π	<del>begin</del>	began
	<del>over abdomen</del>	over the abdomen
	<del>more bad</del>	worse
	<del>side to the abdomen</del>	side of the abdomen
	<del>has worse</del>	is / gets worse

- 2 Circulate while students are writing and assist if necessary. Alternatively, set this task for homework.

### Additional activity

(stronger students)

Get students to find out more about the non-drug methods of pain relief mentioned in the article – hypnosis, acupuncture, massage, and electronic stimulation of nerves. Get them to write a brief summary of each one.

## Body bits

### Areas of referred pain

Refer students to the explanation of *referred pain* in the top margin. When pairs have completed the task, get them to compare their answers with another pair.

0-π 1 k 2 a 3 c 4 g 5 h 6 i 7 f 8 e 9 d 10 b 11 j

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

**Symptoms** are the physical conditions that indicate an illness, and are usually described as either **strong**, **mild**, or **weak**. Many illnesses have symptoms in common, such as nausea, high blood pressure, etc., whereas other symptoms are rarer and specific to a narrow range of illnesses. The most important symptom that leads to a diagnosis is called a **cardinal symptom**, and the symptoms that cause a patient to seek medical help are referred to as **presenting symptoms**.

Symptoms are the things that are noticed by the patient, whereas **signs** are the objective evidence of an illness which can be observed by doctors and others. So pain is a symptom, and a low blood cell count is a sign. Some features can therefore be both signs and symptoms.

Symptoms can be classified into the following:

**general symptoms** such as loss of appetite, tiredness, pain, convulsions, and dizziness

**neurological / psychological symptoms** such as anxiety, insomnia, and unsteadiness

**ocular symptoms** such as blurred vision, double vision, and loss of vision in one eye

**gastrointestinal symptoms** such as bloating, diarrhoea, vomiting, blood in stools, and indigestion

**cardiovascular symptoms** such as chest pain and abnormal heart beat

**urological symptoms** such as incontinence, difficulty urinating, passing a lot of urine, and impotence

**pulmonary symptoms** such as coughing, hyperventilation, chest pain, and shortness of breath

**integumentary (skin) symptoms** such as rashes, itching, blisters, and swellings

## Additional activity

(weaker students)

To help students with the vocabulary, get them to give you some examples of any illnesses or injuries they have experienced or know of which include these symptoms, for example *a runny nose* (a cold), *itching* (an insect bite), *sickness* (food poisoning), etc.

## \* Tip

**moan** to say that you are unhappy or annoyed about something

## Scrub up

- 1 Check answers with the whole class. Get students to say the seven words aloud before they listen. Explain or elicit their meaning.
- 2 Listen and check answers, then listen again and repeat the words.  
 Key 1 diarrhoea 2 nausea 3 cough 4 numbness 5 aching  
 6 bruising 7 tiredness
- 3 Get students to use their dictionaries. Note that many of the answers are a matter of opinion, but check that students understand the meaning of the words.

## Listening 1

### Symptoms

- 1 Get students to tell you what kinds of symptoms they think they will hear for each of the three conditions. Pre-teach *moan*. Play the recording once, and check answers with the whole class.  
 Key 1 c 2 a 3 b

### Additional activity

(weaker students)

For further practice with question tags, divide the students into two teams. Read out the beginnings of some sentences and get students to complete them with the correct question tag. The first team to call out the correct answer wins a point.

- 1 You aren't feeling sick, \_\_\_\_\_? (are you)
- 2 Mr Jones is in the waiting room, \_\_\_\_\_? (isn't he)
- 3 Sam Watts has broken his ankle, \_\_\_\_\_? (hasn't he)
- 4 He didn't have a fever, \_\_\_\_\_? (did he)
- 5 She hasn't had an operation before, \_\_\_\_\_? (has she)
- 6 He takes his medication every day, \_\_\_\_\_? (doesn't he)
- 7 She's been to the toilet, \_\_\_\_\_? (hasn't she)
- 8 He looks tired, \_\_\_\_\_? (doesn't he)
- 9 She's waiting for an x-ray, \_\_\_\_\_? (isn't she)
- 10 I can use this wheelchair, \_\_\_\_\_? (can't I)

### Additional activity

(stronger students)

Play this fast-paced game with stronger students. Divide the class into several small teams. Give them one or more words (see below for some examples) which they must use in a sentence or a question. The first team to formulate a correct sentence or question wins a point.

tired / red	stitches
painful / dizzy	sneezing
swollen / itchy	comfortable

### \* Tip

To help students with *Language spot* 3, ask some comprehension questions before they begin, for example *What happened to Mrs Hales? Which parts of her body hurt? Has she had an x-ray? Is she taking any medication?* Write some prompt words on the board which students can use to help them reconstruct the conversation.

### \* Tip

#### Top margin

Get students to explore the topic of taking time off work in a class discussion and / or on the Internet, for example the kinds of illnesses that are most commonly reported, the reasons for calling in sick, the cost to the economy, what companies are trying to do to reduce the number of sick days taken, etc.

- 2 Pause after each conversation and get students to tell you which words they heard.

deformed	numb	achy
lump	fever	dizzy
bruising	redness, red	sick
swollen	tired, tiredness	constipated
painful		

- 3 Check answers with the whole class by getting students to read the completed questions aloud. Play the conversations again, getting students to focus on the appropriate stress and intonation.

1 does 2 isn't it 3 Is 4 Can you 5 are you  
6 Have you got 7 Any 8 How's it  
9 Do you feel 10 do you feel 11 What about

## Language spot

### Question forms

Work through the notes with students, getting them to read the example sentences aloud.

- 1 Students work in pairs to match the beginnings and endings of the questions.  
2 e 3 a 4 g 5 h 6 f 7 d 8 c
- 2 Play the conversation once so that students can check their answers and then again, to help them prepare for 3.
- 3 When students have finished, play the conversation again and get them to read the *Listening script* as they listen.
- 4 Point out that there are several possibilities for each question. Accept any reasonable answer, as long as the question has been correctly formed.
- 5 Play the conversation so that students can compare their answers.

## It's my job

Students work in pairs. Get them to write sentences correcting the false statements. Check answers with the whole class.

1 T 2 F 3 T 4 F 5 F

## Signs and symptoms

### Night coughing

Get students to skim read the four descriptions to get an idea of the topics, then work in pairs to complete the texts. Explain or elicit the meaning of *wheeze* (breathe noisily and with difficulty).

1 wheeze 2 occurs 3 has 4 make 5 get 6 breathe  
7 sounds 8 are 9 accompanied 10 coughing up

### Additional activity

(all levels)

Students have a brief discussion in groups or as a whole-class activity about the job of a helpline nurse, using the following questions:

*Have you ever called this kind of helpline?*

*If yes, was it helpful?*

*Would you like to be a helpline nurse? Why / Why not?*

*What do you think are the good and bad points of this job?*

### Additional activity

(weaker students)

Get students to write out one of the dialogues they have in the *Speaking* activity.

## Listening 2

### A helpline call

- 1 Check answers by getting students to report the information in complete sentences, for example *The patient is a seven-year-old boy. He wheezes when he is breathing in*, etc.  
 O- 1 7 2 breathing in 3 no 4 yes 5 no 6 yes
- 2 Get students to check the information against the descriptions in *Signs and symptoms*, then check answers with the whole class.  
 O- The child may have either a bad cold or pneumonia. His lowish temperature makes a bad cold more likely, but the wheezing could indicate something more serious.

## Speaking

Give students time to read the instructions and think about their answers, and to practise formulating the questions. Circulate while students are speaking and make a note of any mistakes in the target vocabulary for remedial teaching later. When students have finished, get one or two pairs to present their conversations.

## Writing

### Symptom report

- 1 Read the report aloud and get students to raise their hands when they hear a mistake, and correct it.  
 O- ~~loss appetite~~ loss of appetite  
~~admitted hospital~~ admitted to hospital  
~~pain her lower right side~~ pain in her lower right side
- 2 Read the notes with the whole class. Students write a report, using the text in 1 as an example. Students exchange their reports with a partner, who checks it for mistakes and hands it back for correction.  
 O- Possible answer  
 Yesterday Ivan Abashev was vomiting, had diarrhoea, and complained of headaches. On admission to hospital, he had severe abdominal pain and a high fever. Today he is complaining of weakness and is shivering. He says he has a constant stabbing pain in the left side of his abdomen.

### \* Tip

You could set the *Writing* task for homework. At the beginning of the next class, students exchange their reports with a partner and check each other's work.

## Project

Allow students to choose one disease to research for homework. Alternatively, allocate each topic to individual students or pairs of students.

## \* Tip

**overwhelming** very great; total  
**recurrent** happening often or regularly  
**hypochondriac** a person who often imagines they are ill when they are not  
**persistent** happening frequently or without interruption

## \* Tip

### Top margin

After reading the article on mystery syndromes, discuss this quote with the whole class – what do you think Dave Harries means? Why do you think he has lost faith in doctors? Do you agree with this view?

### Additional activity

(stronger students)

Get students to prepare short written reports on each illness in *Project* and use them to start a folder, wall chart, or electronic document of common illnesses which can be added to throughout the course. At the end of the course, students will have their own mini-reference book of illnesses.

## Reading

- 1 Get students to list the kinds of symptoms they experienced and the kinds of things their doctor said. Check answers with the whole class.
- 2 Pre-teach *overwhelming*, *recurrent*, *hypochondriac*, *persistent*. Students first read the whole article to get the gist. Then they read it again and do the exercise, correcting the false statements.

0-π 1 F 2 T 3 T 4 F 5 F 6 T

- 3-4 Students do these exercises in pairs. Check answers with the whole class.

0-π 3 Chronic Fatigue Syndrome – appetite, muscles, neck, sleep, throat  
 Gulf War Syndrome – arms, head, mood, skin  
 4 2 g 3 h 4 e 5 c 6 d 7 a 8 b

## Body bits

### Tongue diagnosis

Get students to read the text silently, then close their books, and answer the following comprehension questions:

*What do zetsu shin practitioners look at?* (the tongue)

*What aspects of the tongue do they examine to diagnose illness?* (the colour, movement, width, and tip)

*What else do they say they can find out from looking at the tongue?* (the patient's personality)

- 1 Students work in pairs to complete the text, using dictionaries to help them if necessary. Check answers with the whole class.

0-π 1 problems 2 indicates 3 disorder 4 effectively 5 sign  
 6 condition 7 balance 8 thinking 9 state 10 aggressive

- 2-3 Once students have finished working in pairs, do a whole-class feedback session on their response to *zetsu shin*. Do a quick survey of the whole class, getting students to raise their hands if they (a) accept it completely, (b) think it's completely unacceptable, or (c) accept some parts, but reject others. Get students to give reasons for their answers.

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

Anyone who is healthy, under 40, and living in a developed country now has a good chance of surviving past 100. But surveys show that many people think that old age means only boredom and mental and physical decay, and do not see any advantage in this.

The medical problems associated with old age are classified by gerontologists under the **four Is** (also known as 'The giants of Geriatrics'):

- intellectual impairment / confusion
- immobility
- instability
- incontinence

These problems are seriously disabling, and elderly people are often highly dependent on nursing care. Many are bedridden, and though neurodegenerative diseases are the main areas of research, depression, sleep disorders, problems with eating, and skin breakdown are also issues for the elderly and for the people who take care of them. Physical and emotional abuse by relatives and care staff is also now receiving attention from health authorities and the police in a number of countries.

Studies show that chronic impairments in elderly people, such as deafness and muscle weakness, are frequently mistaken for failing mental abilities. Thus, an elderly woman admitted to A&E after a fall may be referred to a social worker to judge if she is able to take care of herself, whereas, if she were 40 years younger, there would be a full medical investigation.

Gerontologists argue that it is possible to grow old and die without losing faculties to dementia. But while many believe that 'old' is just a state of mind, in reality factors such as the loss of a lifetime partner, and a sense of uselessness and social isolation after retirement, tend to make the elderly more prone to apathy and depression, which increases vulnerability to disease.

Elderly people can be very demanding to nurse. They can often be inattentive, with disorganized thought and speech, and disturbed behaviour. But geriatric nursing has rewards too. Unlike most other nursing specialisms, the fact that elderly people are in long-term care means that nurses do get opportunities to build meaningful relationships with their patients.

## Scrub up

- 1 Ask students to think of a grandparent or neighbour and to make notes of their answers to the questions before exchanging ideas with a partner. Do whole-class feedback and write any useful words or phrases on the board.
- 2 Pre-teach *complication*. Students do this activity in small groups, with one student writing down the group's ideas.

### Possible answers

**medication** – less able to tolerate medication, may find it difficult to follow regime

**getting around** – may need help

**diagnosis** – more complex, may suffer from a whole series of conditions which affect each other

**daily tasks** – more likely to need help, for example with feeding, washing, toileting, dressing, etc.

**home** – may not receive the care they need

**attitude of staff** – staff may be patronizing, symptoms can be dismissed as related to ageing, and not fully investigated, younger patients may be given priority for treatment

**food** – may lack the appetite to take in the nutrition they need, may have difficulty feeding themselves

**recovery** – generally slower, may not be able to follow treatment, for example medication, physiotherapy

### \* Tip

**complication** a new disease or condition that appears during the course of another disease

### \* Tip

Remind students that they will need to use comparatives in this discussion and refer them back to Unit 5 if they need help with this.

**mind** – may find it hard to understand what's wrong, what decision to make (for example whether or not to have surgery, go home, etc.), more likely to suffer from loneliness and depression  
**complications** – more likely to suffer from these, and they can have a worse effect, also more likely to suffer pressure sores

### Additional activity

(all levels)

Find out if students have any personal experience of care homes, for example if a relative lives in one, if they have ever visited or worked in one. Get them to describe their experiences and / or get other students to ask them questions.

### \* Tip

**care home** a place where elderly people are cared for by trained staff, i.e. not in a hospital or in their own homes  
**stimulation** something interesting or exciting that makes you more active or alert

### Additional activity

(stronger students)

Care homes may be relatively uncommon or not widely accepted in some cultures. Get students to discuss cultural attitudes to the elderly and care of the elderly.

### \* Tip

**neuron** a type of cell that receives and sends electrical messages between the brain and the body

### \* Tip

Some simple brain exercises that you could try in class are:

- Start at 500 and count down, subtracting 6, 7, or 9 each time.
- Think of a country, food, activity, colour, etc. beginning with different letters of the alphabet.
- Put ten everyday objects on the table and get students to memorize their location and then close their eyes. Move an item, and get them to look again and tell you which item has been moved.

## Listening 1

### A care home

- 1 Explain or elicit the meaning of *care home*. After students have discussed the questions, make a list of advantages and disadvantages on the board.
- 2 Get students to listen and tick off the things they hear which are already on the list of advantages and disadvantages on the board.
- 3 Pre-teach *stimulation*.  
 O-π Edith doesn't like Barbara, bingo, coach trips, the food  
 Edith wants respect, privacy, more stimulation, independence, to go home

## Reading

- 1 Get students to share their answers with the whole class, and describe how it felt to write with the wrong hand.
- 2–3 Pre-teach *neuron*. Get students to do these exercises in pairs and check answers with the whole class.  
 O-π 2 1 T 2 F 3 F 4 T 5 T  
 3 1 coordinate 2 rewire 3 degenerative brain diseases  
 4 mental decline 5 age-related 6 motor skills
- 4 When they have done the exercises, get students to explain how it felt to do them.

## Signs and symptoms

### Alzheimer's disease

- 1 When students have discussed this question for a few minutes in pairs, get them to share their ideas with the whole class. Write any useful words or phrases on the board.
- 2 Give students a few minutes to quickly read the list of signs and symptoms. Refer them to the explanation of *ADLs* in the top margin.
- 3 Do the first three with the whole class, getting one student to read the sign or symptom aloud and another to decide if it is connected with movement, thought, or behaviour. Then get students to work in pairs. At the end, ask which ones partners disagreed about.  
 O-π Possible answers  
 forgetting recent conversations or events = T  
 minor changes in abilities and behaviour = M / B / T  
 repetition = T

needing some help with ADLs = M  
 wandering = B  
 loss of interest in other people = B / T  
 unusual behaviour = B  
 shuffling gait = M  
 needing constant help with ADLs = M  
 forgetting names = T  
 complete loss of memory = T  
 inability to recognize familiar people, objects, or places = T  
 getting easily upset or aggressive = B  
 confusing night and day = T  
 confinement to bed or a wheelchair = M  
 difficulty in swallowing = M  
 loss of speech = T

## Language spot

### will

- 1 Work through the first three bullet points with the students, getting them to read the example sentences aloud. Then students do the exercise in pairs. Check answers with the whole class.

O-π 1 will open (F) 2 'll sleep (P) 3 Shall I (D) 4 'll be able (F)  
 5 'll have (D) 6 'll probably (P)

- 2 Read the last bullet point and get students to do the exercise.

O-π 3 'll 4 see 5 will 6 do 7 Will 8 stand 9 'll 10 fall  
 11 'll 12 won't


### \* Tip

Weaker students could listen and quietly speak both parts of the conversation before they practise it in pairs.

### Additional activity

(all levels)

Students discuss or write down some future facts or predictions about their town or city. Topics could include shopping, leisure facilities, roads, public transport, housing, hospitals, etc.

- 3  Play the recording so that students can confirm their answers and listen for pronunciation, stress, and intonation. Circulate while students are speaking and monitor pronunciation, stress, and intonation.
- 4 For homework, get students to write one or two sentences on each topic.

## Vocabulary

### Problems and aids

- 1 Check answers with the whole class by getting students to make complete sentences, for example *An elderly person who cannot leave her bed is bedridden*. Check that students use the correct stress in the target vocabulary.

O-π 2 g 3 a 4 i 5 b 6 f 7 d 8 h 9 e

- 2 Do this as a whole-class activity, checking that students pronounce the words correctly.

O-π 1 j 2 g 3 f 4 e 5 d 6 k 7 i 8 b 9 c 10 l  
 11 a 12 h

- 3 Circulate while students are speaking and assist if necessary. Do whole-class feedback, getting students to explain what each item is used for, for example *A walking frame is used for helping people who are immobile to get around*. Accept any reasonable answers.

### \* Tip

**dizzy** feeling that everything is spinning round; unable to balance

**restricted movement** inability to move around freely

### Additional activity

(stronger students)

Get students to skim-read the *Listening 2* script on p.128 and find the questions the nurse asks which match the headings in the table in 1. They copy them into their notebooks and memorize them. They then work in pairs to reconstruct the dialogue between the nurse and the elderly patient's daughter, referring only to the answers in the table.

### Additional activity

(weaker students)

Get students to write down sentences which describe the patient, using the headings in the bullet point list. This will be useful preparation for the *Writing* task which follows.

### \* Tip

You could set the *Writing* task for homework. At the beginning of the next class, students exchange their letters with a partner and check each other's work.

### \* Tip

With weaker students, do the *Writing* task as a whole-class activity on the board, getting students to tell you what to write for each sentence.

## Listening 2

### Assessing a patient

- 1 Pre-teach *dizzy* and *restricted movement*.
- 2 Students compare answers with a partner, then check their answers by reading the *Listening script*.

	1	2
deafness	✓✓✓	(very deaf, hearing aid)
loss of sight	0 / ✓	(good eyesight for her age, glasses)
restricted movement	✓✓	(uses a walking stick, sometimes dizzy and unsteady)
sleep disorders	✓✓✓	(often wakes, sometimes can't sleep, sleeping pills, naps during the day)
problems feeding self	0	(fine)
incontinence	✓✓	(doesn't like bedpan, can't get to bathroom, needs pad)
signs of confusion	✓	(confuses people and places)

## Speaking

- 1-3 While students are speaking, circulate and make notes of any difficulties for remedial teaching later. Get some students to present their dialogues.

## Writing

### Letter of introduction to a care home

Students exchange their letters with a partner, who checks it for mistakes and hands it back for correction.

## Body bits

### The effects of ageing

Before students do the exercise, get them to talk about what happens to the body when we age, starting with the hair and moving down the body. Write useful vocabulary on the board.

- Key 1 grey 2 growth rate 3 focus 4 impairment 5 discoloured  
6 wrinkled 7 sensitivity 8 constipation 9 restrict  
10 leakage 11 fragile

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

The body gets nutrients and energy from food. What is known as a **balanced diet** provides for optimal growth and development, whereas an **unbalanced diet** causes problems with the maintenance of body tissues, the brain and nervous system, and bones and muscles. Eating a balanced diet means eating foods from all of the four basic food groups: the **milk** group, the **meat** (and meat substitute) group, the **fruit and vegetable** group, and the **grain** group.

One result of an unbalanced diet combined with inactivity is **obesity** – a condition in which excess fat has accumulated in the body. When a person's weight is 20% over the normal bodyweight for height and age, they are considered obese.

Excessive amounts of fat in the body tissue are associated with the following health problems:

stroke	type II diabetes
high blood pressure	heart disease
high cholesterol	osteoarthritis
respiratory problems	gall bladder disease

There are a variety of treatments for obesity, ranging from diet and behaviour therapy to drugs and surgery. Obesity is not the only eating-related disorder. Others include:

**anorexia nervosa** – when individuals starve themselves in order to lose weight, when in fact they are already grossly underweight

**bulimia nervosa** – eating large amounts of food in one sitting (binge eating) and then vomiting (purging), plus the use of laxatives, diuretics, and vigorous exercise

**pica** – a condition particularly prevalent in children in which they eat things like dirt, wood, hair, and glass

All of these have severe consequences to a person's health and can even cause death.

Today, medicine recognizes obesity as a chronic disease, and patients with eating disorders are seen as victims whose suffering is not self-inflicted but the result of an illness. Many people with an eating disorder attempt to hide their abnormal behaviour, do not accept the diagnosis, and will refuse treatment.

## Scrub up

- 1 Check answers with the whole class, getting students to spell the words as they say them. Write the words on the board and practise pronunciation.
  - ✎ The pictured foods are lentils, steak, broccoli, lamb, eggs, pasta, noodles, bean sprouts, tofu, soy sauce, tuna, mushrooms, olives, beans.
- 2 Students work in pairs to answer the questions, using their dictionaries.
  - ✎ Possible answers
    - sources of protein:** tuna fish pie, cheese pizza, lentil soup, roast beef, fried eggs, baked beans, burgers, lamb kebab
    - sources of carbohydrate:** egg noodles, cheese pizza, fried rice, boiled potatoes, doughnut
    - dairy products:** cheese pizza, chocolate pudding (if made with milk), yoghurt, milk
    - pulses:** beans, lentils
    - ways of cooking food:** grill, roast, fry, boil, bake, stir-fry, steam
    - foods that are high in fat:** cheese pizza, grilled burgers, fried eggs, lamb kebab, fried onion rings, doughnut, chocolate pudding, fried rice
    - foods containing high levels of vitamin C:** orange juice, steamed broccoli

### Additional activity

(weaker students)

For further vocabulary practice, get students to think of more food vocabulary in some of the categories mentioned in 2, for example sources of protein, sources of carbohydrate, dairy products, pulses, foods containing high levels of vitamin C, junk foods.

### \* Tip

**athlete** a person who trains to compete in sport

**diabetic** a person suffering from diabetes, an illness in which the body does not process sugars due to a lack of the hormone insulin

### \* Tip

Go through the texts and circle any words or phrases that will help students when they do the writing task in the *Project* which follows, for example

*it is / they are found in...*

*is needed for...*

*it helps...*

*repair*

*reduce*

*replace*

*grow*

*protect*

### Additional activity

(weaker students)

To check students' understanding of the target vocabulary, get them to make sentences of their own using the words in 2.

### \* Tip

With weaker classes, pause the recording at appropriate points to allow students more time to make notes on each question.

foods that are low in vitamins: doughnut, fried onion rings

junk foods: doughnut, burgers, fried onion rings

food that is high in calories: doughnut, cheese pizza, chocolate pudding

- 3 Pre-teach *athlete* and *diabetic*.

## Body bits

### Nutrition

- 1 Check answers with the whole class.

○π The things shown are rice, nuts, fish (mackerel), wheat, sunlight, red meat, cheese, shellfish (mussels), citrus fruit (oranges).

- 2 First get students to try to complete the texts without using a dictionary. Then get them to go through the texts again, looking up any words they are unsure of in their dictionaries.

○π 1 skin 2 nervous system 3 eyes 4 teeth 5 skin 6 bones  
7 blood 8 immune system 9 brain 10 muscles / organs  
11 organs / muscles 12 enzymes 13 cells  
14 cardiovascular system

## Project

Set this as a homework task.

## Vocabulary

### Diabetes

- 1 Once students have discussed in pairs, make a list of points on the board.

- 2 Students do this alone, then compare their answers with a partner.

○π 2 d 3 f 4 c 5 a 6 g 7 h 8 b

- 3 Get individuals to read completed sentences aloud to check answers.

○π 1 glucose 2 childhood 3 overweight 4 obesity 5 balance  
6 active 7 diet 8 snacks

## Listening 1

### A diabetic patient

- 1 Students listen and take notes.

○π 1 since childhood 2 type one 3 no  
4 checks glucose levels in the blood 5 yes  
6 to avoid hypoglycaemia  
7 not enough glucose in the blood

### \* Tip

**addictive** something that you cannot stop doing, eating, etc., as a habit

### Additional activity

(all levels)

Get students to re-read the article, then to take turns asking each other questions about the article. Students answering the questions should close their books.

### Additional activity

(stronger students)

Get students to write short paragraphs in answer to one or more of the questions in 3. Encourage them to consider both sides of the argument before reaching their own conclusions.

### \* Tip

Point out to students that *and* is used after *hundred* in British English, for example 236 *two hundred and thirty six*, but not in US English. Also point out that numbers after a decimal point are said as separate numbers, for example 2.36 *two point three six* (not *thirty six*).

### \* Tip

Point out some differences between usage in the US and the UK—in the US, weight is usually given in pounds, and height in feet and inches; in the UK, metric measurements are officially in use, but many people, especially older people, still use the imperial measurements of feet and inches for height, and stones and pounds for weight, for example 6 feet (or 6 foot) is approximately 1.82m (1 foot = 12 inches / 33.05cm, while 8st 9lbs is approximately 55kg. (1 stone = 14lbs / 6.35 kg; 1lb = 0.45kg)

### \* Tip

**eating disorder** an illness in which a person has abnormal eating habits that affect their health

- 2 🗣️ Students work in pairs, then check answers with the whole class. Play the recording again.

0-π 1 inject 2 on 3 linked 4 check 5 count 6 have

## Reading

- 1 Pre-teach *addictive*. Write any useful vocabulary on the board.  
2 Get students to look at the title of the article and the photo and ask if they can predict what the article will be about.

0-π 1 F 2 T 3 F 4 F 5 T 6 F

- 3 Get one student in each group to note down the group's answers.

## Speaking

- 1 Ask students if they recognize any of the people in the photos. They are Walter Hudson (one of the heaviest people who ever lived), actor George Clooney, model Heidi Klum, and Robert Wadlow (the tallest person who ever lived).

0-π (The statistics all refer to George Clooney)

- 1 height in metres 2 weight in kilogrammes  
3 height in feet and inches 4 weight in pounds  
5 and 6 together use weight and height to calculate BMI  
(see top margin)

- 2 🗣️ Play the recording and write the words on the board. Students listen again and repeat. Erase the words from the board and get students to say the statistics again.

0-π 1 one metre eighty  
2 ninety-five point seven kilos  
3 five feet eleven  
4 two hundred and eleven pounds  
5 one point eight times one point eight equals three point two four  
6 ninety-five point seven divided by three point two four equals twenty-nine point five four

- 3 Circulate and check that students are saying the statistics correctly.  
4 Refer students to the explanation of Body Mass Index in the top margin.

0-π Heidi Klum = 17.24  
Robert Wadlow = 30.14  
Walter Hudson = 187.85

## Language spot

### should / shouldn't

Pre-teach *eating disorder*.

0-π 2 should do / take / get 3 should eat / have 4 shouldn't put  
5 should have / include 6 shouldn't eat / have 7 should get  
8 shouldn't eat / have

**\* Tip**

Explain to students that *have* is often used in place of *eat / drink*.

**\* Tip**

mg = milligram (one-thousandth of a gram)  
dl = decilitre (one-tenth of a litre)

**\* Tip**

**skip a meal** miss or not eat a meal  
**cravings** strong feelings that you need to eat, drink, etc. a particular thing

**\* Tip**

With weaker classes, do *Writing 2* as a whole-class brainstorming activity, writing the ideas as prompts on the board. Then get students to use the prompts to form complete sentences using the advice structures practised in *Language spot*.

**\* Tip**

**fainted** lost consciousness  
**mood swings** sudden, extreme changes in your state of mind or level of happiness  
**obsessed with** unable to stop thinking about something

**Additional activity**

(all levels)

To prepare for the project, you could get students to keep a diary for one week in which they write down each day what they ate, how much exercise they took, and how they felt. They can then use this information to answer the interview questions.

**Writing****Advice to a friend via email**

- 1 Pre-teach *skip a meal* and *cravings*.

0-π 1 feel depressed 2 bad for you 3 get cravings 4 addicted to  
5 fills my stomach 6 skip meals 7 cut down 8 cut out  
9 losing weight

- 2 Get students to write down the advice they would offer. Each pair then joins another pair and shares their advice.
- 3 Set this writing task as homework.

**Listening 2****An eating disorder**

- 1 Write any useful vocabulary on the board.

- 2 🎧 Pre-teach *fainted*, *mood swings*, *obsessed with*.

0-π 1 sixteen 2 48 hours 3 38.8 kilos 4 anorexia 5 dieting

- 3 Students match the words to make symptoms, then check their answers by listening to the dialogue again.

0-π 2 c 3 h 4 e 5 b 6 d 7 i 8 a 9 j 10 g

**Project**

With the whole class, decide on the exact wording of the questions students will ask. Students write the report for homework.

**Checklist**

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

**Key words**

Go through the list of words to check students' understanding.

## Background

Medical terms related to blood often begin with the prefix *haem-*, which comes from the Greek word for blood. Therefore, the study of blood is **haematology**.

**haemophilia** is a disease of the blood, and **haemophobia** is an abnormal fear of blood. New blood is being constantly made by the bone marrow in a process called **haemogenesis**, bleeding is technically known as a **haemorrhage**, and a bruise is a **haematoma**.

Travelling through the **haemal system** of arteries, veins, and capillaries, blood distributes oxygen from the lungs, takes carbon dioxide back to the lungs, keeps the body warm, removes waste, and transports nourishment, vitamins, antibodies, and hormones. 55% of human blood is fluid **plasma**, a clear liquid that carries:

**red blood cells** (erythrocytes) which carry oxygen within haemoglobin, and give blood its red colour

**white blood cells** (leukocytes) that protect against disease

**platelets** (thrombocytes) which help blood clot and seal wounds

The body can replace blood when it is lost in small quantities, but when someone loses a lot of blood through a major wound, it can only be replaced quickly through a **blood transfusion**. There are different blood types, and transfusion of the wrong one can be fatal, so patients and blood are cross-matched before a transfusion. There is no such thing as artificial blood, but because it is the loss of volume that kills when there is severe blood loss, laboratory-made substitutes can often be used in emergencies.

A **blood test** is an extremely useful source of information about the health of a body. Because blood is affected by many medical conditions, the shape, size, behaviour, and numbers of blood cells reveal a lot, so blood tests are used to form diagnoses, and to monitor illness and the effectiveness of treatment. A blood test is fast, safe, and fairly reliable. Some tests can be done with only a drop of blood, whereas others may need a lot more. Blood tests give information about such things as blood chemistry, kidney and liver function, hormone, cholesterol and glucose levels, and numbers of antibodies.

## Scrub up

- 1 Do this as a whole-class activity. Ask students to tell you how they know their blood group, for example have they ever had a blood test? Have they ever given blood?
- 2 Point out that *donate* is another word for *give* and that *receive* is the opposite of *give*. Students work in pairs to solve the puzzle, then join with another pair to compare answers.

Key A- = Alex A+ = Holly O+ = Katie AB+ = Maddy B+ = Freya

## \* Tip

Get students to draw simple pictures of any unknown words in their vocabulary notebooks. This is a useful way to learn new vocabulary, especially for visual learners.

## Vocabulary

### Testing blood

Students work in pairs. Check answers by getting students to read the completed sentences aloud.

Key 1 syringe 2 vein 3 test tube 4 pipette 5 drop 6 slide 7 microscope

## Additional activity

(weaker students)

Play the recording again and ask the following questions.

What happens if you mix type A and type B blood? (the red blood cells join together or 'clump')

Is clumping good or bad? (bad – it means the blood is not moving, and the patient would die)

Is it OK to mix type O with type A? How do you know? (yes – because the red blood cells keep moving, they don't clump)


What term is used to describe type O? (the universal donor)

What do you think 'universal' means here? (it's for everyone; you can give it to all the other blood types)

Refer students to the note in the top margin on p.70 for more information on blood groups

## Listening 1

### Blood types

- 1–2  Play the recording through so that students can answer both questions.

Key 1 a = type A + type B    b = type O + type A  
2 type O

## Writing

### Describing blood cells

- 1 Get students to describe what they see in the pictures and identify the types of blood cells.

Key c = platelets    b = white blood cells    a = red blood cells

- 2 Demonstrate the meanings of *circular*, *rectangular*, and *oval* by drawing the shapes on the board. Explain *plasma* (the almost colourless part of blood in which the blood cells float). Read the description aloud while students look at the diagram. Get students to raise their hands when they hear a mistake and call on individuals to correct it.

Key light                      dark  
regular                      irregular  
larger                      smaller

- 3 Students could do this alone or in pairs. Circulate while students are writing and assist if necessary. Get some students to read their descriptions aloud while the rest of the class checks that it is clear by checking it against the diagram as they listen.

Key Possible answer

There are many red blood cells in the diagram. There are more white blood cells than normal. The centres of some of these cells are irregular in shape. There are no platelets in this drop of blood.

### \* Tip

With weaker students, practise saying the dates in the chart before they start the activity.

### Additional activity

(all levels)

Use the completed information chart to hold a class quiz. Divide students into two teams. Give them a few minutes to read the information, then close their books. Ask questions about it, for example *What did William Ostler identify? When were plastic blood bags designed? What happened to the patients in the first blood transfusion?* etc. Teams win a point for each correct answer they give.

### Additional activity

(stronger students)

Assign students to find out more about some of the information given in the *Speaking* chart, and write a short report or give a short presentation on it.

### \* Tip

To keep the focus on the topic of the unit, or for weaker students, get students to write facts only about blood. Alternatively, get students to write only about other topics covered in previous units.

## Speaking 1

Read the instructions with the whole class to make sure they understand what to do. While students are drawing their pictures, circulate and assist if necessary. Allow students to use their dictionaries to help them with any new vocabulary. Make sure students use their drawings, rather than the words in the *Speaking* section, to help them remember their information.

## Listening 2

### A blood test

- Students use dictionaries if necessary to help them complete the text.
 

O- 1 red blood cells   2 oxygen   3 haemoglobin  
 4 white blood cells   5 infection   6 platelets   7 clot
- O- 1 tired   2 five millilitres   3 She is a little bit anaemic.  
 4 3.9 million   5 She can take iron supplements.   6 normal  
 7 a little high   8 normal

## Language spot

### Zero and First Conditional

Work through the notes with students, getting them to read the example sentences aloud. Students do the underlining task with the listening script in pairs. Check answers with the whole class.

**O- Zero Conditional** I want to show you what happens if you mix the wrong types of blood; What happens if you give type A to type B?; Now the blood stops moving if the red cells clump; ... if the blood stops moving, the patient dies; ... if we have an emergency, we usually use type O.  
**First Conditional** If you add a drop of type A, you'll see how they react together; ... if we put a little of blood type O into more type A, we'll see the difference.

- Students do this individually or in pairs. Get students to read the completed sentences aloud.
 

O- 1 'll tell   2 stops   3 'll help   4 have, is   5 doesn't get, 'll die  
 6 take, 'll sleep
- Circulate while students are writing and assist if necessary.
- Get students to share their sentences with the whole class.

## Body bits

### The heart

Students work in pairs, using dictionaries if necessary. Check answers with the whole class. Practise pronunciation of the key words, for example *aorta* /eɪ'ɔːtə/, *atrium* /'etɪrɪəm/, *pulmonary* /pəl'mʌnəri/, *ventricle* /'ventrɪkl/, *tricuspid* /traɪ'kʌspɪd/, etc. Then get students to cover the text and use only the diagram to explain the workings of the heart.

- Key 1 pump 2 enters 3 fills 4 opens 5 valve 6 leaves  
7 artery 8 atrium 9 flows 10 aorta 11 beat 12 closing

### \* Tip

#### Top margin

Flies began settling on one of the sickles because of the traces of blood still present, despite it having been washed. The owner of the sickle confessed to the murder.

#### Additional activity

(weaker students)

For further practice with the key words in 3, get students to form sentences of their own which demonstrate their meaning.

#### Additional activity

(stronger students)

Get students to use their dictionaries to collect words related to *ooze*, *weapon*, *bodily fluids*, and *wounded*. For example, other verbs which, like *ooze*, describe blood's movement are *flow*, *drip*, *pump*; types of weapon include *knife* and *gun*.

## Reading

- 1 If possible, first find a story to tell the class.
- 2 Students do this in pairs.  
Key 1 F 2 T 3 F 4 T 5 F
- 3 Students work alone to find the words. Check answers by getting students to read aloud the phrase or sentence in which the word occurs.  
Key 1 ooze 2 weapon 3 bodily fluids 4 suspects 5 wounded  
6 guilty

## Project

Explain or elicit from students what happens in *forensic analysis* (scientific tests are used to help the police solve crimes). Explain *DNA* (it stands for *deoxyribonucleic acid* – it refers to the molecules inside cells that carry genetic information). Students could work in pairs to do this research on the Internet or using reference books. Give students a time limit for their presentations.

## Speaking 2

- 1 Do this as a whole-class discussion. Get students to talk about what happened, what kinds of injuries were sustained, what the emergency services did, etc. Use the photo to prompt ideas. Write any useful vocabulary on the board.
- 2 Explain or get students to guess *ICU* (Intensive Care Unit). Get students to quickly skim-read the text and ask any vocabulary questions they have. Then get them to read the text again more carefully. While students are working in pairs, circulate with a copy of the book open so that you can prompt students if necessary. When students have finished, call on individuals to retell the story.
- 3 Circulate while students are discussing and assist if necessary. Do a whole-class feedback session, getting each group to state their conclusions, with a brief explanation.

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

**Palliative care** or **hospice care**, which supports dying people and their relatives but does not try to cure, is a relatively new development in medicine. In the past, to concentrate not on curing but on making a terminally ill patient comfortable was seen as 'giving up'. Now the approach is to accept the dying process, and to focus on supporting patient and family to cope with the realities of a terminal condition from diagnosis through treatment, death, and bereavement.

An important aspect of palliative care is the alleviation of pain, and practitioners who work in this field have developed ways of using drugs such as Morphine to relieve pain while at the same time maintaining a patient's full faculties. Palliative care also makes use of alternative treatments that can help with pain management, such as relaxation therapy, massage, and music therapy.

The reality of long, debilitating terminal illnesses raises the issue of **euthanasia**, and the questions are always being asked: Is it a moral act to help a suffering person end

their life, or is it immoral? Should some form of euthanasia be permitted, or should it be regarded as murder?

The moment of death has always been difficult to define because there are so many accounts of people 'dying' and then coming back to life. One definition of death is when heart and breathing stop, but some medical training manuals state that a person cannot be assumed to be dead unless it is perfectly obvious – for example, in the case of decapitation, or the onset of rigor mortis (the hardening of muscles). This means that emergency paramedics for example, must continue all attempts to resuscitate until **death on arrival** is confirmed by a hospital doctor.

When a patient dies in hospital, nursing staff provide **post-mortem care**. This is a set procedure which includes making records and preparing the body for relatives. Post-mortem care varies according to culture and religion, and whether or not there is going to be an autopsy to get more information about the cause of death.

### \* Tip

Be sensitive to the fact that students who have experienced a recent bereavement may find this topic difficult to discuss.

### \* Tip

**burial** a ceremony where a dead body is placed in the ground

**cremation** a ceremony where a dead body is burned

**funeral** a ceremony where a dead body is buried or burned

### \* Tip

Explain that *pass away* is a euphemism (an expression that is softer or less direct, and is used to refer to something difficult or unpleasant). You may wish to discuss similar euphemisms in students' own language(s).

## Scrub up

Pre-teach *burial, cremation, funeral*. Write any useful vocabulary on the board, for example *grave, cemetery, crematorium*.

## Vocabulary

### Talking about dying

- 1 Read the words on the left aloud and get students to repeat them after you, checking for appropriate stress and pronunciation.

0π 1 e 2 a 3 b 4 g 5 d 6 h 7 f 8 c

- 2 Students complete the sentences in pairs. Check answers by getting students to read the completed sentences aloud.

0π 1 coma 2 life-support 3 mortuary 4 passed away 5 fatal  
6 post-mortem 7 went downhill 8 terminal

- 3 Students work in pairs or groups. If possible, start by telling a story yourself. Each group then chooses one story to report back to the whole class.

## Listening

### Report of a death

- 1 Check answers with the whole class.  
 O-π 1 On Monday 2 He fell 3 On Wednesday morning
- 2 Before students listen again, get them to read the list and see if they can remember any of the things mentioned.  
 O-π The nurse mentions 1, 3, 5, 7, 9, 10, 11

### Additional activity

(all levels)

Students cover up the text on p 75 and just look at the diagram. Give them one- or two-word prompts and get them to say or write what happens to that part of the body when we die, for example *jaw* (it relaxes and opens slightly), *limbs* (they become rigid), etc

### Additional activity

(all levels)

To focus on useful collocations in the first two pages of the unit, write the following words at random on the board and get students to match them to form collocations. Alternatively, students work in groups. Give each group a set of the words, each word written on a separate piece of paper

*terminal cancer*

*life support machine*

*head injuries*

*lose consciousness*

*irregular breathing*

*go downhill*

*become confused*

Once students have formed the collocations, they produce sentences or short dialogues using them.

## Body bits

### The body after death

- 1 List the following body parts on the board for students to talk about: *heart, eyes, jaw, limbs, brain, bladder, skin*.
- 2 Students work in pairs, using their dictionaries if necessary.  
 O-π 1 stops / ceases 2 cools 3 open, enlarge 4 stops / ceases  
 5 slightly 6 Breathing 7 beating 8 release 9 rigid

## Reading

- 1 Do the matching task as a whole-class activity.  
 O-π 1 E 2 D 3 A 4 C 5 B
- 2 Students work in pairs and read the article more closely. Check answers with the whole class, getting students to tell you the parts of the text that helped them answer the questions.  
 O-π 1 no  
 2 It gives 'respite care', which allows them to have a break.  
 3 one  
 4 They can play with touch-screen computers and video games, do wheelchair dancing, have music therapy, and record their own music.  
 5 Children have music therapy, and can also record their own music.  
 6 Children are cared for in them during and after death, and their families can say goodbye in them.

### Additional activity

(stronger students)

Students find out more about hospice nursing, for example the daily tasks of a hospice nurse, what kinds of skills and qualities are needed, the challenges and rewards of this kind of nursing. Get students to find out what kind of hospice care is available in their area; if possible, arrange a talk from a hospice nurse; or get students to do some internet research on the topic.

### Additional activity

(stronger students)

To extend the discussion, get students to consider what they might do if they got the following reactions after they had just broken some bad news:

- the person started crying
- the person became angry
- the person got up and walked out of the room.

Students could also discuss what they would find difficult about breaking bad news and how they could cope with the difficulties.

## Patient care

### Breaking bad news

**1–2** Students work in pairs, then compare ideas with another pair. Check answers with the whole class.

#### Possible answers

1

allow a lot of time – the person may need time to understand and accept what you are saying, and to ask questions  
find a private place – it is important for personal news to be heard only by the person concerned; it is difficult to give somebody a clear message if there is a lot of noise and movement around  
express sympathy – people are very vulnerable at this time, especially because they are in a hospital and not at home, so human warmth is important  
use simple and honest language – it is vital for the person to clearly understand the news

2

Other possible tips could include:

have a relative or spouse of the person present if possible  
choose a comfortable place that is familiar to the person, if possible  
give a warning that you are about to give bad news, for example *I'm afraid we have some bad news...*  
repeat important points, to make sure the person understands  
don't give too much information at once  
be sensitive to the person – look for non-verbal signs such as body language, tears, etc.  
check for understanding after you have given important information  
encourage the person to talk about their feelings and ask questions  
try to assess how much information the person wants, as this differs from person to person  
have all the necessary information to hand  
don't be afraid to show emotion if you feel the need to

## Language spot

### Expressing possibility

Work through the notes with students, getting them to read the example sentences aloud.

**1** Students do this individually or in pairs. Check answers by getting them to read the completed sentences aloud.

Key

- 1 might / may have to
- 2 might / may / could be
- 3 might / may go
- 4 Maybe / Perhaps / It's possible that, 's
- 5 Maybe / Perhaps / It's possible that, has gone
- 6 Maybe / Perhaps, left

**2** Circulate and make a note of any mistakes for remedial teaching later.

**3** Students write short notes, not complete sentences, which they can use as prompts for the discussion in 4.

**4** Circulate and check students are using tenses correctly.

**\* Tip**

**lines** tubes that are inserted into the body  
**IV** intravenous (= into or within a vein)

**catheter** a thin, flexible tube inserted into the body so that fluids can be introduced or removed

**petroleum jelly** a clear substance used on the skin to soften it or make it move more easily

**dentures** false teeth

**linen** anything made of cloth, for example sheets and towels

**autopsy** official examination of a dead body to find out the cause of death

**gauze** a thin piece of cotton used in several layers as a wound dressing

**post-mortem** (adverb) after death

**jewellery** rings, necklaces, bracelets, etc.

**\* Tip**

If possible, get some examples of real death certificates to show students.

**\* Tip**

Euthanasia is sometimes called *mercy killing*. In this case, *mercy* means pity or kindness.

**\* Tip**

To ensure that both sides of the argument are explored, assign some groups to speak for euthanasia and some groups to speak against it.

**Additional activity**

(stronger students)

Students find out more about the laws on euthanasia in their country.

**Speaking 1**

- 1 Pre-teach *lines, IV, catheter*.
- 2 Pre-teach *petroleum jelly, dentures, linen, autopsy, gauze, post-mortem, jewellery*.

Give students a few minutes to make their drawings and memorize the details. Circulate while students are exchanging information. Remind them to ask each other questions if necessary.

**Writing****Death certificate**

- 1 Refer students to the notes in the top margin explaining *death certificate* and *coroner*. Check answers with the whole class before they open their books.
- 2 Students work alone to complete the text, then compare their answers with a partner.  
 O-π 1 from 2 for 3 with 4 for 5 for 6 by 7 in
- 3 Play the recording as many times as necessary.
- 4 Circulate while students are writing and assist if necessary. Refer them to the text about Tariq Khamina on p.78 to use as a model.

**Speaking 2**

- 1 Refer students to the explanation of *euthanasia* in the top margin on p.78. Get one student in each group to act as secretary and spokesperson. Get groups to summarize their views on each question.
- 2-3 Students do the task in small groups. Set a time limit of around 10-15 minutes. Get students to write brief answers to the questions and read them aloud at a whole-class feedback session at the end.
- 4 Read the judge's decision and get students to comment on it.  
 O-π The court found the doctor guilty of murder and sentenced him to prison for 30 minutes.

**Checklist**

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

**Key words**

Go through the list of words to check students' understanding.

## Background

Long before lenses made it possible to see and understand microscopic organisms, disease was explained in terms of the supernatural. Things became more 'scientific' during the Middle Ages with the widespread acceptance of the **Miasma theory** of disease. This was the belief that smelly gases from decaying matter gave rise to illness, and explained the epidemics that flared up in the filthy, stinking places inhabited by the poor. When Anton van Leeuwenhoek (1632–1723) developed microscopes, he introduced the world to micro-organisms and their role in disease, and prepared the way for the modern **Germ theory** that brought about major changes to medical practices.

Germ theory is considered the single most important contribution by the science of microbiology to the general welfare of the world's people. The story of how Florence Nightingale applied knowledge of the existence of micro-organisms has become an emblem for hospital practices. She demonstrated how hygiene rules, clean sewers, and ventilated wards could dramatically reduce hospital

deaths, and her approach to hygiene forms the basis of modern nursing.

Germ theory led to the development of public sanitation and antibiotics. Antibiotics kill bacteria and have saved millions of lives, but the problem with them is that they don't kill all bacteria and the survivors reproduce, passing on their resistance. This becomes a cycle in which ever more powerful antibiotics have to be used against ever more powerful bacteria.

As long ago as 1945, scientists like Alexander Fleming warned that the misuse of antibiotics could lead to a situation in which modern medicine would be unable to treat common infectious diseases. Overuse of them and misuse of them (against viruses, for example) along with their presence in the human food chain via meat and fruit (put there by modern agricultural practices) have led to the spread of bacteria which can resist present antibiotics. These bacteria are collectively known as Methicillin-resistant *Staphylococcus aureus* (MRSA). MRSA is a major threat. It is potentially fatal and spreads fast through hospitals.

## \* Tip

hygiene the practice of keeping a place clean in order to prevent illness and disease

## Scrub up

Explain or elicit the meaning of *hygiene*.

Students complete the quiz in pairs. Check answers with the whole class. Ask if students are surprised by any of the answers.

0π 1 b 2 b 3 c (It is caused by a virus.) 4 b 5 a 6 a  
7 a 8 a

## Additional activity

(all levels)

Get students to describe each item and how it is used, for example *They're used for drying your hands after you've washed them* (paper towels). *It's a large container that holds water* (bucket), etc. Being able to describe something when they don't know the exact word is a useful skill for students to develop.

## Vocabulary

### Hygiene equipment

- Say the words aloud and get students to repeat them after you. Do the matching task with the whole class.

0π bin = b bucket = c cloth = j mop = d sink = a  
clinical waste disposal bag = f detergent = i  
disposable gloves = h paper towels = e soap dispenser = g

### Additional activity

(all levels)

Get students to think about personal hygiene and hygiene around the home, for example in the kitchen, bathroom, etc. Working in pairs or small groups, students prepare a list of hygiene guidelines for a website for the general public.

- Students complete the exercise, using their dictionaries if necessary. Check answers by getting students to read the completed sentences aloud. Check that students stress the target vocabulary correctly by writing the words on the board and marking the stress, for example

contamination ●●●●●

- Key 1 antimicrobial agent 2 swab 3 pathogens 4 susceptible  
5 resistant 6 contamination 7 disinfectant 8 spotless

## Listening 1

### A hygiene report

- Before students listen, get them to brainstorm the kinds of things that need to happen on a hospital ward every day in order to keep it clean. Then read the questions aloud and play the recording through once. Check answers with the whole class.
 

Key 1 The ward got a bad score.  
2 The sister says that the ward was inspected mid-morning, which is a bad time, and that they are short staffed.
- Students try to complete the sentences before they listen again. Play the recording once more, then check answers with the whole class.
 

Key 1 are not 2 are not 3 once 4 once  
5 more than 30 6 good 7 always

### Additional activity

(weaker students)

When students have finished 2, or as revision, get them to close their books. Read the text aloud sentence by sentence, leaving a pause in the place of one word. Students tell you what the missing word is. For example *I do everything possible to [pause] and control infection.* (prevent)

## It's my job

- Check answers in a whole-class feedback session. If students have any personal experience of hygiene procedures on a ward, get them to share these with the whole class.
- Students read the text and underline the answers to the questions, then compare their answers with a partner. Check answers with the whole class. Focus attention on the expression *set a good example* and get students to explain what they understand by this (she behaves in a way that other people can copy, i.e. she always follows hygiene procedures herself).
 

Key 1 Sister 2 hand hygiene 3 Because she controls the ward budgets.  
4 By encouraging staff to think about infection and by setting a good example.

## Language spot

### Talking about obligation

- Students work in pairs. Check answers with the whole class.
 

Key 1 f 2 a 3 b 4 d 5 c 6 e

### Additional activity

(weaker students)

Students work in small groups and share two things they *have to do* and two things they *don't have to do* today, with a short explanation, for example *I have to go to the bank - I have no money, or I don't have to walk home - I'm going to catch the train, etc.*

**\* Tip**

Brainstorm with the whole class the opening exchange of the conversation between the hygiene inspector and the nurse. This could follow the conversation in *Listening 1*, i.e. Hygiene inspector: *I need to talk to you about the hygiene inspection*, or students could suggest their own opening, for example *Good morning, nurse. I've completed my hygiene inspection and there are a few things we need to talk about.*

**Additional activity**

(all levels)

Students record their conversation with their partner, then play it back again and evaluate their performance in terms of fluency, accuracy, and pronunciation.

**\* Tip****Top margin**

The cleanest country in the world was named as Finland.

**Ignaz Semmelweis** Students find out more about this doctor and write a short summary of his work or make a brief presentation in class. (Ignaz Semmelweis was a doctor who discovered that women were dying after childbirth because doctors were spreading disease on their hands. His solution was regular hand washing.)

**\* Tip****Top margin**

Assign students to research the reasons for the increase in deaths from MRSA in the UK. They could also try to find out similar statistics for their own country.

**2** Check answers by getting students to read the completed sentences aloud.

- 0-π 2 must change 3 need emptying 4 don't have to cut  
5 mustn't use 6 has to / must complete 7 needs cutting  
8 need to / must order

Circulate and check that students are using the structures correctly.

**Speaking**

Read the instructions through with students to make sure they understand the whole activity. Circulate while students are doing part one of the activity and assist if necessary. Check that students are using the target vocabulary and structures correctly.

Put students into new pairs of A and B students for the second part of the activity. Circulate while students are speaking, and make a note of any common mistakes for remedial teaching later.

- 0-π The picture shows the following hygiene hazards:  
a dustbin overflowing with surgical gloves and disposable towels  
a pool of liquid on the floor  
a washbasin with cloth towel and a bar of soap  
patients' visitors sitting on bed  
a small child with dirty hands  
stains on curtains  
a porter sneezing over a food trolley

**Writing****A notice**

Students work together on a draft list of rules and instructions. Then they exchange their list with another pair, who check it and return it for revisions. Circulate while students are doing this and assist if necessary.

**Signs and symptoms****MRSA**

Allow students to use specialist dictionaries to check any of the medical terms they are unfamiliar with. Check answers with the whole class.

- 0-π (Ticks represent possible answers)
- |                          |                 |
|--------------------------|-----------------|
| abscesses ✓              | pneumonia       |
| boils ✓                  | redness ✓       |
| bone infections          | septic wounds ✓ |
| fever                    | swelling ✓      |
| septicaemia              | tenderness ✓    |
| toxic shock syndrome     | impetigo ✓      |
| urinary tract infections | headache        |
| heart-valve infections   |                 |

### Additional activity

(weaker students)

Practice the letters of the alphabet by

giving students names to spell

Below is a list of possible names you could use:

Joyce Gakonga

Jun-Ho Kim

Keisuke Matsumoto

Maria Popova

Hanno Ibbeken

Jacques Canaux

Sami Al Azzawi

Jason Redbourne

### \* Tip

#### Top margin

**Doctors' ties** In pairs, get students to discuss what kinds of bacteria doctors' ties might carry and how they might infect patients. Students can check their ideas by researching this news item on the Internet.

**Pau d'Arco tree** Students research this tree and find out more about its uses and how it might be used against MRSA.

### Additional activity

(all levels)

To give students further practice with nouns / verbs + prepositions, get them to complete the following, taken from the text.

worry \_\_\_\_\_

resistant \_\_\_\_\_

exposure \_\_\_\_\_

have contact \_\_\_\_\_

win the war \_\_\_\_\_

have (no) protection \_\_\_\_\_

put things \_\_\_\_\_ your mouth

Get students to make sentences of their own using the expressions.

## Listening 2

### Test results

- 1 Students read the headings in the lab report so that they know what to listen for. Students try to pronounce the names of the drugs. Check answers by getting students to form complete sentences, for example *The patient's name is Sandra Browning; the identified bacterium is MRSA clone 15*, etc.

**Answers:** 1 Sandra Browning 2 MRSA clone 15 3 right hip  
4 urine, blood, throat, nose 5 high 6 negative 7 positive  
8 The bacterium is resistant to Penicillin, Cefazolin, Methicillin, Erythromycin, Clindamycin, and Tetracycline. It is susceptible to Mupirocin. It is not resistant to Vancomycin and Oxacyllin.

- 2 Students work in pairs, using dictionaries to help them, if necessary. Check answers by getting students to read the completed sentences aloud. To check students' understanding, get them to identify the part of speech of each option, i.e. verb, adjective, or noun.

**Answers:** 1 suspect 2 an infection 3 resistance 4 susceptible  
5 resist 6 contamination 7 disinfected

## Reading

- 1 Students work in pairs to answer the questions. Check answers with the whole class. Get students to correct the false answers.

**Answers:** 1 T 2 F 3 F 4 F 5 T 6 T

- 2 Makes sure that students can pronounce any new words correctly.

**Answers:** 1 crawling 2 exposure 3 faecal matter 4 spotless  
5 survive 6 weapon 7 useless

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

Unlike other diseases, there is no objective way to make a diagnosis of mental illness, and very often a diagnosis is based on observations of behaviour and scores in psychological tests. The dividing lines between madness, eccentricity, and normality are in fact rarely clear, though strange behaviour and impulses are usually associated with mental illness if suffering is involved.

'Mental illness' is a broad label for illnesses that include:

emotional instability

behavioural disorders

cognitive dysfunction

There are almost 400 recognized and named mental disorders, including common ones such as depression, schizophrenia, hyperactivity, Tourette syndrome and obsessive compulsive disorder. The origins of mental disorders can be **biological** (chemical or genetic) or **psychological** (trauma and conflict). The disorders themselves vary widely in kind and degree from

individual to individual, and a disorder can be episodic with 'flare-ups' and periods of remission.

Nurses work with the mentally ill in making assessments and diagnoses, planning care, and helping patients regain or improve the skills they need to cope. Important in their work is the **therapeutic relationship**. This is the relationship between patient and therapist, which is based on non-judgemental empathy, and which provides the security to be able to speak with honesty. Therapeutic relationships develop under the most difficult conditions, not just because of the nature of a patient's mental illness, but also because the patient is often being given treatment against their will.

Medicine is rarely successful at curing mental illness completely, but it can treat it with varying degrees of success. Options include: medication, psychotherapy, and lifestyle adjustments. Certain treatments, such as electroshock and lobotomy, are controversial, and treatments used in the past, such as cold water, restraint, and isolation, are now viewed as barbaric and cruel.


## Scrub up

- 1 Get students to make brief notes describing the behaviour of each person, for example using adjectives or descriptive phrases, such as *eccentric*, *aggressive*, *lonely*, *bored*, etc. Take whole-class feedback, getting students to tell you why they think the person is or isn't mentally ill.
- 2 Following the class discussion in 1, students should be able to write a simple explanation of 'mentally ill'. Then put pairs of students together to compare what they have written. Take whole-class feedback and write a definition on the board that everyone agrees with.

## Vocabulary


### Mental illness

- 1 Check answers by getting students to make complete sentences, for example '*Posture*' means a way of standing or sitting, etc.

0  2 f 3 j 4 e 5 a 6 b 7 c 8 i 9 d 10 h

## Pronunciation

### Stress patterns

- 1 Students do this in pairs. They could quietly tap out the stress patterns on their desks while they say the words.
- 2  Play the recording as many times as students need to feel comfortable with the pronunciation of the words. To check, call out a number 1–10 and get students to say the word aloud.

**Key** a = 5 b = 8, 10 c = 7 d = 3 e = 2 f = 9 g = 6 h = 1, 4


## Language spot

### Present Perfect v Past Simple

Work through the notes with students, getting them to read the example sentences aloud.

- 1 Students do the exercises in pairs. Check answers by getting them to read the completed sentences aloud.

**Key** 1 've (have) finished 2 's (has) seen 3 started 4 's (has) gone  
5 've (have) written, hasn't (has not) replied 6 studied  
7 's (has) attended 8 's (has) been 9 Have, had

- 2  Check answers by asking or getting a student to ask the question and another student to give a short answer, for example *Has Paula changed the patients' dressings yet? No, she hasn't.*

**Key** change patients' dressings ✗  
Mrs Eriksson – blood pressure ✓  
Mr Sissoko – temperature ✓  
clean up spillage ✗  
Mrs Wong – urine specimen ✗

- 3 Circulate while students are writing and check that they are writing the target language correctly. Alternatively, set this for homework.

**Key Possible answers**  
She hasn't changed the patient's dressings yet.  
She's taken Mrs Eriksson's blood pressure.  
She's taken Mr Sissoko's temperature.  
She hasn't cleaned up the spillage.  
She's hasn't taken a urine specimen from Mrs Wong yet.

### \* Tip

Choose the questions in 5 with the whole class, so that everyone has the same questions. Elicit ideas from the class, and write the questions on the board. Instead of working with a partner, students do this as a whole-class activity, walking around and asking different classmates.

### Additional activity

(weaker students)

For further practice, get students to write short paragraphs summarizing their partner's answers, for example *Maria has watched an operation. She watched it last week. It was an appendectomy and lasted for... , etc.*


- 4 Do this as a whole class activity.

**Key** watch – watched work – worked  
forget – forgotten talk – talked  
take – taken try – tried  
give – given

- 5 Circulate while students are writing and check that they are writing the target language correctly. Alternatively, set this for homework.
- 6 Circulate while students are working and make a note of any common mistakes. When the activity is over, write the incorrect phrases or sentences on the board, without identifying the student who made them, and get the whole class to correct them.

## Listening

### A case conference

 Get students to describe what they can see in the picture and explain or elicit that this is a case conference. Read the list of symptoms and remind students of the vocabulary work they did on p.87. Pre-teach *frustrated* (not satisfied).

Check answers by getting students to make complete sentences, for example *Delroy is confused and disoriented*, and get them to add any further details that they heard in the recording.

 The symptoms mentioned are b, c, d, e, g, i, j.

## Speaking

Give students a few minutes to read the text and formulate the questions they need to ask. Circulate while they are speaking and check that they are using the target structures correctly. Students check answers by comparing their completed texts.

### \* Tip

If you wish, give students some examples of people they may have heard of who suffer or have suffered from mental illness, for example

David Beckham (footballer – obsessive compulsive disorder)

Beethoven (composer – bipolar disorder)

Vincent Van Gogh (artist – bipolar disorder)

Marilyn Monroe (actress – depression)

Kurt Cobain (singer – depression)

John Nash (mathematician and subject of the film *A Beautiful Mind* – schizophrenia)

### \* Tip

If students have not yet done a work placement, they could talk about possible future placements, and their feelings and worries about them. If possible, you could also invite a student who has done a work placement to speak to your class about their experiences.

## Project


Get students to cover the top margin and ask them if they have heard of or know anything about André Malraux and Virginia Woolf. Then get them to read the texts in the top margin. Find out if they know of any other famous people who have suffered from mental illness. Set a word limit for the students' texts, depending on their level and skills.

## Reading

- 1 Check answers with the whole class, getting students to correct the false statements.


 1 F 2 T 3 T 4 F 5 F

- 2 Do this first with the whole class, then students check their answers by looking for the word combinations in the article and underlining them.

 2 e 3 g 4 i 5 d 6 j 7 c 8 a 9 b 10 f

## It's my job

- 1 After the pair discussion, get students to work with another pair and exchange stories. Take whole class feedback, eliciting from students the main concerns and difficulties, and also the ways in which they coped with them.
- 2 Students read the article and answer the questions in pairs. Get students to tell you how they might have felt or reacted in the situations described in the text.

 1 terrified (very scared)  
2 a relaxation group, and a walk with a patient  
3 In the group, relaxation started a psychotic episode in one of the patients. On the walk, the patient ran off.

### Additional activity

(all levels)

Get students to find out more about mental health nursing in their area, for example about qualifications, facilities and services available, and job opportunities.

### Additional activity

(all levels)

Bring to class some examples of vacancies in mental health nursing, with the aim of giving students an overview of the profession and the skills and qualities required. These might be found in local English language publications or on the Internet.

Students then write a letter of application, like the one in *Writing*, for a job that they think they might like to do.

## Writing

### Email job application

Students complete the letter, then check answers by getting them to read the completed letter aloud.

- Key 1 to apply for 2 relevant work experience 3 I believe  
4 skills and qualifications 5 to meet with you 6 I am attaching

## Signs and symptoms

### Tourette syndrome

- 1 Explain or elicit the meaning of *syndrome* (a combination of signs and symptoms that form a clinical picture of a particular illness or disorder). Check answers with the whole class.  
Key 1 in childhood  
2 tiredness and stress  
3 motor, vocal, simple, complex
- 2 Check answers with the whole class. You could get students to demonstrate some of the actions involved (although not perhaps spitting, offensive gestures, or belching!).  
Key V = muttering, hiccuping, swearing, belching, stuttering, shouting; others are M
- 3 Get students to write the new verbs in their vocabulary books, with example sentences or drawings to help them remember the meaning.

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

To make a diagnosis and get an objective assessment of how well or how badly a patient is responding to treatment, medical practitioners have a range of tests to make measurements. The best known are readings of the four standard **vital signs** – **temperature**, **heart rate** (pulse), **blood pressure**, and **respiratory rate**. The only equipment needed to take these is a thermometer, a blood pressure cuff, and a watch. Vital signs have their limitations in detecting important changes in the body, and stable vital signs do not necessarily mean that life is not in danger.

Tests are generally one of six types:

**Monitoring of body functions**, which includes the vital signs and bowel and bladder habits, growth, movement, responsiveness, and the electrical activity of the heart and brain.

**Analysis of body fluids** such as blood, urine, and spinal and brain fluid.

**Imaging**, which generally involves getting pictures of what is going on inside the body. The most common are x-rays, but others include ultrasound, radioisotope scans, computed

tomography (CT) scans, magnetic resonance imaging (MRI), and positron emission tomography (PET) scans.

**Endoscopy**, which is the use of a flexible viewing tube (endoscope) to look inside the body. An endoscope has a light and a camera, and sometimes a tool to cut and remove tissue.

**Biopsy**, which is the removal of tissue samples for examination. Tissues that are commonly examined include skin, breast, lung, liver, kidney, and bone.

**Analysis of genetic material** in cells from skin, blood, and bone marrow to look for abnormalities of chromosomes and genes. Foetuses may undergo genetic testing to determine whether they have a genetic disorder. With rising costs, staff shortages, and an ageing population with its associated higher rates of cardiac disease, telemedicine alternatives to hospital admission are becoming more and more attractive for hospitals and clinics. Using devices operating with mobile telephone technology, nurses and doctors can monitor patients from a distance. Remote monitoring has its limitations too. After all, it's not getting the information that saves lives – it's what you do with it that counts.

## Scrub up

- 1 Do this as a whole-class activity. Write any useful vocabulary on the board, for example *cuff*, *oral thermometer*, *stethoscope*, *take a patient's blood pressure*.
- 2 Students work together to match the data with the vital signs.
- 3 🎧 When students have listened and checked their answers, play the recording again, pausing to allow students to repeat it quietly.

🔊 1 c 2 a 3 b 4 d

- 4 Students work in pairs. Check answers with the whole class.

- 🔊 1 bpm can mean 'beats per minute' or 'breaths per minute'
- 2 150 is the **systolic** /sɪs'tɒlɪk/ pressure, when the heart contracts and forces out blood; 90 is the **diastolic** /daɪə'stɒlɪk/ pressure, when the heart relaxes and fills with blood between beats.
  - 3 Normal values:  
heart rate = 60–100 beats per minute  
temperature = 36.5–37.2 degrees Celsius (97.8–99.1 degrees Fahrenheit)  
blood pressure = 90/60–140/90  
respiratory rate = 12–20 breaths per minute

## Additional activity


(weaker students)

Write a number of different readings on the board and get students practising saying them aloud until they can do so quickly and easily, for example *150 bpm*, *38.4° C*, *120/80*, etc. Note that when giving readings, 'hundred and' is usually omitted, for example *One twenty over eighty*. Also, the unit of measurement would not normally be necessary, for example *His temperature is thirty-eight point four*.

- 5 Elicit or tell students that the maximum heart rate when exercising should be 220 minus your age.

## Pronunciation

### Taking readings

- 1 Students work in pairs, saying the phonetics aloud to themselves.
- 2  After they have checked their answers, get students to listen and repeat the words and expressions as they hear them.
  - Key 1 heart rate 2 temperature 3 pulse 4 respiratory rate  
5 blood pressure 6 vital sign

### Additional activity

(weaker students)

In pairs, students practise the expressions in *Patient care*, substituting other appropriate phrases. Students close their books. Write the phrases on the board and get students to complete them, using their own ideas, for example

*Can you ... ?* (take off your shirt / jacket, etc.)

*Relax your ... for me* (leg / foot / hand, etc.)

*Could you undo your ..., please?* (blouse / tie / trousers, etc.)

*Just pop this ...* (in your mouth / under your arm, etc.)

### \* Tip

Check students' understanding of the vocabulary by asking some concept questions, for example

Which word means the same as *go up*? (rise)

What is the opposite of *rise*? (fall)

What phrase means the opposite of *stable*? (up and down)

What verb means the same as *up and down*? (to vary)

### \* Tip

ICP intracranial pressure (= the pressure within the skull)

on call available for work if necessary


### Additional activity

(weaker students)

Point out the different ways of saying the time, for example *eight o'clock*, *eight p.m.*, *twenty-two hundred hours*, *half past eight*, *eight-thirty p.m.*, *twenty-two thirty*. Write some times on the board and get students to practise saying them in different ways.

## Patient care

### Taking vital signs

- 1 Students sort out the sentences in pairs.
  - Key 1 Just pop this under your tongue. (temperature)  
2 Can you roll up your sleeve? (blood pressure)  
3 This may feel a bit cold on your chest. (heart rate)  
4 Just breathe in and out normally. (respiratory rate)  
5 Relax your arm for me. (blood pressure)  
6 Could you undo your shirt for me, please? (heart rate)
- 2  After students have listened, ask them to close their books and play the recording again, getting students to repeat each sentence in turn, focusing on stress and intonation.

## Vocabulary



### Describing readings

Students work in pairs. Check answers by getting students to describe each graph, for example *Graph b shows his temperature was up and down all night ...*, etc.

- Key 1 b up and down, stable 2 c fell, rising 3 f went up  
4 d 's up 5 e varies 6 a back to

## Listening 1

### A coma patient

- 1  Pre-teach *ICP* and *on call*. Check answers with the whole class.
  - Key 1 F 2 T 3 F 4 T
- 2  Before they listen again, get students to look at the table and read the times aloud. If necessary, pre-teach how to say the 24-hour clock.

Key Time	BP	ICP
2000	150/90	20
2100	150/90	25
2200	160/110	26
2300	170/120	27

## \* Tip

**hypothermia** reduction of body temperature below the normal range; it may happen accidentally, especially in babies and the elderly, or deliberately, for example during surgery

## Additional activity

(stronger students)

Bring in some authentic examples of graphs for further practice. These could be from other fields, not just medicine, for example business, tourism, consumer affairs, etc. They can be found in newspapers, magazines, or on the Internet. One student describes a graph to their partner, who has to draw it.

## Additional activity

(all levels)

Students research near-death experiences mentioned in the article, or *curare*, mentioned in the top margin, and write brief reports on their findings.

## Additional activity

(all levels)

Get students find examples of the **Passive** in the article. Ask stronger students to see if it is possible to rewrite some sentences or parts of sentences in the passive (for example *The thing about general anaesthetics that people are frightened by is ...; ... so a ventilator is needed to breathe ...; are monitored by the anaesthetist ...*, etc.)

## Signs and symptoms

### Hypothermia

- 1 Explain *hypothermia* if necessary and make a list of students' ideas on the board.
- 2 Students use dictionaries to help them complete this exercise, if necessary.
  - Moderate **hypothermia** violent shivering, slurred speech, irrational behaviour
  - Severe **hypothermia** shivering stops, inability to walk, rigid muscles, shallow breathing, pale skin, falling pulse rate

## Speaking 1

Circulate and make a note of mistakes for remedial teaching later.

## Language spot

### The Passive

Work through the notes with students, getting them to read the example sentences aloud.

- 1 Students do this individually or in pairs. Check answers by getting them to read the completed sentences aloud.
  - 2 wasn't given    3 was brought    4 was prepared    5 shaved  
6 be cut    7 put on    8 were removed
- 2 Circulate while students are writing and check that students are using the target structures correctly. Students exchange notebooks with a partner, who checks what they have written and underlines any possible errors.
  - 1 He was given a general anaesthetic (by the anaesthetist).  
2 An appendectomy was performed (by the surgeon).  
3 Stitches were inserted in the wound (by the surgeon).  
4 He was prescribed painkillers / Painkillers were prescribed (by the doctor).  
5 He was discharged from hospital (by the consultant).

## Reading

- 1 Write some question words on the board to guide the discussion. If students don't have any personal experience of anaesthesia, they could talk about the experience of someone they know. Take whole-class feedback.
- 2 Read the questions and then give students a few minutes to read the article quickly, looking just for the answers. Check answers with the whole class.
  - 1 three
  - 2 One that puts you to sleep, one that paralyses your muscles, and a painkiller
  - 3 Changes in the brain waves
  - 4 Because the muscles are paralysed, so you can't breathe by yourself
  - 5 The heart and the brain

### \* Tip

#### Top margin

Get students to find out more about Sir Humphrey Davy and about the use of nitrous oxide in early anaesthesia.

### \* Tip

**abnormality** a feature that is different from what is normal or expected, especially in an undesirable or negative way

**transducer** a device used to convert ultrasonic waves into electronic impulses that can be displayed on a TV monitor

### Additional activity

(all levels)

Write some prompts for the main parts of the conversation between Mrs Murphy and the nurse on the board, and get students to reconstruct it in pairs.

Students should do this twice, each taking the part of the nurse. As the nurse, they should have two aims: to be reassuring to the worried patient and to explain the procedure clearly. Get students to assess their own performance and that of their partner, identifying one thing that was done well and one thing that could be improved.

Students could repeat this type of conversation in relation to the work done in the unit on anaesthesia: Student A is the nurse who explains briefly but clearly to the patient what happens before, during, and / or after an anaesthetic.

- 3 Check answers with the whole class before students re-read the article. Get students to try to explain the meanings of some of the key vocabulary in the article, for example *paralyse*, *ventilator*, *function*, *prevent*, *alarm*.

0-π 1 prevent 2 given 3 warn 4 paralyses 5 sound 6 functions

## Speaking 2

- 1 Check answers with the whole class. Make sure that students have the pictures in the correct order before they start 2. Get them to describe briefly in their own words what they can see in the pictures but don't spend too much time on this as this is covered in 2.

0-π 1 b 2 g 3 d 4 a 5 c 6 f 7 h 8 e

- 2 Circulate while students are speaking and assist if necessary. Allow students time to look up any words they are unfamiliar with. Make a note of any mistakes in the target language for remedial teaching later. Check answers with the whole class.

## Writing

### Describing a procedure

Students can do this in class or for homework. Remind them to use the Passive where possible.

## Listening 2

### A scan

- 1 Get students to describe what they see in the picture. Write any useful vocabulary on the board.
- 2 🎧 Pre-teach *abnormality* and *transducer*. Get students to correct the false statements.

0-π 1 F 2 T 3 F 4 F 5 F 6 F

- 3 Students work alone, then compare their answers with a partner. After they have checked their answers with the recording, get students to listen and repeat the sentence quietly to themselves, focusing on stress and intonation.

0-π 1 lie back 2 putting 3 work 4 stopped 5 makes  
6 shows up 7 passing 8 looks

- 4 Students could also do this activity in groups or as a whole-class activity.

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

Early in human history, our ancestors discovered that certain plants could ease pain and cure illness. Prayer and magic came into it too, and symbolic actions such as drinking the blood of a warrior to take his strength, and using leaves and roots as medicine for body parts they somehow resembled, were logical extensions of the beliefs of the time.

The first pharmacopoeia (list of medicinal plants) was produced in 3,500BC by the Chinese emperor Shen Nung, and herbal remedies remained the basis for medicines for centuries. In the eighteenth and nineteenth centuries they were supplemented by frightening preparations of poisonous substances such as mercury, arsenic, and phosphorous, and used alongside leeches, bleeding, and laxatives. This period was many inventions and discoveries away from the white coats, stethoscopes, and the smell of disinfectant that characterize medical care today. However, the developments that went on did give rise to a new understanding of the chemistry and biology of the natural world, and eventually generated medicines that could be said to have changed the way people live: analgesics like Aspirin, anaesthetics, vaccinations, Penicillin and antibiotics, contraceptives, and Viagra.

Scientists who design and produce new drugs assume that a drug's effects are directly related to its molecular structure, and either synthesize medicines by reproducing the medicinally active parts of plants, or extract the medicinally active parts of plants and use them. Medicines are classified by:

their **chemical properties**. The opioids are a well-known example of a chemical group of medicines, as are benzodiazepines and barbiturates.

their **mode of administration**. Medications can be taken in a variety of different ways – orally, for example, in the form of pills, capsules, and liquid, through the skin via patches, by **subcutaneous** (under the skin) injection, or by **intravenous** (into a vein) injection.

the **biological system affected**. For example, there are laxatives and antacids for the digestive system, and beta blockers and anticoagulants for the cardiovascular system.

Medicines are either **over the counter** (bought from pharmacies), or **prescription only** (prescribed by a doctor), and they often have two names – a **generic name** and a **brand name**. 'Paracetamol', for example, is a generic name, but it is sold by different companies under different brand names (Panadol, Calpol, Anadin, etc).

## Scrub up

- 1 Check answers with the whole class. Get students to repeat the medical problems after you, focusing on appropriate stress and pronunciation. Get students to tell you what they know about these conditions.

Key 1 b 2 e 3 c 4 f 5 d 6 g 7 a 8 h

- 2 After students have discussed in pairs, take whole-class feedback, getting a few students to tell their stories. At this stage, do not correct vocabulary to do with treatments or pronunciation, as this will be dealt with in the exercises which follow. Simply note which words students already know and which ones they have difficulty with.

### Additional activity

(stronger students)

Get students, for homework, to research more types of drugs, for example NSAIDs (non steroidal anti-inflammatory drugs), diuretics, beta-blockers, etc.

They can explain the function of these in the next class.

### Additional activity

(weaker students)

Some students may find there is a lot of new vocabulary here. To provide some consolidation and extra practice, do one of the vocabulary activities below. Students can play them as games, in teams, winning points for correct answers.

To check spelling, write scrambled versions of the words on the board and get students to unscramble them.

Give students definitions of the words and get them to guess the matching word, for example *this is a kind of cream to put on cuts* (ointment); *this encourages bowel movements* (laxative); *this kills bacteria* (antibiotic); *you use this to give injections* (syringe), etc.

Write some of the target vocabulary on the board and get students to use it in a sentence; they must pronounce the word correctly and use it appropriately to win a point.

### \* Tip

With weaker students, pause the recording after each piece of information to give students more time to write their answers.

## Vocabulary

### Types and forms of medication

#### 1 Do this as a whole-class activity.

- Key 1 An antibiotic 2 An inoculation 3 A painkiller  
4 An anti-inflammatory 5 A laxative 6 A supplement  
7 An antihistamine 8 A stimulant 9 An antidepressant  
10 A sedative

#### 2 Stressed syllables are marked above.

#### 3 Key Possible answers

- a – inoculation (used in advance to prevent the disease),  
b – antibiotic / anti-inflammatory, c – antihistamine, d – stimulant,  
e – painkiller, f – laxative, g – supplement (vitamin C), h – antihistamine

#### 4 Check answers by getting students to say the word and the number of the matching picture. Get them to think about which syllable is stressed. Help them if necessary and get them to pronounce the words with exaggerated stress.

- Key 1 d 2 b 3 a 4 c 5 i 6 f 7 e 8 g 9 h

## Listening

### Patient medication

#### 1 Read the table with students before they listen. Check answers by getting students to make complete sentences, for example (Mr Gupta) has (abdominal pain). He is being treated with (a painkiller).

Key	Mr Gupta	abdominal pain	painkiller
	Mr Gill	respiratory tract infection	antibiotic
	Mr Sawyer	constipation	laxative
	Mr Thomas	skin infection	antibiotic
	Mr Cheong	allergy	antihistamine

#### 2 Check answers by asking students *What is Mr Gupta's dosage?* etc. They should be able to read the name of the medication and the amount clearly and fluently. If necessary, play the recording again so that students can hear the terms in context.

- Key 1 30,4 2 600,4 3 15,3 4 250,6 5 10,8

## \* Tip

Point out that it is sometimes easy to confuse the numbers 14 and 40, 15 and 50, etc. In *fifteen* the stress is on the long second syllable, while in *fifty* the stress is on the first syllable. To clarify this in speech, you can say *Is that one-five or five-oh / zero?*

## Additional activity

(all levels)

Get students to discuss in small groups how problems with dosage might occur in a hospital, i.e. what might go wrong and how might it happen?

Possible answers: the medication may be given to the wrong patient (patients with similar names); the wrong medication might be given (confusion between two similar sounding names); the wrong dose might be given (poor handwriting; confusion over the units prescribed); the wrong route might be used (for example oral instead of IV); the medication might be given at the wrong time interval (for example daily instead of weekly). Students could also consider what could be done to avoid this kind of mistake. Students could also research this topic further for homework.

## \* Tip

Remind students to use the expressions in *Patient care* to answer the questions about medication, i.e. *She needs ...*, *Give Mrs Dupont ...*, *He's on ...*

## \* Tip

### Top margin

Get students to find out more about the 1918 flu pandemic, including what happened in their own country. They could also find out about other pandemics, for example HIV/AIDS, minor flu pandemics in 1957 and 1968, bubonic plague (the 'Black Death') in Europe in the 14th century.

## Patient care

### Dosages

- 1 Check answers with the whole class. After students have listened, ask them to close their books and play the recording again, getting students to repeat each sentence in turn, focusing on appropriate pausing, stress, and intonation and on saying the numbers clearly and confidently.
  - 1 She needs to take two tablets twice a day for a week.
  - 2 What dosage of Penicillin is Mr Oliver on?
  - 3 How often does he need his medicine?
  - 4 Give Mrs Muben one 0.5ml drop in each eye every four hours.
  - 5 He's on two tablets three times a day with water at mealtimes.

## Speaking

Before students begin, elicit the questions you'd need to ask to find out about a patient's medication and dosage:

*What medication is Mr X on?*

*What dosage is Mr X on?*

*How often does Mr X need his medicine?*

Practise these questions before the activity. Circulate while students are speaking to check that they are pronouncing the medication correctly and saying the numbers accurately. Check answers by getting pairs of students to say each exchange aloud, while the rest of the class listens.

## Language spot

### be going to v Present Continuous for future

Work through the notes with students, getting them to read the example sentences aloud.

- 1 Students do this individually or in pairs. Check answers by getting them to read the completed sentences aloud.
  - 1 're seeing    3 're going to feel    4 are you starting
  - 5 's going to talk    6 'm visiting    7 'm going to ask
  - 8 Are you having
- 2 Circulate while students are speaking and check that students are using the target structures correctly.
- 3 Check answers by getting students to read their sentences aloud.

## Reading

- 1 Do this with the whole class, writing any useful vocabulary on the board.
- 2 Students read the text, using their dictionaries to help them, if necessary, and do the exercise in pairs.
  - 1 F    2 F    3 T    4 F    5 F    6 T    7 T
- 3 Discuss as a class.

### \* Tip

**administer** a formal word for *give*, often used in medical English to talk about giving a drug

### Additional activity

(all levels)

Get students to re-read the article and write one true / false statement of their own on a piece of paper. Students close their books. Collect in the pieces of paper and read each statement aloud, getting students to say whether they are true or false, and correcting the false statements, if possible.

### \* Tip

Give weaker students some support before they begin writing, for example get them to describe the graphs orally first; or write the report as a whole class activity by getting students to tell you sentence by sentence what to write, while you write the report on the board.

## Writing

### Writing up an experiment

- 1 Pre-teach *administer*. Students complete the report in pairs. Give students a few minutes to re-read the report, then close their books. Ask some questions to check their understanding, for example *What is the aim of this experiment? Which drug did the experimenter administer? What happened to the rat's blood pressure?*

Key 1 the effect of 2 anaesthetized 3 administered 4 dose  
5 intravenous infusion 6 recorded 7 returned 8 dropped

- 2 Circulate while students are writing and assist if necessary.

#### Key Possible answer

##### Aim

To test the effect of Cocaine on an anaesthetized rat.

##### Method

I administered a small quantity of Cocaine by intravenous injection to a rat and recorded the rat's heart rate and blood pressure.

##### Results

The rat's heart rate fell from 390 to 200, and then went up to 400 after four minutes.

The rat's blood pressure went up from 100 to 200 after three minutes. After four minutes it fell to 140.

## Project

- 1 Get students to cover the text while they try to answer the questions. Read the story with the students. To check understanding of the key ideas, get students to tell you what they understand by *immune* and *vaccination*.
- 2 Brainstorm with the class what they already know about these drugs, and write any useful words on the board. Get students to choose which drug they would like to research, or assign the drugs to individuals or groups. Remind students to use the language they have studied in this unit to help them. Set a time limit for the presentation according to the level and skills of the students.

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

## Background

Richard Dawkins, Professor of the Public Understanding of Science at Oxford, is a critic of **alternative** and **complementary** medicine. He defines it as 'a set of practices that cannot be tested, refuse to be tested, or consistently fail tests'. His argument is that wild claims are made of alternative treatments, which are not supported by systematic research, and that alternative practitioners are unqualified, unaccountable, and sometimes dangerously interfere with 'proper' treatment.

Though the critics may well be right, there is, nonetheless, a growing disillusionment in developed countries with conventional medicine, itself far from a perfect science. People turn to esoteric alternatives like acupuncture, homeopathy, and faith healing because when you are ill, in pain, and afraid of dying, you do not care about a scientific explanation if 'magic' works. Surveys show that about half the population of developed countries use alternative treatments such as yoga, meditation, herbal compounds, and the Atkins diet. If you include prayer as an alternative therapy, the figure is 62%.

There are hundreds of alternative treatments, many of which derive from traditional Chinese medicine and hold basic concepts in common. Central is the idea of strengthening **qi** (pronounced /tʃi:/) – the life force – by manipulating the flow of **yin** and **yang** forces.

These concepts are not 'alternatives', but part of orthodox systems of belief in some communities. However, they are not mainstream in the West, and do not translate easily into English and other European languages.

Alternative healers have some success with chronic illnesses such as back pain, which conventional medicine can often do nothing to help. There is plenty of evidence that **acupuncture** relieves pain and nausea, and may work well for musculoskeletal conditions. **Herbal medicine** can also work for a wide range of illnesses, and **chiropractice** can ease back pain. Where these treatments have been integrated into conventional health care, they are no longer alternative, but **complementary**. **Homeopathy** still raises many doubts because there is no viable explanation why a solution of medicine, so weak as to be effectively non-existent, could possibly work. Recent studies suggest that homeopathy's successes can be attributed to the **placebo effect**, where the patient's condition improves simply because they believe they are taking medication, even when in fact they are not.

The key to alternative healing may be the degree of personal attention, interest, and time which healers give their clients, and this may be what conventional medicine is missing. The growing popularity of alternative medicine is therefore a reminder to everyone involved in healing the sick of the importance and the healing power of empathy and care.

## Scrub up

Write any useful vocabulary on the board. Share your own experiences, if any, of the pictured therapies. (They are traditional Chinese medicine, acupuncture, faith healing, and cupping.)

After students have discussed in pairs, get a few students to feed back to the whole class.

## Vocabulary

### Types of therapy

- 1 Students work in pairs to complete the exercise. Check answers by getting students to form sentences, for example (*Reflexology*) involves (massaging hands and feet to unblock energy channels).

0-π 1 energy d 2 stimulate h 3 channels e 4 pressure points b  
5 functioning c 6 heal f 7 herbs a 8 therapist g

**\* Tip**

**sceptical** unwilling to believe something

**Additional activity**

(stronger students)

Get students to look in local newspapers and magazines to find out what alternative treatments are offered in their area. Are some treatments more widely available than others? If possible, students could interview practitioners or try to find out more about the treatment, for example what happens in a typical session, how much it costs, etc.

**Additional activity**

(weaker students)

Students work in pairs to ask and answer questions on the article, for example *Why do cats and dogs eat grass?* *What are the leaves of the bitter leaf tree used for?* *Why do animals eat clay?* etc.

**\* Tip**

**Top margin**

Students find out more about the placebo effect, for example *What does 'placebo' mean?* *How are placebos used in clinical drug trials?*

**\* Tip**

Suggest ways in which students can express their opinion in *Listening 2*, for example

*I'm fairly sceptical about it.*

*I think it's unlikely to be effective.*

*I don't have any strong feelings about it.*

*I think there may be something in it.*

- 2 Pre-teach *sceptical*. Students could also discuss these questions in small groups. Get them to discuss all of the therapies mentioned in 1, and give reasons for their answers. They can include their own experiences of the therapies, if they have tried them. Take whole-class feedback.

**Reading**

- 1 To help students get started, suggest some topics they can think about, for example for the first question, think of household pets, such as cats and dogs; for the second question, suggest some commonly used remedies, for example tea tree oil (for skin infections), ginger (to aid digestion), garlic (for infections of the nose and throat). Alternatively, set this for homework and get students to find out by their own research or by consulting parents and grandparents.
- 2 Explain *aromatic* (having a noticeable, pleasant smell). Take whole-class feedback on students' guesses. Then get individual students to read the article aloud paragraph by paragraph and check answers. Get students to say which animals use which form of natural medicine.

Key 1 b 2 c 3 f 4 a, c, e 5 d

- 3 Take whole-class feedback on the answers with the whole class before students re-read the article and check them.

Key 1 makes, clears 2 cure, relieve 3 chew, apply  
4 give birth, help 5 break down

**Listening****Qigong**

- 1 Students close their books. Play the recording through once and tell students just to listen. Then get them to tell you anything they can remember about what they heard. Write any key words or phrases that students mention on the board.

Students open their books, read the true / false statements, and try to answer them. Then play the recording again. Check answers with the whole class, getting students to correct the false statements.

Key 1 F 2 F 3 F 4 T 5 F 6 T 7 T 8 T

- 2 Get students to give reasons for their answers.

### Additional activity

(weaker students)

Give students a list of sentence starters and get them to complete them, for example

*I don't walk to school / work because ...*  
*She exercises regularly so that ...*  
*He eats junk food every day – that's why ...*  
*Cats and dogs eat grass because ...*  
*I had a massage to ...*  
*I find English grammar difficult, so ...*  
*She uses music therapy for ...*

### Additional activity

(stronger students)

Students conduct a class survey on the supplements and therapies used in the class. First, they need to agree on a list of questions they want to ask, then prepare the questionnaire, and conduct the interviews. When they have gathered all the information, they write a brief report on their findings.

### \* Tip

With weaker students, discuss arguments for and against the faith healer with the whole class, and write ideas and useful vocabulary on the board. Students then use these prompts to help them write the email.

### \* Tip

Pre-teach some useful phrases for giving advice, for example


*If I were you, I would (not) ...*  
*You should ...*  
*I think it would be a good idea (not) to ...*  
*Why don't you ...?*

## Language spot

### Giving reasons

Work through the notes with students, getting them to read the example sentences aloud.

- 1–2** Students do the exercises in pairs. Check answers by getting them to read the completed sentences aloud.

 1 2 g 3 d 4 e 5 b 6 a 7 f  
 2 1 to 2 so 3 so that 4 That's why 5 because 6 for 7 for

- 3** Circulate while students are speaking and assist where necessary. Then get two pairs of students to work together and report on what they found out about their partner, for example *Luisa doesn't use any therapies, but she takes vitamin supplements. She takes a multivitamin and cod liver oil every day.*

## Project

Students could research one of the plants they mentioned in *Reading*, or another plant. You could assign particular plants to students to ensure that a range of plants is covered.

Students could do an oral presentation or a written report on the information they find. Set a time or word limit according to the level and skills of the students.

## Speaking 1

- 1** Give students time to read their texts. Tell them to try to understand as much as possible at this stage, without referring to a dictionary.

While students are asking and answering the questions, circulate and check how much information they are able to exchange. Check answers with the whole class.


 Students check their answers by reading each other's texts.

- 2** Students work with their partner and translate terms 1–6 into their own language.

## Writing

### Advice to a friend via email

- 1** Before students read the email, ask them what a faith healer does. If necessary, refer them back to *Scrub up* on p. 104.

 Alex is thinking of taking the advice of a faith healer to stop taking medication and cancel surgery to remove her tumour.

- 2** Read the email aloud or get a student to do it. Students can choose how they want to reply, or assign some students to write an encouraging reply and some to argue against the healer. Students write the email in class or for homework.

## Body bits

### Mind and body therapies

Students work in pairs, using dictionaries if necessary. Check answers with the whole class by getting them to read the completed sentences aloud. Check pronunciation of the treatments.

- 0-π 1 scent 2 concentrate 3 wrinkles 4 fingers 5 pressure  
6 beneficial 7 contact 8 posture 9 habits 10 mental  
11 scalp 12 hair 13 Adjustments 14 operation  
15 herbs 16 properties 17 pressure 18 practitioner

### \* Tip

**homeopathy** a system of treating diseases or conditions using very small amounts of the substance that causes the disease or condition. A homeopath interviews the patient in detail to find out about their condition and about their lifestyle, personality, etc. before deciding on the treatment. The treatment will attempt to deal with the cause of the problem in order to cure the symptoms.

**conventional medicine** the methods of treatment of disease and injury that are taught and used in the West. Drugs, surgery, and a range of therapies are used, and practitioners must have a qualification from a recognized medical college.

If students need to find out more about homeopathy and / or conventional medicine, set this as a homework task before the lesson.

### \* Tip

Before students do 2, teach or elicit some expressions they can use in their discussion to exchange ideas, agree, and disagree, for example:

*In my view / opinion ...*

*I think I'd agree with you on that.*

*That may be true but ...*

*But what about ...?*

*I don't think you can say that ...*

*I'm not sure about that.*

*I don't think so.*

## Speaking 2

- 1 Get students to look at the picture and describe what they can see. Get them to tell you briefly what homeopathy is.

While students are completing the table, circulate and assist if necessary. Take whole-class feedback on students' ideas.

- 2 Circulate while students are speaking and make a note of any common mistakes for remedial teaching later. At the end of the discussion, take a class vote on whether the patient should see a doctor, a homeopath, or both.

## Checklist

Go through the checklist with students. Get them to tell you which activities in the unit helped them practise each point. Ask students to tick the points they feel they can perform. Ask the class if they need more practice in any of the areas.

## Key words

Go through the list of words to check students' understanding.

# Instructions for communication activities

## 1 Which job?

- 1 Students write the letter of a job next to each quote.

On

1 f 2 i 3 d 4 h 5 b 6 g 7 a  
8 c 9 e 10 k 11 j

- 2 Tell the class that you are thinking of a hospital job. They have to ask you *yes / no* questions until they guess the job. Note how many questions they ask before they guess it. Then get them to do the same in pairs – the student who guesses with the least number of questions after a set number of games is the winner.
- 3 Students write the name of a job after each question, then compare and discuss their opinions in pairs. At the end, round up the class's opinions.

## 2 Allocating resources

- 1 Dictate this scenario to students:

City Hospital has many problems. Last month there was an outbreak of infections caused by dirty wards. It is short-staffed, a lot of the equipment is broken, patient records are often lost, and the buildings are old. At last there is some money to spend on improvements. How should it be spent?

- 2 Put students into pairs. Explain that each pair represents a different hospital department, and believes the money should be spent on their department. They will choose one item that they think the available money should be spent on. They must persuade the rest of the group that theirs is the best use of the money. At the end, everyone will vote on which department gets the money.
- 3 Give one role card to each pair of students. First they must choose just one of the items on their role card to argue for – the other item will be discarded. Give them five minutes to do this and to note down reasons why theirs would be the best use of the hospital's money.
- 4 Students get together in small groups. Each pair has up to two minutes to put their case, and then each of the other pairs may ask a question.
- 5 When each pair has put their case, explain that each team must vote for which item they think the money should be spent on. They must **not** vote for their own item. Give students a couple of minutes to decide, then take a vote.

## 3 Find someone who ...

- 1 Write *Find someone who ...* on the board, and explain to students that they are going to walk around asking questions, trying to find people who match the items on a list that you will give them. As an example, write *... has a dog?*, and elicit the question that you would ask to get this information, *Have you got a dog?* Ask a student the question. If they say *yes*, write their name next to *... has a dog?* If they say *no*, ask someone else until you find someone who says *yes*. Tell students that they have to try to complete their list of names.
- 2 Hand out the lists so that each student has one of the four. Get students to stand up and pair up, and ask each other a question. If they do not naturally change partners after a while, call 'change'. When a student has completed a list as far as is possible, stop the activity. Ask some of the questions on the list, for example, *Who eats a very healthy breakfast?* and get students to talk about them in more detail.

## 4 Triage

- 1 Ask students what they know about the triage system for categorizing victims of a disaster, for example a rail crash or a bomb. Read or dictate this explanation:  
  
Triage means 'sorting'. It is done in emergencies when there are many victims and there is no time to waste. The goal of triage is to identify victims who are having problems with breathing, excessive bleeding, and shock, and to decide who needs immediate attention and who can wait. One common method is to label victims with a coloured card.
- 2 Hand out the worksheet. Ask students to read the scenario and the table of colour categories, and then discuss in pairs which category to put each victim in.
- 3 When students have finished, each pair compares their answers with another pair. Finally, ask the class which victims groups disagreed over.

On For possible answers, see p.73.

## 5 How sensitive are you?

- 1 Tell students that they are going to do a questionnaire about their attitude to pain in themselves and others. Hand out the worksheet, and tell students to work in pairs, asking their partner the questions and recording their answer. Get students to ask supplementary questions about each situation, in order to make their partner talk as much as possible.
- 2 When students have all finished the questionnaire, dictate the key to them:

7–10 points: You are sensitive to other people's pain because you are sensitive to your own. Your sensitivity to pain may make you afraid of it and a little squeamish.

15–21 points: Yours is a sensible, down-to-earth attitude to pain, which is useful when dealing with sick people.

22–27 points: You are brave and strong, but with such high standards you may sometimes expect too much from other people.

- 3 Ask the class who is the most / least sensitive. Do they think the result has any truth in it?

## 6 What's wrong?

- 1 Tell students that they are going to diagnose each other's symptoms. Arrange students in groups of six, and give each student a role card. Ask them to memorize their symptoms. Tell them they may have to invent some details to answer their partner's questions, but they mustn't invent important symptoms.
- 2 First, students pair up with another member of their group, and they ask each other about their symptoms. As they listen and ask, they note down the important symptoms. After two minutes, they change partners, and so on until all six have questioned and been questioned by the others in their group.
- 3 Ask students to work in pairs. Give each pair a copy of the symptom chart. Referring to the chart and to the notes they made, they discuss each group member's symptoms and try to reach a diagnosis. When they have finished, round up their suggested diagnoses.

○=

A = meningitis    B = bronchitis  
C = kidney infection    D = septicaemia  
E = gastroenteritis    F = pneumonia

## 7 A question of age

- 1 Make enough copies so that each student can have a section A, B, C, or D. Arrange the students in pairs, and give each pair two of the same section so that they prepare it together. Explain that they will need to read and remember the facts of their scenario to tell to a group for discussion. Give them ten minutes to read and practise retelling the scenario.
- 2 Reform the class into groups of four – A, B, C, D. Student A retells scenario A in their own words, then reads out the first question for the group to discuss. After a maximum of five minutes, they go on to the second question. When each question has had five minutes' discussion, Student B retells their scenario, and so on. Get feedback on the class's opinions at the end.

## 8 Vitamins, minerals, and oils

- 1 Cut copies of the worksheet in half, and tell students to work in pairs, Student A and Student B. Give each student the relevant section. Explain that they need to ask each other for clues to complete the crossword.
- 2 Elicit suitable questions and clues, and write them on the board. For example, Student A asks *What's 1 down?* and Student B explains the word for Student A to guess, for example *It's good for your immune system. It's found in shellfish and seeds.*

## 9 Blood quiz

- 1 Before giving out the worksheet, write this example fact on the board: *You can store red blood cells for x days in a refrigerator.* Elicit from students how you could make this into a quiz question. Write *How long can you store red blood cells in a refrigerator?* on the board. Then write the three multiple-choice answers: *3 days, 42 days, or 100 days?* Ask students to guess the answer (42 days). Explain that they are going to work in teams and give each other a quiz like this, forming questions and making multiple-choice answers for the other team to answer.
- 2 Get students to work in teams of two. Give a Student A section to each pair of Student As, and a Student B section to each pair of Student Bs. The Student A team ask the first question, then the Student B team, and so on. Teams get a point for a correct answer, and the team that finishes with the most points wins.

## 10 Saying goodbye

- 1 Make as many copies of the worksheet as there are students. Arrange students in pairs and give one to each pair. Together, they read the quotes and say whether or not they like each idea, and give their reasons fairly briefly.

- When pairs have largely finished, explain that now they are going to think in more detail about their own funeral. Give them each a sheet and ask them to make notes in the table – give a ten-minute time limit. Form students into groups of three or four and tell them to compare their ideas and ask each other for reasons.

## 11 Waste disposal

- Arrange students in pairs, A and B, and hand out a section of the worksheet to each student, telling them not to show it to their partner. Explain that they have to decide how to dispose of items of hospital waste. Dictate the following rules:  
**boxes** – for all sharps, medicines, and liquids  
**orange** – for non-infectious waste which can be disinfected by heat (including all human tissue)  
**yellow** – for potentially infectious waste which must be destroyed by burning  
**black** – for domestic waste which can go to a normal landfill site
- Student A begins by reading the first item on the list. Student B has to say how it should be disposed of, giving a reason. If their opinion is the same as the answer on Student A's card, they get a point. Alternatively, the game can be played in teams of two.

## 12 Disorders of the mind

- Arrange students in pairs, and give each student section A or section B. Explain that they have to ask each other for definitions for the disorders they have, for example:  
**A** *What's the name for a fear of crowded places and open spaces?*  
**B** *Agoraphobia.*  
**A** *How do you spell that?*  
**B** *A-G-O, etc.*  
 Students exchange information until they both have the names of all the disorders.
- Students read the quotes together, and discuss which of the disorders in 1 they think each speaker has.

### O—

- attention deficit disorder
- agoraphobia
- expressive language disorder
- seasonal affective disorder
- sleep terror disorder
- gender identity disorder
- amnesia
- conduct disorder

## 13 Chest pains

- Arrange students in pairs, with Student As together and Student Bs together. Give each pair section A or section B. Tell students that they have half the information about the patient, which they must read, discuss, and absorb. They will then hold a meeting with a new partner to share information and form a diagnosis. Allow about ten minutes for this.
- Form new pairs consisting of Student A and Student B. They share their information, from memory as far as possible, and note down what the other student says.
- Hand out a diagnosis chart to each pair. They discuss the information on the patient in the light of this, and reach a diagnosis together. Get feedback from the whole class.

## 14 Instructions for taking medication

- Arrange students in pairs, with Student As together and Student Bs together. Give one worksheet to each student. With their partner, they read the jumbled list of indications, dosages, warnings, and side effects, then fill in either section A or section B with the relevant information.

### Moxilox

**indications** – For relief of sleeplessness

**liquid dosage** – Use dosing cup to measure 5 ml

**instructions** – Shake bottle well before use

**side effects** – May cause vivid dreams and nightmares

**warning** – Do not drive or operate machinery

### Fatigin

**indications** – Taken for fatigue and sleepiness

**solid dosage** – 60 mg in 3 × 20 mg tablets

**instructions** – Swallow whole – do not break, crush, or chew

**side effects** – May cause sleeplessness

**warning** – Do not take before going to bed

- Form new pairs consisting of Student A and Student B. Student A 'prescribes' Moxilox to student B, passing on the important information about dosages, etc., as far as possible from memory. Finally, students change roles, with Student B prescribing Fatigin to Student A.

## 15 Review of units quiz

Form students into two teams, A and B. Teams take turns to ask the other team a question. A correct answer gets one point, an almost correct answer half a point. Larger classes can be divided into groups before forming teams.

## Unit 1

- 1** 2 analyses 7 is examining  
3 carries 8 writing  
4 tests 9 enjoys  
5 counts 10 works  
6 matches 11 works
- 2** 2 'm 9 are, going  
3 'm working 10 'm applying  
4 Are, enjoying 11 'm going  
5 like 12 don't want  
6 Are, studying 13 'm meeting  
7 study 14 'm getting up  
8 start
- 3** 2 Where does your boyfriend work?  
3 How do most people come to work?  
4 What time does the cafeteria open?  
5 Which shift are you working tomorrow?  
6 What's Lina doing at the moment?  
7 What time are we / you meeting?  
8 What are those doctors talking about?

## Unit 2

- 1** 1 in 6 On the other side  
2 opposite 7 between  
3 under 8 inside  
4 next 9 out  
5 above 10 on top of
- 2** 2 ~~in~~ on 5 ~~in~~ on  
3 ~~with~~ on 6 ~~at~~ in  
4 ~~in~~ to 7 ~~over~~ on
- 3** 1 from 4 at  
2 on 5 to, in  
3 in, between 6 round / around

## Unit 3

- 1** 2 The triage nurse assessed his injuries.  
3 She was crossing the street and a car hit her.  
4 He was taking medication when he died.  
5 He was in a lot of pain before the operation.  
6 Hospital admissions went up and up in the hot weather.  
7 He made the diagnosis after a careful examination. / After a careful examination, he made the diagnosis.  
8 I was leaving the house when the phone rang. / The phone rang when I was leaving the house.  
9 She was living a normal life until the accident.
- 2** 2 sprained – spraining  
3 consulted – consulting  
4 kept – keeping  
5 prescribed – prescribing  
6 came – coming  
7 said – saying  
8 got – getting
- 3** 1 was moving 8 came  
2 sprained 9 said  
3 consulted 10 was  
4 was keeping / kept 11 was getting  
5 told 12 wasn't taking / didn't take  
6 prescribed 13 was keeping / kept  
7 reported

### 4 Possible answers

- 1 I was moving furniture.  
2 The pain kept / was keeping me awake every night.  
3 I felt better.  
4 I wasn't taking regular medication.  
5 I was keeping / kept fairly well.

## Unit 4

- 1** 1 Yes, but don't touch the needle.  
 2 No – never mix them together.  
 3 Make sure the site is clean first. / First make sure the site is clean.  
 4 Rub the site with an alcohol pad.  
 5 Push the needle into the skin.  
 6 Push the plunger down slowly.  
 7 Pull it out quickly – don't leave it in.  
 8 Make sure you throw the needle away ( / throw away the needle) into the sharps container.
- 2** 2 Stay calm.  
 3 Don't move the victim's head.  
 4 Warn other road users.  
 5 Speak to the victim and ask their name.  
 6 Call for an ambulance as soon as possible.  
 7 Don't light a cigarette.  
 8 Check for breathing if the victim is unconscious.  
 9 Control any bleeding.  
 10 Record the pulse every five minutes.
- 3** 2 ~~to~~ the  
 3 ~~to~~ you  
 4 ✓  
 5 ~~No~~ Don't  
 6 ✓  
 7 ~~You change~~ Change / Make sure you change

## Unit 5

- 1** 2 fast – faster – the fastest  
 3 weak – weaker – the weakest  
 4 well – better – the best  
 5 painful – more painful – the most painful  
 6 frightening – more frightening – the most frightening  
 7 sensitive – more sensitive – the most sensitive  
 8 sleepy – sleepier – the sleepiest  
 9 strong – stronger – the strongest  
 10 effective – more effective – the most effective  
 11 bad – worse – the worst  
 12 intense – more intense – the most intense

- 2** 2 ~~more hurts~~ hurts more  
 3 ~~that~~ than  
 4 ~~painfuler~~ painful  
 5 ✓  
 6 ~~of most~~ of the most  
 7 ✓  
 8 ~~one the~~ one of the  
 9 ~~the more~~ the most
- 3** 2 better  
 3 harder  
 4 the fastest  
 5 weaker than  
 6 more frightening than  
 7 more sensitive than  
 8 sleepier  
 9 worse  
 10 the most intense  
 11 more effective  
 12 the most painful

## Unit 6

- |                |         |
|----------------|---------|
| <b>1</b> 2 Are | 7 Are   |
| 3 Am           | 8 Has   |
| 4 Are          | 9 Can   |
| 5 Did          | 10 Does |
| 6 Is           |         |
- 2** 2 don't we                      6 don't I  
 3 aren't they                  7 is there  
 4 is he                          8 can't you  
 5 do you
- 3** 2 didn't you come  
 3 did the symptoms get worse / are the symptoms getting worse / have the symptoms got worse  
 4 have you taken  
 5 Can you open  
 6 what happened  
 7 Can you see  
 8 was there  
 9 do you still have / are you still having  
 10 Are you still taking

## Unit 7

- 1** 2 d 3 b 4 c 5 h 6 g 7 a 8 e
- 2** 2 I think you'll be able to walk again soon.  
3 You won't fall if you hold my arm. / If you hold my arm, you won't fall.  
4 Shall I help you with your food?  
5 You won't see any difference at first.  
6 Will you give me a hand with this bed, please?
- 3** 2 will know 6 won't give  
3 'll need 7 Shall, speak  
4 'll take 8 won't die  
5 Will, see

## Unit 8

- 1** 2 ~~don't should~~ shouldn't  
3 ~~hes try~~  
4 ~~all to do~~ all do  
5 ✓  
6 ~~pressure's should~~ pressure should  
7 ✓
- 2** 2 should change  
3 should set, shouldn't be  
4 should eat, shouldn't keep  
5 shouldn't expect, should be prepared  
6 should try  
7 should cut down  
8 shouldn't snack  
9 should exercise  
10 should drink
- 3** Students' own answers.

## Unit 9

- 1** 2 phone 7 'll give, comes  
3 arrive 8 don't feel, 'll do  
4 don't have 9 will die, give  
5 stops, won't need 10 gives, won't get  
6 won't work
- 2** 2 d is 6 h clump  
3 a bleeds 7 c use  
4 f keep 8 b drops  
5 g give

- 3** 2 'll feel, gives up  
3 happens / will happen, loses  
4 help, give  
5 hold, will stop / stops  
6 'll call, find  
7 rises, 'll need  
8 'll ask, arrives  
9 'll show, need  
10 won't know, ask

## Unit 10

- 1** 2 The patient might benefit from therapy.  
3 This could be the last time I'll see him alive.  
4 We think that maybe this drug will work.  
5 I don't think it's possible that your father can be cured.  
6 It might not be the right time to see him.  
7 Perhaps it is / It is perhaps too early to say.  
8 I think it may be time to use Morphine.
- 2** 2 won't 6 will  
3 will 7 It's possible  
4 may 8 Maybe  
5 might
- 3** 2 ~~is may be~~ may be  
3 ~~Perhaps that~~ Perhaps  
4 ✓  
5 ~~maybe~~ may be  
6 ~~I don't sure~~ I don't think / I'm not sure  
7 ✓  
8 ~~might able~~ might be able  
9 ~~possibly~~ possible  
10 ~~could not~~ might / may not

## Unit 11

- 1** 2 needs changing  
3 have to  
4 must  
5 must  
6 don't have to  
7 must  
8 needs  
9 have to  
10 mustn't

**2** ~~taking~~ take3 ~~need to not~~ don't need to / needn't4 ~~need to change~~ need changing

5 ✓

6 ~~washing~~ wash7 ~~taking~~ take

8 ✓

9 ~~changing~~ to change10 ~~do I must~~ must I / do I have to**3** 2 You don't have to wear surgical boots.

3 You must pin back long hair.

4 You mustn't wear watches and jewellery.

5 You must disinfect your hands on entering ICU.

6 You don't have to wear a cap.

7 You must wear gloves / Gloves must be worn when washing patients.

8 There must not be / Patients must not have more than two visitors at a time.

**Unit 12****1** 2 met

3 've seen

4 did you start

5 haven't had

6 've just finished

7 had

8 haven't finished

9 Did you take

10 've known

**2** 2 ✓3 ~~missed~~ 've missed4 ~~saw~~ seen

5 ✓

6 ~~has heard~~ heard

7 ✓

8 ~~saw~~ has seen**3** 1 started

2 was

3 Have you ever seen

4 've never seen

5 've talked

6 did you first talk

7 was

8 went

9 couldn't

10 Have things got

11 got

12 have been

13 Have you ever taken

14 've taken

15 took

16 Have you taken

17 needed

18 had

**Unit 13****1** 2 are shown up

3 aren't kept

4 isn't needed

5 are placed

6 are monitored

7 is recorded

8 be, trained

9 be warmed up

10 be contacted

**2** 2 A dust allergy was indicated by the tests.

3 Mr Chung was killed by a heart attack.

4 The danger signs were not understood by the nurse.

5 Sample tissue was sent to the laboratory.

6 The man was given CPR by paramedics.

7 A&amp;E was closed because of lack of money.

8 Her heart rate was recorded at 18 bpm.

9 The men were refused entry to the hospital.

10 The operation had to be cancelled.

**3** 2 was diagnosed

3 was given

4 was identified

5 takes

6 was recorded / was taken

7 is recorded / is taken

8 is not weighed

9 are shown

10 is recorded

11 shows

12 is started

**Unit 14****1** 2 ~~we sending~~ we're sending3 ~~Who's is sitting~~ Who's sitting / Who is sitting4 ~~he not going~~ he's not going / he isn't going5 ~~Where the catering staff are having~~ Where are the catering staff having6 ~~How you getting~~ How are you getting7 ~~We isn't meeting~~ We aren't meeting8 ~~students they are starting~~ students are starting9 ~~Is Mrs Singh is having~~ Is Mrs Singh having10 ~~ambulance's arriving~~ ambulance is arriving**2** 2 're going to wait

3 'm going to prescribe

4 're going to fall

5 Are you going to take

6 Is this going to hurt

7 aren't going to operate

8 aren't going to be

- 3**
- 1 's seeing / 's going to see
  - 2 's visiting / 's going to visit
  - 3 's not working / isn't working
  - 4 's going to try
  - 5 's going to put
  - 6 're going to see
  - 7 're going to have / 're having
  - 8 're going to go / 're going
  - 9 's coming / 's going to come
  - 10 's not going to bring / 's not bringing
  - 11 'm going to do / 'm doing
  - 12 're having / 're going to have
  - 13 's coming
  - 14 's not getting / 's not going to get
  - 15 's going to have / 's having
  - 16 're going to be

## Unit 15

- 1**
- 2 I use it because it works.
  - 3 I'm having hypnotherapy to try to stop smoking.
  - 4 I do yoga for relaxation.
  - 5 I'll warm my hands so that they don't feel uncomfortable.
  - 6 She goes to a healer twice a week for prayer and meditation.
  - 7 Homeopaths need a lot of information to make a diagnosis.
  - 8 The chiropractor said I have back pain because I don't sit correctly.
- 2**
- |           |                |
|-----------|----------------|
| 1 to      | 5 that's why   |
| 2 for     | 6 so that / so |
| 3 so      | 7 so           |
| 4 because | 8 for          |
- 3** Students' own answers.

### Possible answers to 4 Triage, p.81

Child, about 11 – red (possible severe shock or brain damage)

Pregnant woman – green (minor head wound, but pregnant so should be examined)

Elderly man – blue (no signs of life)

Teenage girl – red (fluid from ears is sign of skull fracture)

Man, mid-twenties – yellow (walking wounded)

Woman, about 50 – yellow (not in imminent danger but may have internal injuries)

Teenage boy – red (change in skin colour may indicate imminent breathing failure)

Young woman – no pulse, etc. – blue (signs indicate death)

Young woman – no signs of injuries, etc. – red (very fast breathing indicates imminent respiratory failure)

Middle-aged man – blue (serious injuries mean large blood loss, plus imminent respiratory failure)

Elderly woman – clear fluid running out of nose, etc. – yellow (suffering shock but not severe)

Elderly woman – coughing up blood, etc. – red (probably severe internal injuries)

Middle-aged man – red (serious blood loss)

Young man – green (no imminent danger but the ringing in the ears may mean head trauma)

Child, about four – clinging to his mother, etc. – red (imminent danger of respiratory failure)

Child, about four – lying on ground, etc. – red (serious burns)

Young woman – white (burns are painful but minor)

# 1 Grammar test

## 1 Underline the correct form of the verbs.

Ahmad *is working* / *works*<sup>1</sup> in the Pathology lab at City Hospital. Most days he *is analysing* / *analyses*<sup>2</sup> samples and *carries* / *carrying*<sup>3</sup> out tests on blood. He *'s testing* / *tests*<sup>4</sup> blood to look for bacteria and parasites. He also *is counting* / *counts*<sup>5</sup> blood cells and *is matching* / *matches*<sup>6</sup> blood for transfusions. Today is different though. Today Ahmad *is examining* / *examines*<sup>7</sup> body fluids through a microscope and *writes* / *writing*<sup>8</sup> a report for the Infectious Diseases department. Usually he *enjoys* / *is enjoying*<sup>9</sup> his work, even though sometimes he *works* / *is working*<sup>10</sup> night shifts and weekends. His wife says he *works* / *is working*<sup>11</sup> too hard.

## 2 Complete the conversation using the Present Simple or the Present Continuous. Use short forms (for example 'm, 're, 's, don't, etc.)

- A Hello. You *'re doing*<sup>1</sup> (do) the same course as me, aren't you?  
 B Yes. I \_\_\_\_\_<sup>2</sup> (be) in my third year. And you?  
 A Second year I \_\_\_\_\_<sup>3</sup> (work) on the wards at the moment.  
 B \_\_\_\_\_<sup>4</sup> you \_\_\_\_\_<sup>5</sup> (enjoy) it?  
 A Yes, it's OK. I \_\_\_\_\_<sup>6</sup> (like) the practicals best.  
 B \_\_\_\_\_<sup>7</sup> you \_\_\_\_\_<sup>8</sup> (study) for exams too?  
 A Yes. I \_\_\_\_\_<sup>9</sup> (study) for three hours every night! And I \_\_\_\_\_<sup>10</sup> (start) work at 7.30, so it's hard. Anyway, how \_\_\_\_\_<sup>11</sup> things \_\_\_\_\_<sup>12</sup> (go) with you?  
 B Busy! As well as exams and work, I \_\_\_\_\_<sup>13</sup> (apply) for jobs. I \_\_\_\_\_<sup>14</sup> (go) for an interview tomorrow.  
 A Really? Great! Well I suppose you \_\_\_\_\_<sup>15</sup> (not want) to come for a drink tonight, then. I \_\_\_\_\_<sup>16</sup> (meet) my friend at seven.  
 B Well ... OK then, but not late. I \_\_\_\_\_<sup>17</sup> (get up) at five tomorrow morning.

## 3 Write the questions to these answers.

- |                                       |   |
|---------------------------------------|---|
| 1 <u>Who are you meeting tonight?</u> | I'm meeting Tony and Ana.                 |
| 2 Where _____                         | My boyfriend works in the centre of town. |
| 3 How _____                           | Most people come to work by bus.          |
| 4 What time _____                     | The cafeteria opens at seven.             |
| 5 Which _____                         | I'm working the night shift tomorrow.     |
| 6 What _____                          | Lina's doing a placement at the moment.   |
| 7 What time _____                     | We're meeting at six.                     |
| 8 What _____                          | Those doctors are talking about football. |

# 1 Which job?

1 Work with a partner and match each quote with a job.

- 1 Can you read the bottom line of letters? \_\_\_\_
- 4 Clamp ... suction ... forceps ... needle \_\_\_\_
- 7 I'm examining a culture of organisms extracted from a patient. \_\_\_\_
- 10 We're going to move you on this stretcher. \_\_\_\_

- 2 Today I delivered two sets of twins! \_\_\_\_
- 5 Bend your knee ten times and then rest. \_\_\_\_
- 8 This machine will give us a picture of your lungs. \_\_\_\_

- 3 I go around delivering mail every morning. \_\_\_\_
- 6 Open wide. \_\_\_\_
- 9 I'm arranging an appointment now. \_\_\_\_
- 11 Move your feet, please – I need to disinfect the floor. \_\_\_\_

- |                   |                |             |
|-------------------|----------------|-------------|
| a lab technician  | e receptionist | i midwife   |
| b physiotherapist | f optician     | j cleaner   |
| c radiologist     | g dentist      | k paramedic |
| d porter          | h surgeon      |             |

2 Work in pairs. Student A, choose one of the jobs in Unit 1. Student B, ask *yes / no* questions until you guess the job. Then change roles. The person who guesses with the fewest questions is the winner.

EXAMPLE

- |  |                       |
|--|-----------------------|
| A Does this person work with children?         | B No, not especially. |
| A Does he or she have medical training?        | B No.                 |
| A Does he or she have to be physically strong? | B Yes.                |
| A Is it a porter?                              | B Yes.                |

3 Work on your own. Think about each question, and write down the name of a job. Then compare your answers with a partner, discussing your reasons for each one.

Which hospital job ...

- |                               |       |
|-------------------------------|-------|
| is the most highly respected? | _____ |
| is physically the hardest?    | _____ |
| is the most rewarding?        | _____ |
| would you least like to do?   | _____ |
| is mentally the hardest?      | _____ |
| is the most interesting?      | _____ |
| should be better paid?        | _____ |
| is the most dangerous?        | _____ |
| would you like to do one day? | _____ |

## 2 Grammar test

- 1** Complete these guidelines for using Harvey – a training dummy for developing skills in cardiac care. Use each preposition once.

above      out      in      opposite      under  
inside      between      on top of      on the other side      next

Harvey is kept \_\_\_\_\_ <sup>1</sup> the training room, which is \_\_\_\_\_ <sup>2</sup> the lecture theatre.

CD programs for use with Harvey are in the drawer \_\_\_\_\_ <sup>3</sup> the bed.

The multimedia computer that controls Harvey is in the cupboard \_\_\_\_\_ <sup>4</sup> to the bed.

There is a screen on the wall \_\_\_\_\_ <sup>5</sup> Harvey which gives medical data. \_\_\_\_\_ <sup>6</sup> of the room there is a satellite link for tele-teaching sessions.

When you finish your session, leave the stethoscope \_\_\_\_\_ <sup>7</sup> Harvey's right arm and his torso.

There are mechanical and computerized parts \_\_\_\_\_ <sup>8</sup> Harvey, which simulate cardiovascular conditions. These parts can break, so

please take \_\_\_\_\_ <sup>9</sup> pens, pencils, or markers from your pockets before using Harvey

do not rest any object \_\_\_\_\_ <sup>10</sup> Harvey, for example a book or your elbow.

- 2** Correct the error in each sentence.

- 1 Just lift ~~above~~ your foot and I'll take off your bandage. \_\_\_\_\_ *up*
- 2 Take off your shirt, and we'll put this heart monitor in your chest. \_\_\_\_\_
- 3 Put with a mask and gloves before going into the theatre. \_\_\_\_\_
- 4 I'll just move this chair in the side, so that we can get your wheelchair through. \_\_\_\_\_
- 5 The ward is along this corridor, in the other side of the swing doors. \_\_\_\_\_
- 6 Syringes are at the bottom drawer of the cupboard near the door. \_\_\_\_\_
- 7 Your back is red where you've slept over it. We'll put a pad under you. \_\_\_\_\_

- 3** Complete the sentences with a preposition.

- 1 You can borrow books \_\_\_\_\_ the Red Cross library trolley.
- 2 You'll keep the plaster \_\_\_\_\_ your wrist for six weeks.
- 3 Visitors can eat \_\_\_\_\_ the cafeteria \_\_\_\_\_ 8 a.m. and 7 p.m.
- 4 The car park is \_\_\_\_\_ the back of the hospital.
- 5 Take the lift \_\_\_\_\_ the third floor, and Haematology is \_\_\_\_\_ front of you.
- 6 We'll pull the curtain \_\_\_\_\_ your bed for privacy.

## 2 Allocating resources

<p>✂</p> <p>£</p> <p>You are the hospital manager. Choose <i>one</i> of these things which you want to spend the money on, and think about why it is important.</p> <ul style="list-style-type: none"> <li>• a new kitchen</li> <li>• one newly-trained doctor</li> </ul> <p>€</p>	<p>\$</p> <p>You are a renal nurse. Choose <i>one</i> of these things which you want to spend the money on, and think about why it is important.</p> <ul style="list-style-type: none"> <li>• a new hi-tech dialysis machine</li> <li>• an anti-diabetes patient education programme</li> </ul> <p>¥</p>
<p>£</p> <p>You are a nursing officer. Choose <i>one</i> of these things which you want to spend the money on, and think about why it is important.</p> <ul style="list-style-type: none"> <li>• a new x-ray machine</li> <li>• two extra auxiliary nurses</li> </ul> <p>€</p>	<p>\$</p> <p>You are the head porter. Choose <i>one</i> of these things which you want to spend the money on, and think about why it is important.</p> <ul style="list-style-type: none"> <li>• new trolleys, stretchers, and wheelchairs</li> <li>• basic repairs to buildings</li> </ul> <p>¥</p>
<p>£</p> <p>You are an A&amp;E nurse. Choose <i>one</i> of these things which you want to spend the money on, and think about why it is important.</p> <ul style="list-style-type: none"> <li>• a new ambulance</li> <li>• one specialist nurse</li> </ul> <p>€</p>	<p>\$</p> <p>You are the hospital receptionist. Choose <i>one</i> of these things which you want to spend the money on, and think about why it is important.</p> <ul style="list-style-type: none"> <li>• four new computers</li> <li>• a new day room for patients</li> </ul> <p>¥</p>
<p>£</p> <p>You are head of domestic staff. Choose <i>one</i> of these things which you want to spend the money on, and think about why it is important.</p> <ul style="list-style-type: none"> <li>• four new cleaners</li> <li>• five fully-equipped new beds</li> </ul> <p>€</p>	<p>\$</p> <p>You are a hospital personnel manager. Choose <i>one</i> of these things which you want to spend the money on, and think about why it is important.</p> <ul style="list-style-type: none"> <li>• advice from business and efficiency experts</li> <li>• staff training</li> </ul> <p>¥</p>

### 3 Grammar test

**1** Reorder the words to write sentences.

1 gardening / he / collapsed / when / he / was

*He collapsed when he was gardening.*

2 nurse / assessed / the / injuries / triage / his

3 street / and / crossing / the / a / car / hit / her / she / was

4 when / he / taking / he / died / was / medication

5 operation / he / was / lot / of / pain / before / the / in / a

6 up / and / up / the / weather / admissions / in / went / hot / hospital

7 a / careful / the / made / after / examination / he / diagnosis

8 the / was / when / the / rang / I / leaving / house / phone

9 normal / living / a / until / accident / the / she / life / was

**2** Write the Past Simple and -ing forms of these verbs.

1 move – moved – moving

4 keep

7 say

2 sprain

5 prescribe

8 get

3 consult

6 come

**3** Complete this GP's referral letter with the Past Simple or the Past Continuous form of the verbs in brackets.

Last April, Mr Nesbitt \_\_\_\_\_<sup>1</sup> (move) furniture when he \_\_\_\_\_<sup>2</sup> (sprain) his back. He \_\_\_\_\_<sup>3</sup> (consult) me and said the pain \_\_\_\_\_<sup>4</sup> (keep) him awake every night. I \_\_\_\_\_<sup>5</sup> (tell) him to rest and \_\_\_\_\_<sup>6</sup> (prescribe) a painkiller. The following week he \_\_\_\_\_<sup>7</sup> (report) feeling better, but a month later he \_\_\_\_\_<sup>8</sup> (come) in to see me again. He \_\_\_\_\_<sup>9</sup> (say) his back was stiff and there \_\_\_\_\_<sup>10</sup> (be) some pain, but it \_\_\_\_\_<sup>11</sup> (get) better slowly. Mr Nesbitt \_\_\_\_\_<sup>12</sup> (not take) regular medication before his injury and \_\_\_\_\_<sup>13</sup> (keep) fairly well.

**4** Write the answers Mr Nesbitt would give to these questions.

1 What were you doing when you sprained your back?

2 How did you feel after spraining your back?

3 How was your back after taking painkillers?

4 What medication were you taking before the injury?

5 How were you before the injury?

### 3 Find someone who ...



#### Find someone who ...

was born in the same month as you \_\_\_\_\_  
 lives with their family \_\_\_\_\_  
 has one brother \_\_\_\_\_  
 eats a very healthy breakfast \_\_\_\_\_  
 goes to the gym regularly \_\_\_\_\_  
 goes to bed before 11 \_\_\_\_\_  
 doesn't drink alcohol \_\_\_\_\_  
 smokes every day \_\_\_\_\_  
 has been in A&E as a patient \_\_\_\_\_  
 is allergic to a type of medication \_\_\_\_\_  
 often has headaches \_\_\_\_\_  
 is a blood donor \_\_\_\_\_

#### Find someone who ...

was born in the summer \_\_\_\_\_  
 lives in a house \_\_\_\_\_  
 takes good care of their skin \_\_\_\_\_  
 passed an exam last year \_\_\_\_\_  
 has no fillings in their teeth \_\_\_\_\_  
 eats a lot of fast food \_\_\_\_\_  
 likes beer \_\_\_\_\_  
 has been an outpatient \_\_\_\_\_  
 takes vitamins or other supplements \_\_\_\_\_  
 doesn't feel well at the moment \_\_\_\_\_  
 prefers tea to coffee \_\_\_\_\_  
 doesn't exercise enough \_\_\_\_\_

#### Find someone who ...

was born at home (not in hospital) \_\_\_\_\_  
 shares a flat \_\_\_\_\_  
 has a younger sister \_\_\_\_\_  
 is on a special diet \_\_\_\_\_  
 goes jogging \_\_\_\_\_  
 doesn't need a lot of sleep \_\_\_\_\_  
 is shy \_\_\_\_\_  
 drinks a lot of coffee \_\_\_\_\_  
 doesn't smoke \_\_\_\_\_  
 has tried alternative therapy \_\_\_\_\_  
 has broken a bone \_\_\_\_\_  
 takes the bus to work / college \_\_\_\_\_

#### Find someone who ...

lives near where you are now \_\_\_\_\_  
 counts their calories \_\_\_\_\_  
 feels great today \_\_\_\_\_  
 needs a lot of sleep \_\_\_\_\_  
 is a hypochondriac \_\_\_\_\_  
 eats a lot of fish \_\_\_\_\_  
 smokes occasionally \_\_\_\_\_  
 doesn't like sport \_\_\_\_\_  
 worries a lot \_\_\_\_\_  
 hates having injections \_\_\_\_\_  
 has had a general anaesthetic \_\_\_\_\_  
 cycles to work / college \_\_\_\_\_

## 4 Grammar test

**1** Reorder the words to write sentences in this dialogue.

A hands / wash / your / first / well / First wash your hands well.

B Do I use the large syringe?

A needle / but / yes / don't / the / touch

B Shall I mix the two medicines in the same syringe?

A No - / mix / together / them / never

site / is / make / sure / first / the / clean

B How do I clean it?

A site / alcohol / the / rub / with / an / pad

B How do I give the injection?

A the / skin / into / push / needle / the

plunger / slowly / down / push / the

leave / out / quickly / pull / it / in / - / don't / it

away / make / into / throw / you / sharps / the / sure / needle / container / the

**2** Make instructions which tell the public what to do and what not to do if a motorcycle accident victim is lying injured by the side of the road. Join the verbs on the left to the endings on the right, adding *Don't* if necessary.

1 remove calm Don't remove the victim's helmet

2 stay the victim's helmet

3 move for breathing if the victim is unconscious

4 warn the pulse every five minutes

5 speak the victim's head

6 call any bleeding

7 light to the victim and ask their name

8 check a cigarette

9 control for an ambulance as soon as possible

10 record other road users

**3** Read each sentence. If it is correct, write a tick (✓). If there is a mistake, correct it.

1 Wash ~~the~~ hands thoroughly. your

2 Cleanse to wound gently with mild soap and water.

3 Make sure to remove all dirt and foreign bodies from the wound.

4 Protect the wound with a sterile dressing.

5 No use an airtight covering, as this encourages bacterial growth.

6 When applying ointment, use a clean swab or gauze.

7 You change the dressing regularly.

## 4 Triage

There has been a terrorist bomb attack at a railway station, and you and your partner are among the first at the scene. Use the triage categories below and decide with your partner how to classify each victim.

CATEGORY	DESCRIPTION
<b>blue</b> – dead or expected to die	So badly injured that victim will die soon. Should be given painkillers to ease passing.
<b>red</b> – immediate	Victim could survive with immediate treatment.
<b>yellow</b> – observation	Condition is stable for the moment but requires watching (would receive immediate priority care under 'normal' circumstances).
<b>green</b> – wait	Victim will require a doctor's care within hours, but not immediately.
<b>white</b> – dismiss	Victim has minor injuries – first aid and home care are enough.

Child, about 11 – no bleeding – dazed and confused – doesn't squeeze hand when asked \_\_\_\_\_

Pregnant woman – can walk and talk – some bleeding from head \_\_\_\_\_

Elderly man – very bloody leg – unconscious – no breathing – no pulse \_\_\_\_\_

Teenage girl – no signs of bleeding – coughing, and clear fluid coming from ears \_\_\_\_\_

Man, mid twenties – minor bleeding – conscious but not disorientated – slow breathing rate \_\_\_\_\_

Woman, about 50 – walking around – says she cannot hear anything – has pains in the chest \_\_\_\_\_

Teenage boy – cuts on face – very pale – sitting on the ground and falling asleep \_\_\_\_\_

Young woman – no pulse – no bleeding – no response when you clear her airway \_\_\_\_\_

Young woman – no signs of injuries – vomiting and constant shaking and will not stop crying – 30 breaths per minute \_\_\_\_\_

Middle-aged man – broken arm – large chest wound – unconscious – breathing erratic \_\_\_\_\_

Elderly woman – clear fluid running out of nose – walking around but is confused and angry \_\_\_\_\_

Elderly woman – coughing up blood, severe pain in her chest and difficulty breathing \_\_\_\_\_

Middle-aged man – has lost leg – massive bleeding – conscious and talking \_\_\_\_\_

Young man – bruises and some bleeding on arms and legs – confused and complaining of headache and ringing in the ears \_\_\_\_\_

Child, about four – clinging to his mother who is not injured – pale, with moist skin – rapid breathing and rapid pulse \_\_\_\_\_

Child, about four – lying on ground with black skin caused by burns – appears not to be in pain \_\_\_\_\_

Young woman – skin has painful red burnt areas – has cuts on her leg but walking \_\_\_\_\_



## 5 Grammar test

**1** Write the comparative and superlative forms of these adjectives.

- |   |              |
|---|--------------|
| 1 hard – <i>harder</i> – <i>the hardest</i> | 7 sensitive  |
| 2 fast                                      | 8 sleepy     |
| 3 weak                                      | 9 strong     |
| 4 well                                      | 10 effective |
| 5 painful                                   | 11 bad       |
| 6 frightening                               | 12 intense   |

**2** Read each sentence. If it is correct, write a tick (✓). If there is a mistake, correct it.

- The ~~most worst~~ pain many women experience is in childbirth. worst
- It more hurts than it did yesterday \_\_\_\_\_
- Physiotherapy can sometimes be more effective for back pain than drugs. \_\_\_\_\_
- These tests are less painfuller than others, because only a drop of blood is needed. \_\_\_\_\_
- Which drug will give the most effective pain relief? \_\_\_\_\_
- The fingers are one of most sensitive parts of the body. \_\_\_\_\_
- My legs ache less when I'm walking than when I'm standing still. \_\_\_\_\_
- Kidney stones are one the most painful conditions you can have. \_\_\_\_\_
- It's difficult to say where it hurts the more. \_\_\_\_\_

**3** Complete these sentences with the comparative or superlative forms of the adjectives in exercise 1

- Aspirin is the strongest (strong) painkiller we've got, I'm afraid.
- Can I do anything to make you feel \_\_\_\_\_ (well)?
- Moving around is getting \_\_\_\_\_ (hard) to do.
- Injection is \_\_\_\_\_ (fast) way to administer pain relief.
- He is \_\_\_\_\_ (weak) he was yesterday.
- For children, thinking about the injection is \_\_\_\_\_ (frightening) the pain itself.
- Your fingers are \_\_\_\_\_ (sensitive) your shoulders.
- He is feeling \_\_\_\_\_ (sleepy) now and the pain is decreasing.
- I can't ignore the pain any more – it's just getting \_\_\_\_\_ (bad).
- This is \_\_\_\_\_ (intense) pain I've ever felt.
- These pills are much \_\_\_\_\_ (effective) than those.
- It was \_\_\_\_\_ (painful) experience I have ever had.

## 5 How sensitive are you?

Work in pairs. What is your attitude to pain?  
Test yourself by answering this questionnaire. Discuss your answers as you work through the questions.

- 1** How quickly do you notice changes in your body?
  - 1 point** Immediately
  - 2 points** Only when they grow into aches or pains
  - 3 points** Very slowly
- 2** You start to have a bad headache during the day. What do you do?
  - 1 point** Lie down and rest
  - 2 points** Ignore it until it gets too bad
  - 3 points** Fight it and carry on what you are doing
- 3** Your back is hurting. What do you do?
  - 1 point** Make 'ooh' noises until somebody asks you what's wrong
  - 2 points** Tell other people about it so they understand
  - 3 points** Keep quiet about it and suffer in silence
- 4** You fall in the street and hurt your knee. What do you do?
  - 1 point** Make it just a bit more dramatic than it really is
  - 2 points** Laugh out loud and make it into a joke
  - 3 points** Pretend that it didn't hurt much
- 5** Someone who is in pain shouts at you and insults you when you are trying to help them. What do you do?
  - 1 point** Understand, feel nothing, and stay calm
  - 2 points** Tell them to either stop shouting or deal with it themselves
  - 3 points** Get angry – shout back and walk out
- 6** There is a documentary about victims of war on TV that shows horrible violence. How do you react?
  - 1 point** By switching the TV off
  - 2 points** You feel upset but you watch it through to the end
  - 3 points** With cool interest
- 7** You hear that an old school friend has had a leg amputated. Then one day you see him in the street. What do you do?
  - 1 point** Get emotional and start crying
  - 2 points** Walk up to him and give him a big hug
  - 3 points** Talk to him but avoid the subject of the leg
- 8** Which do you think is the most common problem with patients' reports of pain?
  - 1 point** They often keep quiet and don't report it
  - 2 points** They understate it – it is usually worse than they say
  - 3 points** They exaggerate it – it is usually not as bad as they say
- 9** A child falls over and gets a small cut. How do you react?
  - 1 point** Give immediate comfort – hold the child and sympathize
  - 2 points** Give attention, but only to the cut
  - 3 points** Tell the child to be brave and not cry



## 6 Grammar test

### 1 Complete the questions.

- 1 Do you have a rash on your back?
- 2 the headaches worse at night?
- 3 I going to die?
- 4 you feeling better today?
- 5 the sleeping tablet work last night?
- 6 your husband coming to take you home?
- 7 you going home tomorrow?
- 8 the consultant seen you yet?
- 9 you move your fingers?
- 10 your arm feel any better this morning?

### 2 Add a question tag to the statements to make questions.

- 1 He's stopped coughing, hasn't he?
- 2 We finish our shift at eight o'clock, \_\_\_\_\_?
- 3 Those painkillers are very effective, \_\_\_\_\_?
- 4 He isn't any better, \_\_\_\_\_?
- 5 You don't drink tea or coffee, \_\_\_\_\_?
- 6 I have to give him this medication twice a day, \_\_\_\_\_?
- 7 There's not much improvement, \_\_\_\_\_?
- 8 You can see the swelling, \_\_\_\_\_?

### 3 Complete the questions in the dialogue.

- Nurse** When did the symptoms first appear? (the symptoms / first appear)
- Patient** About a year ago.
- Nurse** Why \_\_\_\_\_? (you / not come) to see me?
- Patient** At the time I wasn't very worried.
- Nurse** And \_\_\_\_\_? (the symptoms / get worse)?
- Patient** Yes, they started to get worse about a month ago.
- Nurse** I see, and \_\_\_\_\_? (you / take) any medication since then?
- Patient** I went to see a homeopath and he prescribed these pills.
- Nurse** I see \_\_\_\_\_? (you / can open) your mouth wide and say 'ah'?
- Patient** Ah.
- Nurse** Good, and \_\_\_\_\_? (what / happen) when you took the pills?
- Patient** This rash appeared. \_\_\_\_\_? (you / can see) it on my back?
- Nurse** Yes, I see. So, \_\_\_\_\_? (there was) any improvement when you took the pills?
- Patient** No.
- Nurse** I see. And \_\_\_\_\_? (you still have) stomach aches?
- Patient** Yes.
- Nurse** \_\_\_\_\_? (you still taking) the homeopathic medicine?
- Patient** No, I stopped when the rash appeared.

# 6 What's wrong?

**A**

You keep being sick. Your neck feels stiff. You have a headache. You have to wear your sunglasses all the time because the light hurts your eyes. Your temperature is high and you just can't think clearly.

**B**

You've had a bad cough for two weeks. You are coughing up bright green phlegm and wheezing. You find it difficult to swallow. You feel sick, and your lips look a little purple.

**C**

You feel extremely tired all the time. You also get shivery then hot. You noticed blood in your urine this morning. You feel sick, although you haven't actually been sick yet. Your back aches, and you have a temperature.

**D**

Your muscles really ache, especially your legs. You have a rash on your arms and chest. Your hands and feet feel cold. You feel a bit sick, and you find it hard to swallow. Your heart is beating fast, and you have a fever.

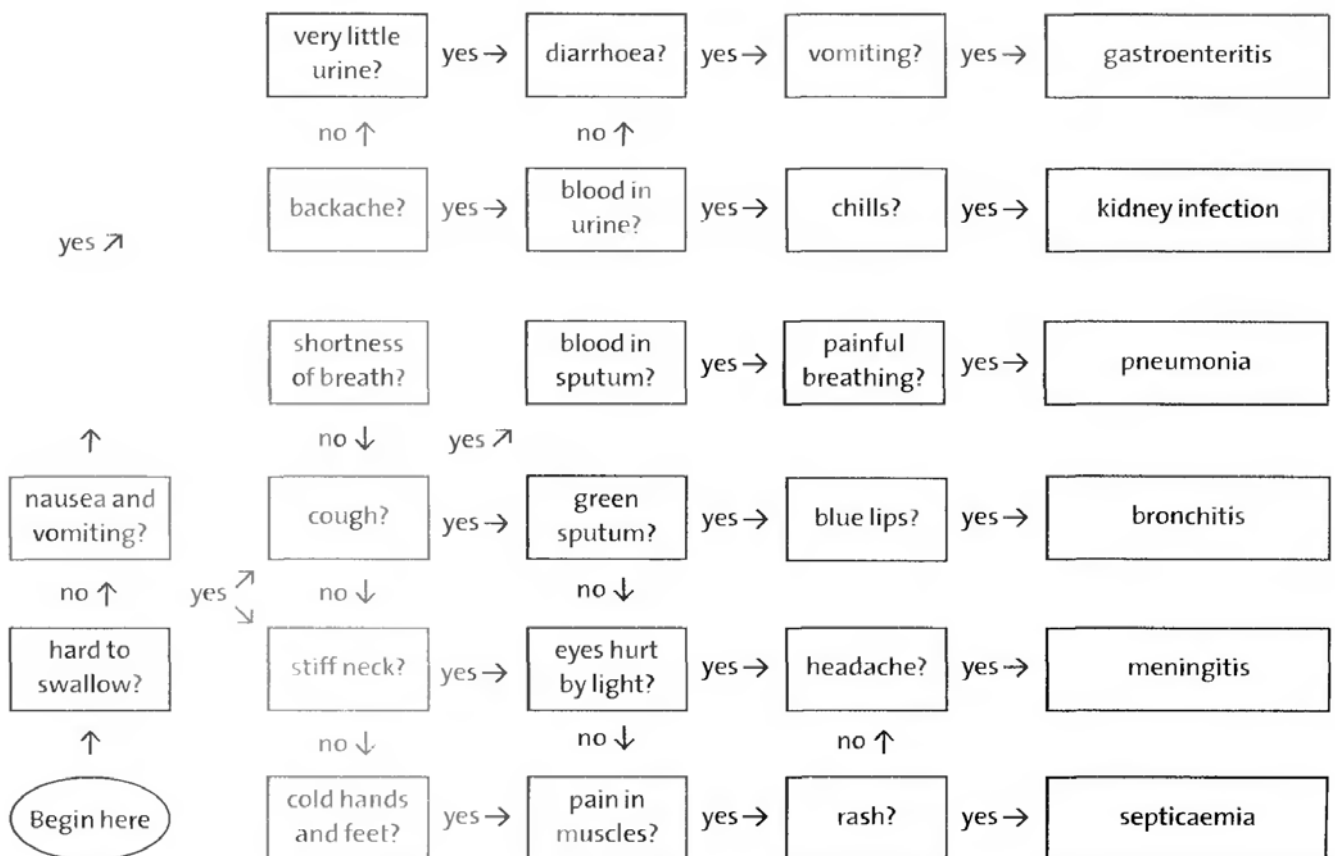
**E**

You have a temperature of 39.2. You were sick several times in the night. You need to go to the toilet but there is very little urine. You have backache, and you've completely lost your appetite.

**F**

You've had a bad cough for a week and a fever of 39. It's getting worse, and you're coughing up a lot of sputum. This morning you noticed blood in it. It hurts when you breathe. You don't feel like eating anything.

*possible diagnosis*



# 7 Grammar test

## 1 Match the beginnings and ends of these sentences.

- |  |   |
|--|---|
| 1 Will Mrs Andrews                           | a and will look at you as soon as he can. |
| 2 What will you do if                        | b if you diet and take exercise.          |
| 3 This will only lower your blood pressure   | c I'm sure everything will be OK.         |
| 4 Don't worry –                              | d the treatment doesn't work?             |
| 5 Mr Wahid has cancelled his appointment, so | e when she's discharged.                  |
| 6 Miss Fontana will need                     | f go to room three please?                |
| 7 Dr Zappa is on his rounds                  | g a new dressing every two days.          |
| 8 I'll collect Mum in the car                | h he won't be seeing you this afternoon.  |

## 2 Reorder the words to write sentences.

- 1 will / he / arrives / you / when / see / the / doctor

*The doctor will see you when he arrives.*

- 2 be / think / soon / able / you / to / again / I / walk / 'll

- 3 you / hold / arm / won't / if / fall / my / you

- 4 you / food / with / shall / your / I / help?

- 5 see / difference / first / any / you / won't / at

- 6 will / bed / hand / me / please / a / with / you / give / this?

## 3 Use these verbs with *will*, *won't*, or *shall* to complete the sentences. Use short forms.

need    know    take    speak    see    die    ~~make~~    give

- 1 We feel sure your father will make a full recovery.

- 2 I'm afraid I don't think your father \_\_\_\_\_ your name.

- 3 I think he \_\_\_\_\_ a new pair of spectacles soon.

- 4 I \_\_\_\_\_ you back to the wards now.

- 5 \_\_\_\_\_ Dr Thompson \_\_\_\_\_ Mrs DeToit this afternoon?

- 6 I \_\_\_\_\_ you any more of these tablets.

- 7 \_\_\_\_\_ I \_\_\_\_\_ to the doctor for you?

- 8 No, Mrs Fitzpatrick, you're fine – you \_\_\_\_\_ tonight.

# 7 A question of age



## A

Paul Simmons visits his father (86) at home one day and finds that he is about to hand over all his savings to a salesman, who has persuaded him to buy a new kitchen. Luckily he is just in time to stop his father writing out the cheque.

Paul wants to take complete control of his father's finances, but his father is angry with his son, and refuses to give up his independence.

- 1 Should Paul go against his father's wishes and take away his chequebook?
- 2 Should elderly people always be allowed to make their own decisions?



## B

Martin Thomas lives with his mother (85). He is offered a job abroad, which he really wants. He cannot take his mother with him, so he looks for a care home for her.

They don't have the money for a private care home. The government run care home is free, but understaffed and depressing. When Mr Thomas visits the care home, he sees the residents all sitting in silence around a TV set.

- 1 Should Mr Thomas give up his plans and stay at home to take care of his mother?
- 2 Is it wrong that people with money should get better health care than those who are poor?



## C

Frank Davies (77) has been a smoker and heavy drinker all his life. He has heart disease and high blood pressure, and needs life-saving surgery immediately or he will probably die. However, there is a long list of patients waiting for surgery, some of whom are young.

- 1 Should Mr Davies go to the front of the queue?
- 2 Should people who smoke and drink heavily get the same treatment as those who don't?
- 3 Is it better to spend more money treating young people than treating old people?

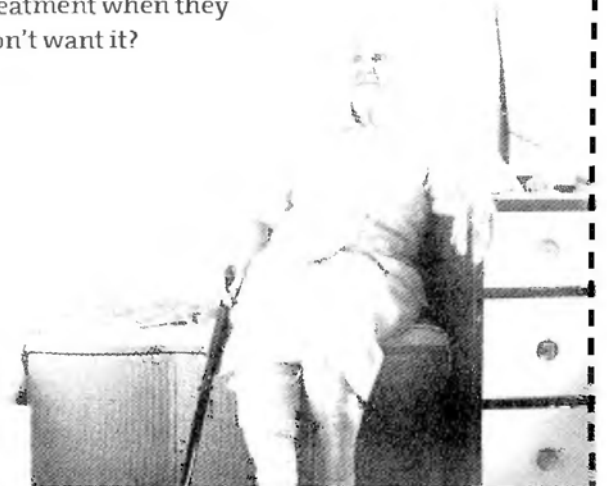


## D

Edna Wilson (89) has had a fall and fractured her hip. She says she doesn't want surgery or physiotherapy. She wants her daughter to look after her at home.

Mrs Wilson's daughter is not happy about this. She says her mother is not thinking clearly. She does not want to care for her mother 24 hours a day, and wants her to have surgery 'for her own good'.

- 1 What should Mrs Wilson's doctor advise?
- 2 Should people be forced to have medical treatment when they don't want it?



## 8 Grammar test

**1** Read each sentence. If it is correct, write a tick (✓). If there is a mistake, correct it.

- 1 This boy should ~~having~~ a BMI of 23. have
- 2 You don't should worry about your weight. \_\_\_\_\_
- 3 She should tries a low fat diet. \_\_\_\_\_
- 4 We should all to do more exercise. \_\_\_\_\_
- 5 You shouldn't eat so much. \_\_\_\_\_
- 6 Your blood pressure's should fall if you lose some weight. \_\_\_\_\_
- 7 You shouldn't allow your son to have too many sweets. \_\_\_\_\_

**2** Complete the sentences with *should* / *shouldn't* and one of the verbs below.

eat	expect	try	set	snack	exercise	eat
cut down	be prepared	keep	drink	change	be	

- 1 You shouldn't eat just before you go to bed.
- 2 You \_\_\_\_\_ your behaviour and way of thinking.
- 3 You \_\_\_\_\_ yourself goals, but they \_\_\_\_\_ impossible goals.
- 4 You \_\_\_\_\_ only healthy food, and you \_\_\_\_\_ fast food in your kitchen.
- 5 You \_\_\_\_\_ to see huge results overnight, and you \_\_\_\_\_ for hard work.
- 6 You \_\_\_\_\_ to eat something from each main food group at every main meal.
- 7 You \_\_\_\_\_ your fat intake.
- 8 You \_\_\_\_\_ between meals.
- 9 You \_\_\_\_\_ every day to burn up carbohydrates and fat.
- 10 You \_\_\_\_\_ plenty of water to fill yourself up.

**3** Write two pieces of advice for each of these problems. They can be negative or positive.

- 1 I think I'm addicted to fast food.  
You should buy your favourite healthy food instead.  
You shouldn't get a takeaway every day.
- 2 I need to lose weight, but I hate jogging.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 I'm overweight, and sometimes I feel dizzy and faint.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4 My children are getting fat.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 5 I am worried about my husband's health. He drinks and smokes too much.  
 \_\_\_\_\_  
 \_\_\_\_\_

# 8 Vitamins, minerals, and oils



## Student A

1  
 2 c 3 a 4 l 5 c 6 i 7 u 8 m  
 9 o 10 m 11 e 12 g 13 a 14 3  
 15 c 16 a 17 r 18 b 19 o 20 h 21 y 22 d 23 r 24 a 25 t 26 e 27 s  
 28 o 29 l 30 i 31 v 32 e 33 o 34 i 35 l  
 36 f 37 a 38 t  
 39 s 40 u 41 n 42 l 43 i 44 g 45 h 46 t  
 47 k  
 48 v 49 i 50 t 51 a 52 m 53 i 54 n 55 C



## Student B

1 z  
 2 i 3 s 4 i 5 i 6 n  
 7 r 8 u 9 g 10 a 11 3  
 12 o 13 n 14 c 15 r 16 h 17 e 18 l 19 l 20 f 21 i 22 s 23 h  
 24 e 25 r 26 i 27 t 28 r 29 u 30 s 31 f 32 r 33 u 34 i 35 t  
 36 s 37 e 38 r 39 e 40 a 41 l 42 s  
 43 p 44 r 45 o 46 t 47 e 48 i 49 n



## 9 Grammar test

### 1 Underline the correct form of the verb in each sentence.

- 1 If we do / 'll do a blood test, we'll find out what's wrong with you.
- 2 We'll tell you the results of the test when you phone / 'll phone.
- 3 When you arrive / 'll arrive at the hospital, we'll give you a blood test.
- 4 If we won't have / don't have the right blood for a transfusion, the patient will die.
- 5 If the bleeding will stop / stops, he won't need / doesn't need a transfusion.
- 6 The treatment doesn't work / won't work unless she stops smoking.
- 7 We give / 'll give Mr Perry a blood test when he comes / 'll come tomorrow.
- 8 If you won't feel / don't feel better tomorrow, we do / 'll do some more tests.
- 9 He dies / will die if we give / 'll give him the wrong blood.
- 10 Unless the patient gives / will give up alcohol, he doesn't get / won't get better.

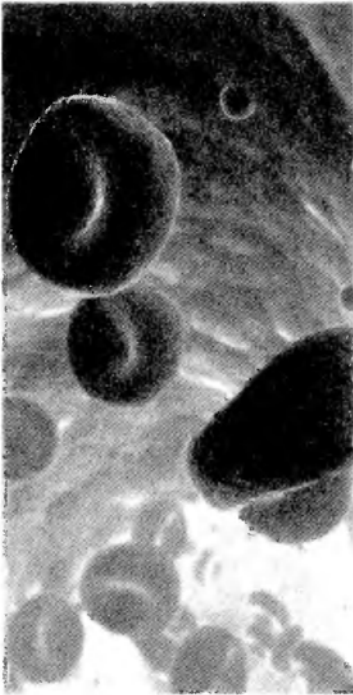
### 2 Match the beginnings and endings of these Zero Conditional sentences, and complete them with the verbs below in the correct form.

- |  |                  |              |                           |      |      |      |      |
|--|------------------|--------------|---------------------------|------|------|------|------|
| clump  | be               | use          | bleed                     | drop | give | show | keep |
| 1 If the patient smokes,                       | a it             | _____        | more heavily than a vein. |      |      |      |      |
| 2 When blood loss is severe,                   | b blood pressure | _____        |                           |      |      |      |      |
| 3 If you cut an artery,                        | c if you         | _____        | dirty needles.            |      |      |      |      |
| 4 If a patient is in shock,                    | d a transfusion  | _____        | necessary.                |      |      |      |      |
| 5 When we don't have the patient's blood type, | e it             | <u>shows</u> | in the blood test.        |      |      |      |      |
| 6 If you mix different blood types,            | f you need to    | _____        | their blood pressure up.  |      |      |      |      |
| 7 There is a risk of disease                   | g we             | _____        | them type O.              |      |      |      |      |
| 8 When heart rate decreases,                   | h they           | _____        |                           |      |      |      |      |

### 3 Complete these First and Zero Conditional sentences with the verbs given in the correct form. They are not always given in the correct order.

- 1 (stop, not live) You won't live long unless you stop taking drugs.
- 2 (give up, feel) She \_\_\_\_\_ better if she \_\_\_\_\_ smoking.
- 3 (happen, lose) What \_\_\_\_\_ if a patient \_\_\_\_\_ a lot of blood?
- 4 (help, give) You \_\_\_\_\_ to save lives when you \_\_\_\_\_ blood.
- 5 (stop, hold) If you \_\_\_\_\_ the wound for a few minutes, the bleeding \_\_\_\_\_.
- 6 (call, find) I \_\_\_\_\_ you if I \_\_\_\_\_ something wrong.
- 7 (need, rise) Unless her blood pressure \_\_\_\_\_, she \_\_\_\_\_ a transfusion.
- 8 (ask, arrive) We \_\_\_\_\_ the doctor what he thinks when he \_\_\_\_\_.
- 9 (show, need) I \_\_\_\_\_ you what to do if you \_\_\_\_\_ help.
- 10 (ask, not know) You \_\_\_\_\_ what to do unless you \_\_\_\_\_ somebody.

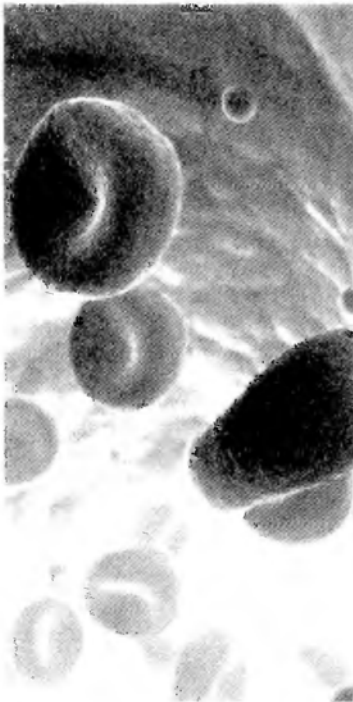
## 9 Blood quiz



### Student A

Use the set of facts on your card to test the other team's knowledge of blood. For each fact, make a question with three possible answers.

- 1 A red blood cell lives for about three months. (*How long ...*)
- 2 Your blood travels about 20,000 kilometres every day. (*How far ...*)
- 3 You lose almost half a kilo in weight when you donate blood. (*How much ...*)
- 4 There are 25,000 white blood cells in a drop of blood. (*How many ...*)
- 5 One in ten people entering hospital need a blood transfusion. (*How many ...*)
- 6 You give three quarters of a litre in one donation of blood. (*How much ...*)
- 7 Blood plasma is 96% water. (*What percentage of ...*)
- 8 There are 5.6 litres of blood in an adult human. (*How much ...*)
- 9 Your heart beats 35 million times in a year. (*How many ...*)
- 10 Red blood cells form about 40% of the volume of blood. (*What percentage of ...*)



### Student B

Use the set of facts on your card to test the other team's knowledge of blood. For each fact, make a question with three possible answers.

- 1 A newborn child has one cupful of blood in its body. (*How much ...*)
- 2 It takes about ten minutes to make a blood donation. (*How long ...*)
- 3 There are 96,000 kilometres of blood vessels in an adult human. (*How many ...*)
- 4 80 million units of blood are donated every year worldwide. (*How many ...*)
- 5 It takes eight weeks for a human body to replace red blood cells. (*How long ...*)
- 6 55% of blood is plasma. (*What percentage of ...*)
- 7 Donated blood goes through eleven tests. (*How many ...*)
- 8 There are about half a billion red blood cells in one drop of blood. (*How many ...*)
- 9 Blood is 7% of your body's weight. (*What percentage ...*)
- 10 You must wait 56 days between each donation of blood. (*How long ...*)

# 10 Grammar test

## 1 Reorder the words to write sentences.

- 1 discomfort / may / a / little / feel / you

*You may feel a little discomfort.*

- 2 benefit / the / therapy / might / from / patient

- 3 this / last / him / alive / see / time / be / the / could / I'll

- 4 will / work / we / maybe / think / that / drug / this

- 5 be / cured / I / don't / that / your / father / it's / can / possible / think

- 6 right / it / be / see / him / the / time / to / not / might

- 7 it / to / say / too / perhaps / early / is

- 8 to / use / I / may / Morphine / time / be / think / it

## 2 Underline the word or phrase that completes the sentence.

- 1 It *could* / *couldn't* be that the illness will end in death, but I'm not certain.

- 2 We can change the medication, but I'm sure it *won't* / *might not* work.

- 3 If you act too fast, you *may* / *will* probably make mistakes.

- 4 It *may* / *perhaps* be possible to revive him.

- 5 I *could* / *might* not still be here next year, but I hope so.

- 6 Act too slowly and the patient *may* / *will* certainly die.

- 7 *It's possible* / *Perhaps* that there will be a change in her condition.

- 8 Is he dying? *Maybe* / *May* not.

## 3 Read each sentence. If it is correct, write a tick (✓). If there is a mistake, correct it.

- 1 The drugs might to have some side effects. ~~to~~

- 2 The patient's emotional needs is may be more important than his physical needs.

- 3 Perhaps that depression affects a patient's decisions.

- 4 It's possible that the cancer will return.

- 5 Dealing with a dying patient maybe difficult.

- 6 I don't sure there is anything more we can do.

- 7 Perhaps you'll feel better if you eat more.

- 8 You're doing well – you might able to go home soon.

- 9 Dying is usually a sad time, but sometimes it is possibly to be very close to people.

- 10 When a patient dies, you could not be able to control your emotions.

# 10 Saying goodbye

- 1** These are some people's ideas for what they would like to happen when they die.  
Discuss with a partner whether you like each idea or not.

## When I die ...

... I want to be buried on a hill, overlooking my town.

... I'd like to be buried under a tree.

... my body will be frozen and stored.

... I don't want any funeral.

... I'd like my ashes to be scattered in the garden of my house.

... I want people to cry, then have a big party afterwards.

... I've asked to be buried at sea.



- 2** A funeral doesn't have to be an unhappy event. Think about how you would like yours to be, and make notes below. Then talk about your ideas in small groups.

burial? cremation? other?

music – serious? cheerful? rock music?  
classical? religious? none?

traditional? modern?

speeches – who? humorous? serious?

where?

guests – many? few? who?

coffin – expensive? eco-friendly?

minister of religion? prayers?

gravestone? other memorial?

meal for guests?

a long procession? a hearse pulled by horses? a car?

party? dancing?

# 11 Grammar test

## 1 Choose the correct verb to complete each sentence.

- 1 We *must* / *don't have to* isolate this patient immediately before he infects others.
- 2 The patient's dressing *needs changing* / *needs to change*.
- 3 The ward sister says we *have to* / *mustn't* wash the ward furniture until it's spotlessly clean.
- 4 You *must* / *need* wear gloves when handling body fluids!
- 5 I can't come out tonight because I *have to* / *must* study for my exam.
- 6 There's no risk of infection, so you *don't have to* / *mustn't* wear a mask.
- 7 You *must* / *need* never forget hygiene procedures, or you'll put lives at risk.
- 8 This floor *needs* / *must have* a good wash with disinfectant.
- 9 I *must* / *have to* start work at seven every morning.
- 10 Your father's not feeling well, so you *don't have to* / *mustn't* stay long.

## 2 Read each sentence. If it is correct, write a tick (✓). If there is a mistake, correct it.

- 1 You're wanted urgently – you ~~must to~~ go to A&E right now. must
- 2 You don't have to taking all the tablets. \_\_\_\_\_
- 3 You need to not wait for me. \_\_\_\_\_
- 4 These sheets need to change. \_\_\_\_\_
- 5 Do I have to take a blood sample from this patient? \_\_\_\_\_
- 6 You don't need to washing the floor – the cleaners will do that. \_\_\_\_\_
- 7 She must taking the medicine every day. \_\_\_\_\_
- 8 The meeting is only for senior staff, so student nurses don't have to attend. \_\_\_\_\_
- 9 I need changing this patient's dressing. \_\_\_\_\_
- 10 How many times do I must press down on the patient's chest? \_\_\_\_\_

## 3 Rewrite these hygiene instructions for Intensive Care staff using *must*, *mustn't*, or *don't have to*.

- 1 Tuck shirts inside trousers.  
You must tuck your shirt inside your trousers.
- 2 It is not necessary to wear surgical boots.  
\_\_\_\_\_
- 3 Please pin back long hair.  
\_\_\_\_\_
- 4 Don't wear watches and jewellery.  
\_\_\_\_\_
- 5 Disinfect hands on entering ICU.  
\_\_\_\_\_
- 6 It is not necessary to wear a cap.  
\_\_\_\_\_
- 7 Gloves are worn when washing patients.  
\_\_\_\_\_
- 8 More than two visitors at one time are not allowed.  
\_\_\_\_\_

# 11 Waste disposal



## Student A

disposable syringes	yellow box	bedpan liners	
disposable needles	yellow box	disposable bedpans	
surgical gloves	yellow bag	old sheets	
used dressings	yellow bag	body parts and organs	
broken bottles	black box	old razor blades	
out-of-date bank blood	orange box	urine bottles	
unused tablets	orange box	out-of-date bags of glucose	
incontinence pads	yellow bag	cultures from Pathology	
old newspapers	black bag	IV tubing	
used colostomy bags	yellow bag	broken computer parts	
used IV bags	orange bag	contents of vacuum cleaner	
glass pipettes	yellow box	empty plastic disinfectant bottles	
bloodstained blankets	yellow bag	empty blood bags	
cuttings from hair and nails	orange bag	broken cups	
used paper towels	black bag	uneaten food	
disposable nappies	yellow bag	used face masks	
dead flowers	black bag	used swabs	

## Student B

disposable syringes		bedpan liners	yellow bag
disposable needles		disposable bedpans	yellow bag
surgical gloves		old sheets	orange bag
used dressings		body parts and organs	orange bag
broken bottles		old razor blades	black box
out of date bank blood		urine bottles	yellow bag
unused tablets		out-of-date bags of glucose	black box
incontinence pads		cultures from Pathology	yellow bag
old newspapers		IV tubing	black bag
used colostomy bags		broken computer parts	black box
used IV bags		contents of vacuum cleaner	black bag
glass pipettes		empty plastic disinfectant bottles	black bag
bloodstained blankets		empty blood bags	orange box
cuttings from hair and nails		broken cups	black box
used paper towels		uneaten food	black bag
disposable nappies		used face masks	yellow bag
dead flowers		used swabs	yellow bag

# 12 Grammar test

## 1 Underline the correct form of the verb in these sentences.

- 1 *Did you read / Have you read* the case notes yet?
- 2 The first time we *met / 've met* was three years ago.
- 3 I *saw / 've seen* you six times this year.
- 4 When *have you started / did you start* having these thoughts?
- 5 I *haven't had / didn't have* hallucinations since last year.
- 6 I *just finished / 've just finished* all the tablets you gave me.
- 7 She *had / 's had* a breakdown in 2005.
- 8 I *didn't finish / haven't finished* taking your pulse yet.
- 9 *Have you taken / Did you take* your medication yesterday?
- 10 I *knew / 've known* Mr Musel for over ten years now.

## 2 Read each sentence. If it is correct, write a tick (✓). If there is a mistake, correct it.

- 1 The patient ~~has taken~~ an overdose last Christmas. took
- 2 Have you ever had hallucinations? \_\_\_\_\_
- 3 I missed two doses so far this week. I need one now. \_\_\_\_\_
- 4 How many different doctors have you saw? \_\_\_\_\_
- 5 The patient appeared agitated when I first interviewed him. \_\_\_\_\_
- 6 The first time she has heard voices was a year ago. \_\_\_\_\_
- 7 She has visited many different therapists in her life. \_\_\_\_\_
- 8 The doctor saw the same thing many times before. \_\_\_\_\_

## 3 Use the Past Simple or the Present Perfect to complete the conversation between a nurse and a patient.

**Nurse** How long have you felt (you, feel) this way?

**Patient** It \_\_\_\_\_<sup>1</sup> (start) when I was a child. I \_\_\_\_\_<sup>2</sup> (be) a very quiet child.

**Nurse** \_\_\_\_\_ you ever \_\_\_\_\_<sup>3</sup> (see) a psychiatrist?

**Patient** No, I \_\_\_\_\_<sup>4</sup> (never, see) a psychiatrist, but I \_\_\_\_\_<sup>5</sup> (talk) to my doctor many times.

**Nurse** I see. When \_\_\_\_\_ you first \_\_\_\_\_<sup>6</sup> (talk) to your doctor?

**Patient** The first time \_\_\_\_\_<sup>7</sup> (be) two years ago. I \_\_\_\_\_<sup>8</sup> (go) to see him because I \_\_\_\_\_<sup>9</sup> (can't) think clearly.

**Nurse** \_\_\_\_\_ things \_\_\_\_\_<sup>10</sup> (get) worse since then?

**Patient** Well, they \_\_\_\_\_<sup>11</sup> (get) much worse after that. But recently things \_\_\_\_\_<sup>12</sup> (be) a little better.

**Nurse** Really – that's good. \_\_\_\_\_ you ever \_\_\_\_\_<sup>13</sup> (take) medication?

**Patient** Yes, I \_\_\_\_\_<sup>14</sup> (take) a lot of different things over the years. I \_\_\_\_\_<sup>15</sup> (take) a Nardil tablet first thing this morning.

**Nurse** \_\_\_\_\_ you \_\_\_\_\_<sup>16</sup> (take) anything else today?

**Patient** Yes, I \_\_\_\_\_<sup>17</sup> (need) something before coming here, so I \_\_\_\_\_<sup>18</sup> (have) a Prozac tablet.

# 12 Disorders of the mind

1 Exchange information so that you both know the meaning of all the disorders.

<p><b>Student A</b></p> <p>a _____ = a fear of crowded places and open spaces</p> <p>sleep terror disorder = _____</p> <p>a _____ = an inability to remember</p> <p>attention deficit disorder = _____</p> <p>c _____ d _____ = a desire to destroy things</p> <p>gender identity disorder = _____</p> <p>s _____ a _____ d _____ = depression during the winter</p> <p>expressive language disorder = _____</p>	<p>_____ = inability to use grammar correctly</p> <p>_____ = seasonal affective disorder</p> <p>_____ = the belief that you have a different sexual identity to your physical body</p> <p>_____ = conduct disorder</p> <p>_____ = an inability to concentrate</p> <p>_____ = amnesia</p> <p>_____ = frequently waking up in great fear</p> <p>_____ = agoraphobia</p> <p style="text-align: right;"><b>Student B</b></p>
--	--

2 Now work together and discuss which disorder each speaker has

1 I can't remember what you said.  
What was the question? \_\_\_\_\_

8 I love the sound of breaking glass. \_\_\_\_\_

2 Sometimes I go out – but just to empty the dustbins. \_\_\_\_\_

3 Us went tomorrow. \_\_\_\_\_

4 In January I feel so low I stay in bed. \_\_\_\_\_

5 I can't remember the dream – only the fear. \_\_\_\_\_

6 My parents named me Anne, but my name is really Jack. \_\_\_\_\_

7 I remember nothing that happened before the accident \_\_\_\_\_



# 13 Grammar test

## 1 Complete the sentences using the Present Passive. Use short forms.

- 1 The dressings are changed (change) daily.
- 2 Tumours \_\_\_\_\_ (show up) by a CT scan.
- 3 Patients \_\_\_\_\_ (not keep) waiting for too long.
- 4 The information about blood pressure \_\_\_\_\_ (not need) any more.
- 5 The electrodes \_\_\_\_\_ (place) on the patient's forehead.
- 6 The patient's heart rate and blood pressure \_\_\_\_\_ (monitor) at all times.
- 7 Brain function \_\_\_\_\_ (record) on this chart.
- 8 Anaesthetists have to \_\_\_\_\_ very highly \_\_\_\_\_ (train).
- 9 A person with hypothermia must not \_\_\_\_\_ (warm up) too quickly.
- 10 Staff can \_\_\_\_\_ (contact) using your pager if there is an emergency.

## 2 Rewrite these Active sentences using the Past Passive.

- 1 We tested her blood yesterday. Her blood was tested yesterday.
- 2 The tests indicated a dust allergy. \_\_\_\_\_
- 3 A heart attack killed Mr Chung. \_\_\_\_\_
- 4 The nurse did not understand the danger signs. \_\_\_\_\_
- 5 We sent sample tissue to the laboratory. \_\_\_\_\_
- 6 Paramedics gave the man CPR. \_\_\_\_\_
- 7 They closed A&E because of lack of money. \_\_\_\_\_
- 8 They recorded her heart rate at 18 bpm. \_\_\_\_\_
- 9 They refused the men entry to the hospital. \_\_\_\_\_
- 10 They had to cancel the operation. \_\_\_\_\_

## 3 Complete the case history with the words below, using the Present or Past Passive or Active forms of the verbs below. Some verbs can be used more than once.

give      take      see      (not) weigh      identify  
record      start      diagnose      show

**Patient's name** Irene Garcia

### History

This 60-year-old woman with a three-year history of diabetes was seen <sup>1</sup> originally for worsening shortness of breath and a bad cough. When she was 55, she was diagnosed <sup>2</sup> with chronic lung disease. According to records, Ms Garcia had <sup>3</sup> an oral glucose tolerance test last year and diabetes was managed <sup>4</sup>. Her diabetes is managed by diet and exercise and she was given <sup>5</sup> no medication. Her blood glucose was checked <sup>6</sup> one month ago. It was 6.8% (normal 4–6%).

**Today's date** 7th April

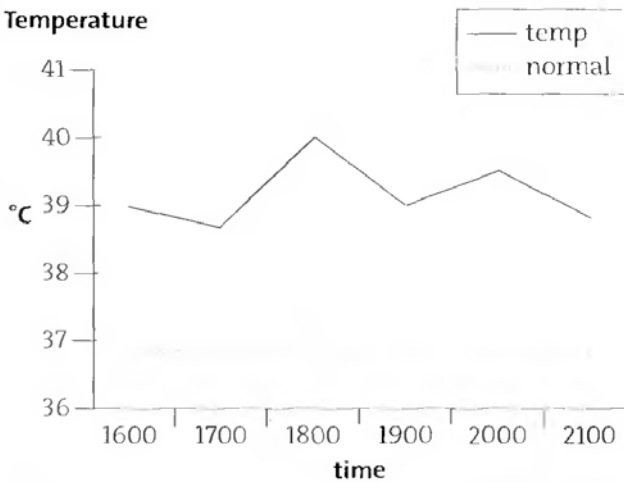
The patient is admitted to Ward 7 for 72 hours of tests. Her glucose level was <sup>7</sup> but she was <sup>8</sup> at this time. Insulin levels were <sup>9</sup> by tests to be very low and falling. Her blood pressure was <sup>10</sup> at 130/70, pulse 120, respiratory rate 24. A chest x-ray showed <sup>11</sup> damage to her lungs. The patient was started <sup>12</sup> on a new course of medication.

# 13 Chest pains

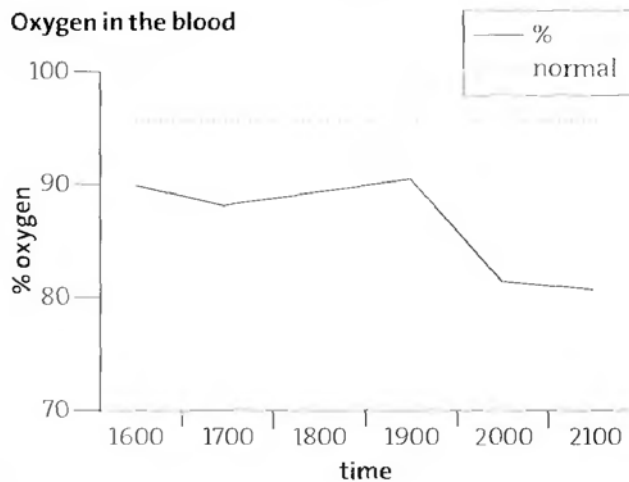
## Student A

Mr Schneider was admitted with severe chest pains and has been monitored over five hours. His chest is noisy. He has a dry cough and tightness in the chest.

Temperature



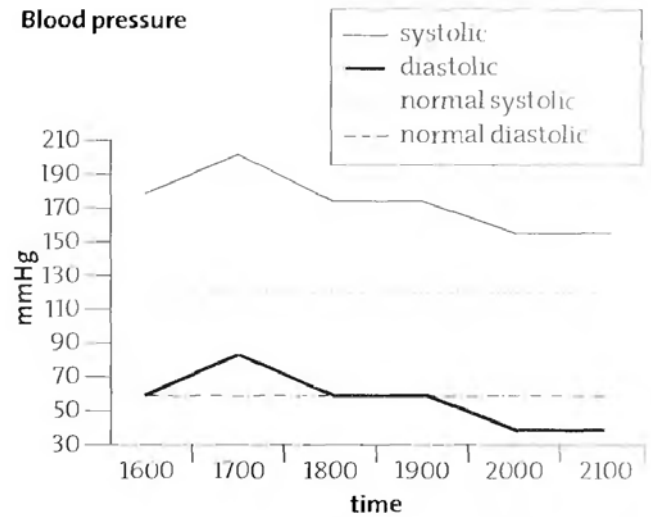
Oxygen in the blood



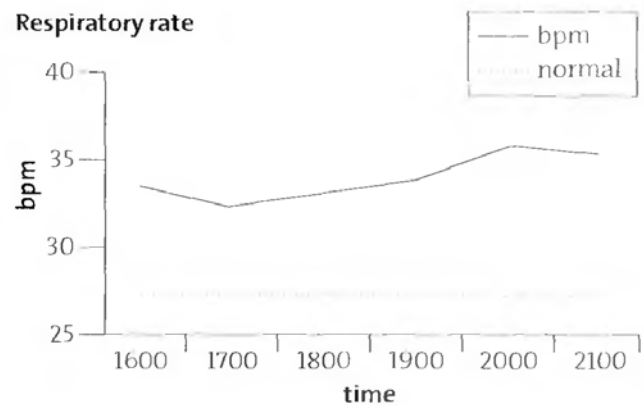
## Student B

Mr Schneider was admitted with severe chest pains and has been monitored over five hours. His lips are slightly blue, and it hurts him a little to breathe.

Blood pressure



Respiratory rate



## Diagnosis chart

	Pneumonia	Heart attack
chest pain	some	short, very severe
respiration	fast	very fast, wheezing sound
cough	sometimes with blood	not a symptom
blue skin	yes	yes
blood pressure	high	high, then suddenly low
heart rate	fast	weak, fast, erratic
temperature	fever	sudden drop
oxygen in blood	low	very low

# 14 Grammar test

## 1 Correct the mistake in each sentence.

- 1 I'm ~~work~~ night shift next week. working
- 2 You're much better, so we sending you home. \_\_\_\_\_
- 3 Who's is sitting with Mrs Benson tonight? \_\_\_\_\_
- 4 Mr Timms has a fever, so he not going home tomorrow. \_\_\_\_\_
- 5 Where the catering staff are having their party? \_\_\_\_\_
- 6 How you getting home after your surgery? \_\_\_\_\_
- 7 We isn't meeting on Tuesday! We said Thursday! \_\_\_\_\_
- 8 The new students they are starting next week. \_\_\_\_\_
- 9 Is Mrs Singh is having her operation tomorrow? \_\_\_\_\_
- 10 Get ready – the ambulance's arriving in five minutes. \_\_\_\_\_

## 2 Complete the sentences with *be going to* and the verbs below. Use short forms.

~~give~~ prescribe (not) be (not) operate hurt take wait fall

- 1 I am going to give you a shot of morphine.
- 2 I have given him 30 ml – now we \_\_\_\_\_ and see.
- 3 I've had a look at the scan and I \_\_\_\_\_ antibiotics.
- 4 You \_\_\_\_\_ asleep. Count backwards from one hundred.
- 5 \_\_\_\_\_ you \_\_\_\_\_ your tablets now or later?
- 6 \_\_\_\_\_ this \_\_\_\_\_ a lot, nurse?
- 7 Mr Barnes has passed his kidney stone, so they \_\_\_\_\_.
- 8 The doctors \_\_\_\_\_ happy if you start smoking again, Mrs Peak!

## 3 Complete the text using the Present Continuous or *be going to* form of the verbs in brackets. Use short forms.

Good morning, Mrs Thomas. How are you? Yes, the doctor \_\_\_\_\_<sup>1</sup> (see) you later today – you're on his list. A new physiotherapist \_\_\_\_\_<sup>2</sup> (visit) you later as well because Sarah \_\_\_\_\_<sup>3</sup> (not work) this afternoon.

When the doctor comes, he \_\_\_\_\_<sup>4</sup> (try) you with a different medication – something that \_\_\_\_\_<sup>5</sup> (put) you to sleep. You \_\_\_\_\_<sup>6</sup> (see) a difference, I hope.

But first, this morning, you \_\_\_\_\_<sup>7</sup> (have) an x-ray. You \_\_\_\_\_<sup>8</sup> (go) to Radiology by wheelchair. I think a porter \_\_\_\_\_<sup>9</sup> (come) for you with a trolley at about ten o'clock. He \_\_\_\_\_<sup>10</sup> (not bring) you back though – I \_\_\_\_\_<sup>11</sup> (do) that.

By the way, did you know that you \_\_\_\_\_<sup>12</sup> (have) a visitor this evening? Your granddaughter \_\_\_\_\_<sup>13</sup> (come) to see you, and I think she's got some news. No, she \_\_\_\_\_<sup>14</sup> (not get) married – she's married already, don't you remember? No, she \_\_\_\_\_<sup>15</sup> (have) a baby in June. You \_\_\_\_\_<sup>16</sup> (be) a great-grandmother!

# 14 Instructions for taking medication

Shake bottle well before use  
 Swallow whole – do not break, crush, or chew  
 For relief of sleeplessness  
 May cause vivid dreams and nightmares  
 Do not drive or operate machinery  
 Use dosing cup to measure 5 ml  
 May cause sleeplessness  
 60 mg in 3 x 20 mg tablets  
 Do not take before going to bed  
 Taken for fatigue and sleepiness



## Student A

- 1 Read the jumbled list of indications, dosages, warnings, and side effects above, and note down the five pieces of information that relate to Moxilox, a drug for insomnia.

### Moxilox for insomnia

indications (what it's for)  
 liquid dosage  
 instructions  
 side effects  
 warning

- 2 Prescribe Moxilox for your patient (Student B). Tell your patient everything they need to know about the medication.

## Student B

- 1 Read the jumbled list of indications, dosages, warnings, and side effects above, and note down the five pieces of information that relate to Fatigin, a drug for tiredness.

### Fatigin for tiredness

indications (what it's for)  
 solid dosage  
 instructions  
 side effects  
 warning

- 2 Prescribe Fatigin for your patient (Student A). Tell your patient everything they need to know about the medication.



# 15 Grammar test

**1** Reorder the words to write sentences. Add commas and full stops where necessary.

1 healing / this / herb / for / wounds / is

*This herb is for healing wounds.*

2 it / because / it / use / works / I

3 I / stop / having / try / smoking / to / to / hypnotherapy / 'm

4 yoga / I / relaxation / do / for

5 so / warm / uncomfortable / hands / my / they / 'll / feel / I / that / don't

6 a / twice / she / for / a / prayer / goes / to / meditation / healer / week / and

7 diagnosis / make / a / need / information / of / lot / homeopaths / to / a

8 I / the / pain / said / because / correctly / sit / back / have / chiropractor / don't / I

**2** Complete the sentences using the words below.

because for that's why so that so to

1 I take these tablets \_\_\_\_\_ lower my blood pressure.

2 I'm seeing a chiropractor \_\_\_\_\_ the chronic pain in my joints.

3 The therapy cured me, \_\_\_\_\_ I'm not interested in your opinion.

4 Homeopathy works \_\_\_\_\_ patients believe it will work.

5 I believe in God - \_\_\_\_\_ I pray.

6 Homeopaths ask a lot of questions \_\_\_\_\_ they get to know you as a whole person.

7 The herbs take a few hours to work, \_\_\_\_\_ you won't notice anything immediately.

8 These needles are \_\_\_\_\_ inserting into the body's meridians.

**3** Complete these sentences to describe your use or opinion of alternative medicine. In each sentence, use one of the words below.

because for that's why so that so to

EXAMPLE Homeopathy ...

*Homeopathy has no scientific basis, so I wouldn't use it.*

1 I believe in ...

5 I don't ...

2 I'd like to try ...

6 I'm sceptical about ...

3 I'd never use ...

7 Therapists ...

4 I sometimes ...

8 Conventional medicine ...

# 15 Review of units quiz – Student A

- Unit 1
- 1 What does a cardiologist specialize in? (*the heart*)
  - 2 What do you call a male nurse in charge of a ward? (*a charge nurse*)
  - 2 3 What does a renal unit specialize in? (*the kidneys*)
  - 4 What is another name for the Casualty department? (*A&E*)
  - 3 5 What does a triage nurse do?  
(*decides how quickly a new patient needs treatment*)
  - 6 What is the Simple Past of 'feel'? (*felt*)
  - 4 7 What do the initials CPR stand for? (*Cardiopulmonary Resuscitation*)
  - 8 Which prefixes mean 'too high' and 'too low'? (*hyper- and hypo-*)
  - 5 9 What is the muscle in the back of the lower part of the leg? (*calf*)
  - 10 What is the name of the pain when you can still feel an amputated limb?  
(*phantom limb or neuropathic pain*)
  - 6 11 What is the noun related to 'deformed'? (*deformity*)
  - 12 Add a question tag to 'You're going to have an x-ray, \_\_\_\_\_?'  
(*aren't you*)
  - 7 13 What do the initials 'ADL' stand for? (*Activities of Daily Living*)
  - 14 What part of the body does Alzheimer's disease affect? (*the brain*)
  - 8 15 What hormone do diabetics lack? (*insulin*)
  - 16 How do you say this equation:  $33 \times 4 = 264 \div 2$ ?  
(*thirty-three times four equals two hundred and sixty-four divided by two*)
  - 9 17 Which blood type is the 'universal donor'? (*O*)
  - 18 What shape is a healthy red blood cell? (*circular / round*)
  - 10 19 What is the ceremony when a dead person's body is burned? (*cremation*)
  - 20 How can you say 'He died' in a more gentle way? (*He passed away*)
  - 11 21 What do you use to get a sample from the back of the throat? (*swab*)
  - 22 What is 'the flesh-eating superbug'? (*MRSA*)
  - 12 23 What is an 'auditory hallucination'? (*voices or other sounds in the head*)
  - 24 What adjective means 'abnormally excited'? (*manic*)
  - 13 25 What does 'bpm' stand for? (*breaths per minute or beats per minute*)
  - 26 What do the initials ICU stand for? (*Intensive Care Unit*)
  - 14 27 What type of medicine is prescribed for allergies? (*antihistamine*)
  - 28 What was virus H1N1 better known as? (*Spanish flu*)
  - 15 29 What does hydrotherapy use in its treatment? (*water*)
  - 30 In which country would you find a *bomoh*? (*Malaysia*)

# 15 Review of units quiz – Student B

- Unit 1
- 1 What does a midwife do? (*helps women give birth*)
  - 2 What's the name for a doctor who specializes in children? (*a paediatrician*)
- 2
- 3 In what department do scientists study disease? (*Pathology*)
  - 4 What does the Dermatology department specialize in? (*the skin*)
- 3
- 5 What is another term for 'nearest relative'? (*next of kin*)
  - 6 What, according to research, do nurses and admin staff do better than doctors? (*write*)
- 4
- 7 What is the name of the machine that gives electric shocks to restart the heart? (*defibrillator / AED*)
  - 8 What should you use to puncture a blister? (*a needle*)
- 5
- 9 How do you describe a pain that feels like a sharp point? (*stabbing*)
  - 10 What is the opposite of 'the most'? (*the least*)
- 6
- 11 What is 'fatigue'? (*tiredness*)
  - 12 What do you call the shift from midnight to early morning? (*the graveyard shift*)
- 7
- 13 What means 'doing nothing' and is bad for both body and mind? (*inactivity*)
  - 14 What word describes an elderly person who is weak and who may easily break a bone? (*frail*)
- 8
- 15 What is the healthy range for a person's BMI? (*18.5 to 24.9*)
  - 16 What is the name of the film by Morgan Spurlock about the effects of fast food? (*Super size me*)
- 9
- 17 What is a 'CBC'? (*Complete Blood Count*)
  - 18 Who uses 'blood pattern analysis', and why? (*the police, to help solve violent crimes*)
- 10
- 19 What three modal verbs express possibility? (*may / might / could*)
  - 20 What room in a hospital is used for storing dead bodies? (*mortuary*)
- 11
- 21 Where do you send samples for analysis? (*the Path lab*)
  - 22 True or false? Children with pets tend to have fewer allergies. (*true*)
- 12
- 23 What verb goes with 'suicide'? (*commit*)
  - 24 What syndrome involves tics? (*Tourette*)
- 13
- 25 What machine helps patients breathe? (*ventilator*)
  - 26 How many different drugs are used in a general anaesthetic? (*three*)
- 14
- 27 What form of medication do you squeeze from a tube? (*ointment*)
  - 28 What technique did Edward Jenner discover? (*vaccination*)
- 15
- 29 What part of the body does eczema affect? (*skin*)
  - 30 What part of the body does a chiropractor work with? (*spine*)