

ENGLISH4HEALTH

TEXTBOOK



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To the student

Welcome to **English4Health** first edition. This text book gives every student in the healthcare field opportunities to revise, learn and practice English. It is our aim this book will help you improve your English and this Student's Book reviews the CEFR A2 level and it takes students towards B1 level

Based on the communicative approach, it is aimed at providing the best in current ELT methodology with an innovative transition path from General English to English for Medical Purposes and designed to make the hospital environment and healthcare learning easier.

You will practice the 4 skills (listening, speaking, reading and writing) and in addition you will be introduced into the healthcare field, its workplace and the devices, instruments and tools generally used in this field.

The **English4health** textbook integrates the learning of new language with hints on professional skills and places equal emphasis on vocabulary and grammar. There are several opportunities for communicative, personalized speaking practice and each unit is focused on the functional and situational language students need for day-to-day life

This self-contained book has 12 units with different sections not organized in an orderly manner (way) throughout the book but its sections are aimed at developing the 4 language skills and the intercultural communication awareness.

Some units have a **Snap shot** section which provides interesting information related to the topic. The **Oral Practice** section is a section that provides hints/exercises and cartoons to develop your speaking skills. There are tasks in several units. They are an easy way to develop your communicative skills; the **Professional profile** section is mainly aimed at giving you information and skills which are relevant for most professionals. The **Language focus** section is mainly directed to grammar and there are also some **Listening** clips where you will hear people speaking in different contexts. The **Reading** and **Writing** sections will help you develop these two important skills. The textbook is also aimed at developing some **Intercultural Communication** awareness which is so vital in this globalized world.

The Student's Book provides approximately 60 hours of core teaching material, which can be extended to 70 hours with the inclusion of the Review and Extension sections at the end of the book.

We think you will enjoy using this text book and hope you become a better health care student.

MAP OF THE BOOK

Unit	Function	Grammar & Lexis	Healthcare issues	Tasks
Nice to meet you	Introducing yourself and others Asking for and Giving personal information	Present simple Possessive adjectives Lexis re to reviewed forms and functions. Pres continuous	Formulaic expressions Names, countries and nationalities	Finding about ways to greet people around the world
Jobs and Professions	Talking about jobs and professions related to the healthcare field Making Polite requests	There is/are Turn right/left, walk. Collocations	Completing charts, Instruments and devices used in the ward Nursing tasks	Interview real hospital personnel on reasons why they chose that career and report
Healthy eating and fitness	Expressing habits and routines Preferences	Modal verbs. Lexis related to food and physical exercise mainly.	Food and Nutrition World food	Letter writing
Team work	Describing people and actions Apologizing	Adjectives and noun compounds Comparatives/Superlatives	Working in team, qualities and main characteristics	Negotiating a research project
Going overseas	Expressing plans and intentions; preferences experiences in a different culture	Past simple Past continuous Related to attending international events Travel and hotel lexis	International mobility Medical organizations	Organizing a trip to a conference
Technology Trends	Making predictions, Talking about the future Expressing probability	Future actions. Probability ICT's lexis	ICT's in the medical field Health technology	Browsing the web
Proper service: Pros and Cons	Describing advantages and disadvantages; Agreeing and disagreeing Arguing, persuading	Present perfect	Traditional medicine	Memorandum Complaint letter
Celebrities and Famous people	Giving opinions	Cause and effect Relative Clauses Connectors and sequence markers	Past history of important healthcare personalities	Project work
A nice smile	Getting information Giving advice Expressing emotions Making suggestions	Collocations Using vocabulary related to dentistry language Giving advice Making suggestions	Vocabulary related to dental language	Survey
Stress	Describing state or mood Expressing conditions	Conditional sentences Types 2 & 3	Mental disorders	Essay writing
Health Issues	Asking questions at a consultation office	Ask and answer questions Reported speech	Clinical history basic points	Filling in a clinical history
The clinical method	Describing steps in a clinical context Making oral presentation	The passive voice Sequence connectors: first, then, later, after that	Equipment and steps required for the physical examination	Draft and deliver an oral presentation

Unit 1

Nice to meet you!

Review of introductions, greetings, and daily routines

Simple present and present continuous



Exercise 1 Welcome to your English course this year! Get to know your teacher and classmates better.

- a- Do you know everyone in your class?
- b- Listen to your teacher introducing him/herself
- c- Walk round the classroom, introducing yourself and asking your peers their names and nationality. Take down notes of the information you get from your partner(s) to fill in the chart below.

e.g. A: Hello, my name is ... What's your name?

B: My name is...

A: Where are you from? / Where do you come from?

B: I come from... What about you?

A: I'm (*Cuban*).

NAME(S) AND SURNAME(S)	COMING FROM... (COUNTRY/PROVINCE)

- d- Report what your partner says to the class. Use the chart below as reference if you need to.

e.g. She says that her name is Francis Gordon. She is from Guyana.

REMEMBER:

When the reporting verb is in present (**says**) you don't change the tense of the main verb, only the corresponding pronoun from the first to third person (**I to he/she**) and add the **-s** to the verb for 3rd person singular subjects. The use of *that* is optional.

E.g. Eduard: "**I come** from The Gambia." He says (that) **he comes** from The Gambia.

Louise: "**My name is** Louise." She says (that) **her name is** Louise.

When reporting what someone said or told you, but it is a permanent truth, such as name, birthplace, age, residence, although you use the reporting verb in past, you keep the sentence in present.

E.g., Jack **told** me that **he comes** from South Africa. He **said** (that) **he lives** in the capital city.

a- Besides in a new class at the start of the school year, in which other situations do you introduce yourself?

b- Listen to the dialogue and choose the correct option:

The conversation is most probably happening at

- _____ the grocery store
- _____ the entrance of the building
- _____ the bus stop nearby

The people in the conversation are likely to be

- _____ small children
- _____ senior persons
- _____ young people

c- Listen to the dialogue again and answer these questions.

- What is her name?
- What is his name?
- Do they live in the same apartment? Explain
- Why does he introduce her?

d- Listen again and complete the chart with the phrase(s) that correspond to the communicative intention given

GREETING	FAREWELL	RESPONSE TO INTRODUCTION

Exercise 3 Introducing people Formal vs. informal

a- Work in pairs and discuss the following questions:

1. You have friends outside your class, don't you? Are they from different countries?
2. Will you introduce your friends to your new classmate(s)?
3. Formally or informally? Why?

b- Read the following example dialogue:

At Karen's birthday party



Mark: Hi, Karen.

Karen: Hi, Mark. This is Kevin Rogers.

Kevin: Nice to meet you, Mark. Are you from England?

Mark: Nice to meet you too. I am from Canada. Where are you from?

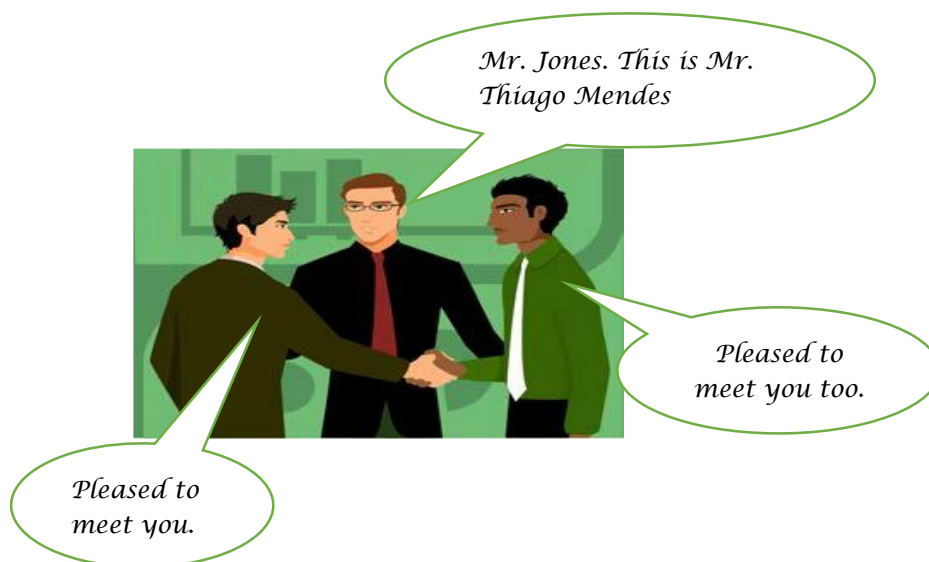
Kevin: I'm from England.

Mark: What's your name again?

Kevin: It's Kevin Rogers. K-E-V-I-N.

c- Get together in trios and act out a similar dialogue with your own details. Be creative if you need to make up a name or a nationality.

d- What other situations are people introduced? Look at the following picture. Read the bubbles and guess where this occurs.



e- Work in pairs and compare the dialogue in item b to the dialogue in item d. Discuss the answers to these questions.

1. Do they have the same level of formality? Explain.
2. What expressions tell you if it is more formal or informal?

Exercise 4 Meeting and greeting people

a- Listen to the two dialogues and write 1 or 2 in correspondence to the functions listed below.

1. The people are
 _____ inviting someone _____ introducing themselves
 _____ meeting someone _____ welcoming someone




2. Where does the first conversation take place? _____ at a party _____ on the street
 And the second? _____ at the emergency room _____ at the hospital entrance
 Support your choices.

b. Choose the correct response in column B to match the expressions in column A:

COLUMN A	COLUMN B	
1. Hello, Tom	a. Fine, thanks	b- Hi, Nick
2. Goodbye	a. Sleep well	b- See you later
3. How are you?	a. Fine, thanks	b- That's okay
4. I'm sorry.	a. That's okay	b- Thank you
5. Here you are	a. Good	b- Thank you very much
6. Nice to meet you	a. Nice to meet you too.	b- How are you?

Exercise 5 Oral practice Make a choice

- a- The information below is on the medical university's bulletin board. Read the advertisements and answer these questions:
1. What is the course about?
 2. Who can take it?
 3. Who is the coordinator?
 4. What are the requirements to be a student assistant in Cardiology?
 5. Is the deadline for applications the coming Friday?
 6. Where and when can you meet Dr. Mills?
 7. Is Mr. Mills a medical doctor?

<p>Optional course: Imaging techniques</p> <p>An optional course for 3rd year students of medicine or dentistry. The objective is to expand the students' knowledge of imaging procedures for diagnosis. No. places: 14 students Registration open until next Monday</p> <p>Course Tutor: Anne Derby, MD</p> 	<p>Do you want to be a student assistant in Cardiology?</p> <p>Places on offer: six (6) Applicants can be majoring in Medicine or Nursing (2nd or 3rd year) Collect the application form at the Department of Internal Medicine in the university-affiliated hospital Submit it with your résumé (CV) before next Friday</p>  <p>Fabio Gonçalves, MD Head Cardiologist</p>	<p>The Students' Conference is in three months!</p> <p>Do you want to present a paper on the ethics of health professionals? Contact Dr. Jeremy Mills for tutorship and advice. Social Sciences Dpt. Thursdays 2:00-5:00 p.m.</p>  <p>Mr. J. Mills, PhD Tutor</p>
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b- Work in groups (3-4) to do the following tasks.

1. Agree on what activity you are going to participate. Support your choice
2. Select roles (student applicant, tutor, group 's presenter/announcer) for a further dramatization
3. Decide and justify. Rehearse meeting: greeting/introducing to the tutor and ask for a place to participate or help with the organization of the activity.

c- Introduce your team members. Describe/explain your choice. Then give the floor to your classmates to dramatize the student-tutor conversation. e.g. A- Excuse me, Dr. Gonçalves. My name is... I am a med/nursing student.

B: Nice to meet you, A

A: I know you're accepting new assistants, and I want you to be my tutor.

B- Oh, yes. There are still (two) places. Are you in 2nd or 3rd year?

A: I'm a 3rd year student now.

B: Ok. What's your name again?

A- It's...

B- I'm writing it down here... Go to the department tomorrow to get the application forms.

A- Ok, professor. Thank you very much.

Exercise 6 Cultural awareness

a- Work in pairs and discuss the answers to the following questions:

1. How do you greet your friends? What expressions do you use?
2. Are greetings the same in all cultures round the world?
3. Get in teams (3-4). Look at the following image¹ and discuss in which country or culture people use each way of greeting.



4. Are there other ways of greeting that you know of?
5. Which way(s) do you commonly greet in your country?

b- Work in pairs and act out greetings (verbally and non-verbally) according to the prompts

- Morning – Chinese
- Evening – Cubans
- Afternoon – Spaniards
- Afternoon – Germans
- Morning – Arabs

c- Go round and interview students from other countries. Ask them what shocked them more culturally when they came to this country.

You may organize the information into the following categories: verbal language, gestures, clothes, public manifestations of friendship/love/surprise/ sadness, etc., or how to spend free time.

d- Work in groups and compare the information you got. Correct any misunderstanding if necessary. Organize the information in a table/graph. Hand it in to your teacher.

e- Be ready to report orally to other teams

f- Read the following recommendations to avoid cultural shock.

1. Do you agree or disagree with these statements? Support your position.
2. Discuss your opinions with a partner.

¹ Image from unit 1, *Interchange 1* Student's book by Jack C. Richards et al. 3rd edition CUP, England, UK

Do not judge quickly; try to understand the person in another culture.

Be aware of what is happening around you and why.

Appreciate and understand other people's values.

Try not to have negative stereotypes about other people and cultures.

g- Work in small groups and discuss.

1. What other recommendations can you add? Be ready to share your suggestions with the rest of the class.
2. What implications may it have for health professionals on internationalist missions?

Exercise 7 Writing

Talking about routines

This is someone's profile for a blog.

- a- What information do you expect to find?
- b- Read the text and complete the chart below.

Hello, I am Joan Leroy. I am 25 and I come from Canada. However, I am living in Guyana now. I am a cook. I start at the restaurant at 10 a.m. and finish at eight in the evening. I like my job very much because I love cooking. I can make desserts and cook different dishes for the customers. I have new friends here. After work, we sometimes go to dance or just watch a movie. I like my life!

Name:	Age:	Birthplace:	Residence:
Job:	Working hours From: To:	Tasks:	Free time activities:
Satisfaction None _____	Very _____	Not very _____	

- c- Write a postcard to a pen pal or friend in another province or country. Tell him/her about your activities this year, your leisure time, how you feel, etc.

September 7, 20xx

Dear _____,

Another school year has started, and I am excited about the new subjects. At present...

d- Swap your letter with a classmate. Compare the letters and discuss your activities, preferences, etc.

Exercise 8 Oral Practice

University schedule and life



Oh, no! I had a hard time with the basic sciences. Now, I prefer Psychology. It helps me understand the patients.

I liked Physiology. It was not very difficult for me.

a- What about you? Work in pairs and discuss:

1. Was the beginning of your medical studies hard? Why?
2. Is there a change from first and second years to this third year? Explain

a- Read Alice's timetable for Monday

MONDAY	
8:00-9:00	Lecture (Main Hall)
9:10-11:10	See patients with tutor (Clinics)
11:10-11:30	Completing information in the patients' records
11:30-12:30	LUNCH (the school canteen)
12:30-2:00	Psychology (Classroom 2-C)
2:10-3:40	History (Classroom 5-D)

- Work with a partner and take turns asking and answering questions about the different subjects.

E.g.

A: -At what time does Alice listen to a lecture?

B: She attends the lecture from 8:00 to 9:00 a.m. /in the morning

A: Where does she listen to the lecture?

B: It's in the school's/clinic's main hall.

b- Make the chart of your timetable for the day of the week your teacher assigns.

c- Tell the classmate sitting next to you your routine activities on that particular day.

e.g. I have a morning lecture on Tuesday. Then I go to the ward and see patients. I...

d- Exchange your timetable with another classmate. Tell a third classmate the activities she/he has on a particular day

e.g. On Wednesday, my classmate Tony has English lessons at 1:30 in classroom 2.2, but at 3:00, he takes History of Medicine.

Exercise 9 **Language focus** Present simple and present continuous

**Present Simple
USES**

We use the Present simple to talk about natural processes.

Example: The sun rises on the East. // Oil and water do not mix.

We also use this tense to talk about our daily routines and habits. It is also common to express likes/dislikes and preferences.

Example: He goes to work by bus. // We eat dinner at 7:00 o'clock in the evening.

She loves pop music.

Remember that the verb takes a final **-s** with 3rd person singular subjects (he/she/it) in affirmative sentences. You need the auxiliary **do/does** for questions and short answers.

Example: **Do** you brush your teeth before going to bed at night? Yes, I **do**.

Does she like tea? No, she **does not**.

**Present continuous/progressive
USES**

Present progressive is used to express actions/events that are happening at the moment of speaking.

Example: The doctors are doing the rounds in the hospital. // I am listening to the teacher.

This tense is also used with a future meaning, particularly when there is a settled plan and definite arrangements, or a schedule. For example, when you have an appointment with the doctor or dentist, when there is a timetable or program for an activity in the future, etc.

Example: They are holding the Public Health Conference in June. // She is visiting her grandfather next weekend.

The speaker can express his/her plans with “going to”, but when the present progressive is used, it means that there is a definite schedule or timetable for something to happen.

Example: We are going to leave for the beach at 7:00 am. (that is our plan or intention)

We are leaving for the beach at 7:00 am. (the bus is scheduled to leave at that hour, if someone gets late he/she will miss the bus)

- a- Study the charts above. Ask your teacher any question you might need.
 - b- Read the following sentences and categorize the speaker’s intention by writing the corresponding letter:
 - A. General truth
 - B. Routine activities / preferences
 - C. Action happening now
 - D. Arrangements or schedule for a future activity
1. Doctors see patients every day.
 2. We are holding the pedagogical forum next Saturday.
 3. She is working at Manuel Fajardo Hospital.
 4. Fruits and vegetables are good for your health.
 5. He does not like to make decisions.
 6. Nurses usually work eight-hour shifts.
 7. We are sitting our final exam of Pharmacology in two weeks.
- c- Work in pairs and take turns to ask and answer questions about the people in the pictures according to the prompts.
Name - residence – marital status – job – common activity - action now



Betsy- Jamaica - married
Secretary - types letters
Now?

Example:

A: What's her name? B: She is Betsy


B: Where does she live? B: She lives in Jamaica

A: Is she married or single? B: She is married


A: What's her job? B: She's a secretary

A: What does she do? B: She (usually) types letters


A: What is she doing now? B: She is fishing.




1.
Phillip – France – married
lawyer - advises people
Now?



2.
Ben & Tom – Australia
single – students –
attend classes – Now?



3.
Carmen – Belize – divorced
nurse – helps people – Now?



4.
Yasser- Syria – single
mechanic – repairs cars
Now?

d- Select one of the persons in item c to write a paragraph with the information you have.

e.g. Phillipe lives in France. He is...

Exercise 10 More language practice Now and later...

a- Complete these mini-dialogues with a verb form in present continuous, expressing a future arrangement or scheduled activity:

e.g. Wife: When are you going to Luanda?

Husband: The train is leaving at 10 a.m. (leave)

1. Sarah: When _____ you _____ the final test? (take)

Ashley: Next Saturday morning.

2. Dave: Where do you plan to go in summer?
 Kim: I _____ my grandparents in Vietnam. (visit)
 Dave: Well, I _____. I have to work at my uncle's café.
 (travel -negative)
3. Jim: Is Jack going to have dinner with us at the restaurant?
 Laura: Sure. He _____ us there at 6:30 p.m. (meet)
4. Alex: Where _____ you _____ the books at the end of the term? (return)
 Ava: I am taking them to the hospital teaching department.
5. Mother: You have to go to the dentist!
 Teenager: Yes, Mum. I have an appointment. The dentist _____ me tomorrow afternoon. (see)
6. Marion: I'd like to see her in a ballet.
 Louise: Sorry. She _____ this weekend. (dance - negative)

- b- Choose the verbs from the box and complete the sentences with the appropriate verb forms in simple present, with *going to* or in present continuous. The first one is done for you.

When she **graduates**, she'd _____ to work in a rural area. Her parents _____ her to _____ a pediatrician, as her father is. But she _____ to her teachers and _____ them for advice. She _____ an interview with the students' counsellor next week already. Then she _____ to _____ doctors with an experience in the countryside. She _____ the questions now. Then she can _____ what to do.

want
 become
 graduate
 ask
 have
 talk
 like
 interview
 prepare
 decide

Exercise 11 Oral practice Planning next weekend

- a- Work in groups. Look at the advertisements below and discuss the options you have to spend next weekend. Analyze the advantages and disadvantages.
- b- Organize your trip: activities to do, arrangements (what to buy, how much, when) and each team member's responsibility.
- c- Report your results to the rest of the class.

Enjoy the countryside,
the mountains and
the sky. Book now!



**Three Ss for you: sand, sea
and sun. Enjoy the beach for
three days!**



How much of the village history
do you know? Dream and learn!
A two-night stay and three days of
time travel to centuries before.



Do not miss this chance!
Entry prices to all city
galleries and museums
50 % off this weekend.



Quietness, clean air, wild
life and the forest
for you.
Book a camping site for
the weekend.



Exercise 12 Reading

a- Look at the picture and answer:

1. Is it a small or a large family?
2. What about your family?
3. Are you an only child?
4. Are there many relatives living in your house?



b- Now find out about the classmate sitting next to you.

c- Read the following passage about this medicine student and tick (√) the aspects that are included:

1. The members of his family. _____
2. His parents' jobs. _____
3. His plans and ambitions. _____
4. His siblings' appearances. _____
5. His siblings' present jobs. _____
6. Where he lives at present. _____

My name is Rajiv. My family live in a small town near New Delhi, India. My family is big. I have a brother and two sisters, so we are four siblings. I am the youngest. There is my mother Maia, who works at a hospital. She is a nurse. My father's name is Rajiv too. He is a construction worker. My grandmother lives with us. She usually stays home and does many of the household chores. My mother is very pretty —well, she is for me! She is medium-height; she has black hair and brown eyes. My father is taller. He also has black hair but black eyes. My older brother is working in a construction site with Dad nowadays. He is a carpenter. My two sisters work too. One is a secretary in a law firm, and the other is a photographer at a TV station. She also studies in the evening because she wants to become a TV news reporter. I am not living with them now. I'm currently a 3rd year medical student in Cuba. I live at the hall of residence and I have new friends. However, I miss home and my family.

d- Write True (T), False (F) or Not mentioned (NM) according to the paragraph above.

1. Rajiv's relatives live in the center of the capital city. _____
2. Seven people live in the house. _____
3. The children are two boys and two girls. _____
4. Rajiv's mother is a medical doctor. _____
5. One of Rajiv's sisters is married. _____
6. Rajiv is living at a students' residence. _____
7. Grandma works at home. _____

e- In the text, find words or expressions accordingly.

1. A word meaning *brothers and sisters* _____
2. An adjective in the comparative form _____
3. An adjective in the superlative form _____
4. A synonym of *at present* _____
5. What Rajiv's mother looks like _____
6. Word/phrase meaning *routine activities at home* (washing, cooking, etc)

f- Work in pairs taking turns to ask and answer questions about your residence and close family (parents, siblings).

Where you live /Name, job, physical appearance of the people that live with you

g- Now write a description of your family.

h- Exchange your paragraph with a partner. Then choose another partner and report the information you have from your classmate.

Exercise 13 **Speak and write**

- a. Work in groups and discuss these questions. Then share your opinions in plenary.
 - If you want to give information about yourself and your family in your Facebook page, how do you write it?
 - In what way would it be different from your paragraph in the exercise above? Why?
 - What information would you keep? Which one would you delete? Why?
 - What would you add?
- b. Write about yourself for your Facebook page.
- c. Then exchange the information among the team members for comments, praise or criticism

Unit 2

JOBS AND PROFESSIONS

Talking about jobs and professions related to the healthcare field.

Making polite requests

Completing charts

Instruments and devices in the ward

Snap shot

Did you know that the *Chris Hani Baragwanath Hospital*, in South Africa is the world's largest hospital? (173 acres (0.70 km²), 3200 beds and 6760 staff members)

HOSPITAL PRESENTATION

Why is your hospital (clinic or institution) special?

What is your hospital's (clinic or institution's) main strength?

There are different jobs and professions in your hospital (clinic or institution). Can you mention some of them?

Exercise 1. What are their occupations? Find the jobs in the list below and match them.



a



b



c



d



e



f

_A doctor

_A social worker

_A physiotherapist

_A paramedic

_A nurse

_A lab technician

Exercise 2. Answer of the following questions and work with your partner and discuss them in pairs:

- a. Where do they work?
- b. What do they do at work?
- c. Who do they work with?

Exercise 3. WHO WORKS WHERE?

Read the following health technology jobs and in pairs decide what their workplaces may be.

E.g. The lab assistant works in a laboratory.

Optician	Physiotherapist	Food hygiene specialist
PC technician	Speech therapist	Human Resources manager
Drugstore attendant	X-Ray technician	CT scan operator

Work in pairs. Which of these phrases do you know?

Write three sentences about your future job. Use phrases from the box above e.g. I'd like to have (a job with) ...

Work in pairs and compare your ideas.

People in the hospital

Match up the person with the correct definition and write your answer in the box

1	They assist patients who have difficulties speaking	A	general practitioners
2	They move patients on beds, trolleys, wheelchairs	B	consultants
3	They clean and organize bed linen	C	dentists
4	They are responsible for running and organizing a ward or department	D	plastic surgeons
5	They work in the departments which are responsible for specimens	E	porters
6	Senior medical people who give expert advice and are responsible for final decision making	F	speech therapists
7	They operate on patients to repair skin damage or improve a patient's appearance	G	laundry staff
8	These doctors may refer their patients to hospital to see a specialist	H	ward sisters
9	They look after people's teeth	I	lab technicians

1	2	3	4	5	6	7	8	9	
F									

Work in pairs. Which of these phrases do you know?

My own office	Friendly colleague	job security	a good boss
Holiday pay	on-the-job training	flexible working hours	sick pay

Write three sentences about your future job. Use phrases from the box above
e.g. I'd like to have (a job with) ...

Exercise 4. Which of these priorities are commonly important to some people? Number them from 1- 8 and compare them with another student in your class. (1 is the most important)

A. TRAVEL

b. FRINGE BENEFITS (Company car, perks, etc)

c. RESPONSIBILITY

D. HIGH SALARY

E. OPPORTUNITIES FOR PROMOTION

f. JOB SATISFACTION

g LONG HOLIDAYS

H. MEETING PEOPLE

Reading practice

Exercise 1. What is the fundamental function of any health system?

Exercise 2. Read the following texts the National Health Service in the UK and choose a headline for each one.

_ Nursing staff

_ Professions allied to medicine and other staff

_ Ambulance Trusts

_ Medical staff

Since 1948 the healthcare system in the UK has been structured around the National Health Service (NHS) and social welfare has been delivered by local Social Service agencies. These readings will help you understand the various roles of people within the NHS and the close links between the NHS and Social Services.

a) _____

b) _____

There are many other groups of professionals working in hospitals (e.g. radiographers, technicians, medical scientists, physiotherapists, healthcare assistants (HCA), speech and language therapists, play therapists, teachers (in children's hospitals) and social workers. You will also encounter translators and healthcare advocates, who are bilingual native speakers of various languages.

The Ambulance Service provides emergency care in the event of serious illness or accident. Ambulance paramedics will stabilize the person's condition and then transport them to the most appropriate emergency department (e.g. the local District General Hospital). There is no charge for an emergency ambulance, which is summoned by telephoning (999). The Ambulance Service itself is divided into emergency services and patient transport services.

c) _____

d) _____

The chief nurse provides professional nursing leadership and it is responsible for the overall implementation of nursing policies and for the smooth running of the nursing Department. There are many clinical nurse specialists working in hospitals especially in specialized areas such as pain control, palliative care and oncology. The nurse will have undergone further education at a university to get Diploma in Nursing Education (DipNEd) and be a role model for colleagues, acting as mentor and educationalist.

Doctor posts in hospitals are structured, with the post of consultant being at the top of the clinical specialty:
Consultant: a physician or surgeon who has completed a lengthy postgraduate specialization.
Associate specialist: an experienced doctor who is nominally under the supervision of the consultant.
Specialist registrar: a doctor undertaking higher specialist training. [pág. 23](#)
House officer (pre-registration): a newly qualified doctor in the year following qualification services.

Exercise 3. Read the texts again and find a word that means:

- a. People who speaks two languages: _____
- b. Suitable: _____
- c. Performing: _____
- d. Management: _____

Exercise 4. Work with your partner and answer the questions. Discuss them with the rest of the class.

- a. How is the healthcare service structured in your country?
- b. Explain the similarities and differences.
- c. What about the role of the nurse in the healthcare system in your country?

Exercise 5. Before reading the texts below, make a list with a partner of the things you think a hospital porter and a hospital receptionist do. Then compare your list with the examples given

e.g I think a porter

It is my belief that a receptionist

I know that hospital porters

Sue Holland is a hospital receptionist. Her main duties are to inform people which ward their relatives (patients) have been admitted to and she also directs people to their appointments with surgeons or consultants or other doctors and nurses.

She assists patients when they arrive and makes appointments for them. She works with a PC and other office equipment. One of her main problems is understanding the handwriting of medical staff. Sometimes it takes her a long time when she has to understand reports and forms because of the handwriting or abbreviations. During her duties, she often finds people who are frightened, angry, worried or drunk, so she feels it is very important she acts and behaves very calmly and diplomatically. She feels politeness is key in her relations with people

Rob Williams says he runs the place. He does not only push food trolleys around the hospital or move patients on stretchers or in wheelchairs from one department to another or from the wards to the exit gate when patients are discharged. He also carries heavy equipment and furniture and dispose of all waste from the hospital. He collects the dirty linen from hospital beds and also takes dead bodies to the mortuary. He is also responsible for delivering the post all over the hospital and takes samples, specimens and files from here to there and back again. As he deals with many different people, he has to be polite and formal to avoid any misunderstandings.

CULTURAL NOTE

MORE ABOUT HEALTHCARE PROFESSIONS

In Britain doctors are known as medical practitioners. They have to be registered on the General Medical Council's list in order to practice. Doctors who provide primary care are known as General Practitioners (GP) or family doctors. They usually work in a group practice in a building called a health centre.

Specialist doctors, for instance paediatricians generally work in hospitals.

Doctors are also called surgeons and physicians. Male surgeons are addressed as Mr. and female as Ms. – so Dr. Smith is a physician and Ms. Smith is a surgeon.

There are different terms for residents in the UK. Those in their first year are called house officers, those in the second year are known as senior house officers, and specialist registrars when they are in the third year. A fully qualified specialist is known as consultant.

Nurses may be student nurses (those who are still in training), staff nurses for those who have completed their training course. Then we have the charge nurse, a more experienced nurse, usually responsible for a ward or department and the nurse manager who is in charge of several wards. The term sister when referring to a nurse is still very much in use, especially in the Caribbean.

Nurses can specialize as midwives - for the management of pregnancy and childbirth, district nurses who visit patients in their homes and health visitors who work in the community, giving advice on health promotion and prevention of illness.

Communicative functions: Making polite requests

Polite request is an act of asking politely or formally

Look at the examples in the box

Asking	Saying Yes	Saying No
Can you...?	Yes, sure.	Well, I'm afraid + reason
Could you...? Is it alright if you...? Do you think you could...? Will you...? Would you...?	Yes, of course. Certainly.	Well, the problem is Sorry, but...
Do you mind -ing...? Would you mind -ing...?	No, not at all. Of course not.	

Exercise 6 . Work with your partner and select the appropriate expression to make polite requests in each of the following situations. Discuss them with the rest of the class.

A- Mr. Grant is being prepared for an operation. The nurse asks him to wear a sterile gown.

- ___ Take off your clothes and wear this gown.
- ___ Would you please take off your clothes and wear this gown?

B- When inspecting the patient's mouth, the dentist asked a patient to remove his denture.

- a. ___ Could you remove your denture, please?
 b. ___ Take your denture out.

C- Mr. Grant is being taken to the Operating Room. He will be transferred on a stretcher.

The health technician asks him to lie down on it.

- a. ___ Mr. Grant, get out of bed now. Get on the stretcher.
 b. ___ Would you mind lying down on the stretcher, please?

D- The day after the operation the doctor in charge is asking Mr. Grant to ambulate. Ambulating reduces complications of immobility.

- a. ___ Get up and try to walk!
 b. ___ It would be good for you to take a walk. Walking will help you to feel better.

Write and comment

Exercise 7. Write a paragraph about the most relevant aspects of the health system in your country.

- Discuss the above statement with your partner.
- What is the most important intention when interviewing a patient?

Doctor - Nurse conversation

Exercise 8. Look at the photo carefully. What are they doing?



Exercise 9. A doctor is reviewing the clinical histories with the nurse. Tick (✓) the medical problems they mention in their conversation.

- ___ Stomachache ___ Hepatitis ___ Headaches ___ Diarrhea ___ Conjunctivitis
 ___ Constipation ___ Fever ___ Vertigo ___ Shortness of breath ___ Nausea

Exercise 10. Listen to the conversation again and complete the sentences according to the dialogue.

- a. There are _____ patients today.
- b. The nurse's name is _____.
- c. Miss Connery has _____, _____, and _____.
- d. Mr. Cox has _____.
- e. The nurse's mother has _____ and _____.

Exercise 11 . Answer the following questions according to what you have heard in the conversation. Then discuss with your partner.

- a. What is the doctor doing?
- b. What seems to be Miss Connery trouble?
- c. What does the doctor say about Mr. Cox 's most likely diagnosis?

Exercise 12. Gather in small groups and discuss these questions.

- a. What information does Nurse Green get?
- b. Why do you think the doctor ask Nurse Green that information?

Language Focus: noun combinations

A **noun combination** is the use two nouns together to show that one thing is a part of something else. In English when we put two nouns together, the first word remains a noun, but modifies the second noun.

We can use noun modifiers to show **what something is made of**:

a **metal** box; a **plastic** mask

We often use noun modifiers with nouns ending in **-er** and **-ing**:

an office **worker**; a prosthesis **maker**; a **swimming** lesson.

We use **measurements**, **age** or **value** as noun modifiers:

a **thirty-kilogram** bag; a **two-minute** rest; a **fifty kilometers** walk;

We often put two nouns together and **readers/listeners have work out** what they mean. So:

- an **ice bucket** = a bucket to keep ice in
- an **ice cube** = a cube made of ice

Look at the examples in the box

work place office hours patient satisfaction family history ward round

Exercise 13. Work with your partner and choose noun combinations from the box to make sentences expressing some activities you do in the hospital. Then read it to the whole class.

eg. Doctors usually check the **family history** to make a better diagnosis.

What is a collocation

A collocation is a part or group of words that are often used together. These combinations sound natural to native speakers but students of English have to make a special effort to learn them because they are often difficult to guess

We say

Fast cars
Fast food
A quick glance
A quick meal

Make

We don't say

quick cars
quick food
a fast glance
a fast meal

Collocation	example
Make arrangements for	The hospital can make arrangements for patients with special needs
Make a change	The hospital director is planning to make some changes
Make a comment	Would anyone like to make a comment on the seminar?
Make a decision	I am glad it is you who has to make the decision, not me
Make a mistake	They made a mistake when they read the film

Do

Collocation	example
Do your best	All that matters when seeing a patient is to do your best
Do an experiment	We are doing an experiment to test the bodies reaction
Do exercises	We all doing exercises in the morning
Do your hair	Before going to the lecture, please do your hair
Do some work	We will do some work on our project

Have

Collocation	example
Have an accident	Mr. Suarez had an accident last week but he is okay now
Have a dream (nightmare)	I had a nightmare last night
Have a look	The professor asked us to have a look at the patient in bed 5
Have a feeling	I had a feeling something was going wrong

About Sports: When to use the verbs **do, play and go**

You do	gymnastics, judo, weightlifting, archery, athletics, aerobics, yoga,
You play	Games, badminton, golf, tennis, baseball, volleyball, hockey, dominoes, cards, chess, rugby, billiards
You go	fishing, jogging, climbing, skiing, cycling, bowling, swimming, surfing

Health and Illness

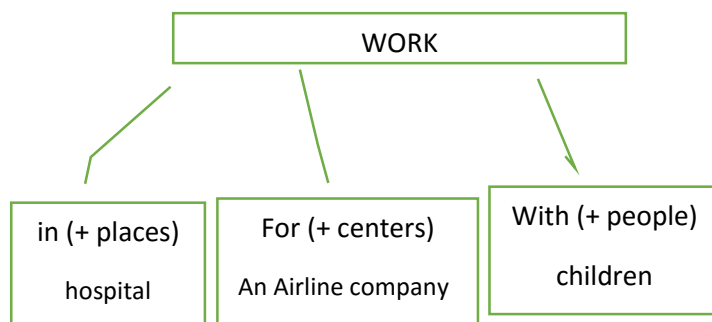
Verb	common collocations	example
Catch	a cold, the flu, a chill, pneumonia	I got wet and I caught a cold
Develop	diabetes, lung/breast cancer, AIDS, Arthritis, Alzheimer's disease	Poor Frank, he has developed Alzheimer's disease
Suffer from	asthma, hay fever, diarrhea,	Louise suffers from asthma
Be diagnosed With	lung/breast cancer, leukemia, autism	After several lab tests, Meg was diagnosed with leukemia

Collocations on work

Exercise 14 Work in pairs. Fill in the gaps on the diagram with the

Words or phrases

A hospital children ward B an airline company
A computer company disabled people health post
a travel agency a hotel senior citizens orphans
Patients a foreign company an ambulance service



Professional profile

Exercise 15. Doctor -patient interview

There are two people talking at Victoria Mahe Medical Hospital in Seychelles. Role play the possible dialogue. Use the information provided below

Student A. You are a patient suffering from coughing and fever. Provide information answering the questions the doctor will ask you.

Robert Mitchell.

Is a heavy smoker

Single

67 Quincy St / Rue de Quinsy

Hypertension, asthma

Allergic to Penicillin

August 8th, 1955

Retired teacher

His daughter Jennifer

Student B. You are a doctor working in a hospital. Ask him some questions to request information about. Fill out the following form for a patient.

VICTORIA MAHE MEDICAL HOSPITAL, SEYCHELLES
ADMISSION ASSESSMENT FORM

Name: _____	Last name: _____
DOB: _____	Marital Status: _____
Nationality: _____	Sex: _____
Occupation: _____	
Address: _____	
Next of kin: _____	Relationship: _____
Medical diagnosis: _____	
Past medical History: _____	
Family History: _____	
Allergies: _____	

Exercise 16. Role play with your partner a nurse-patient interview using polite requests.



A- You are one of the Bachelor of Nursing students. Ms. Haileem and you are interviewing a patient in a ward. Ask him/her some questions to request information about:

Where he/she lives

What he/she does for a living

If he/she has any allergy

If he/she has even been hospitalized

How many people live with him/her?

Why he/she did not come to the clinic before

B-Pretend you are the patient; answer the questions the nurse will ask you.

Exercise 17. What would say when you are...? Be polite

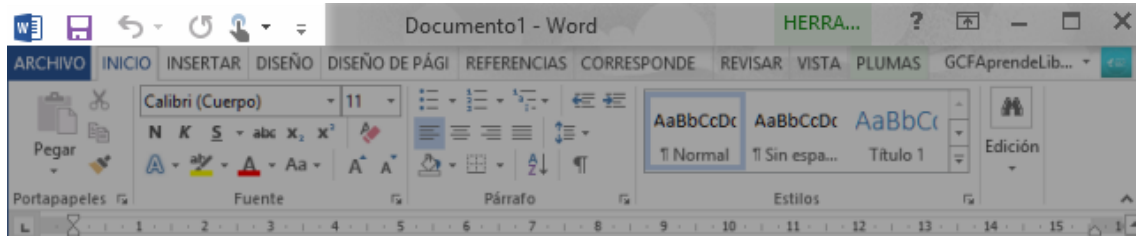
- a- Inserting an enema.
- b- Taking the Blood Pressure (BP).
- c- Assisting a patient with a bedpan.
- d- Assessing breath sounds.
- e- Weighting the patient
- f- Examining the patient's throat.
- g- Inserting a Nasogastric (NG) tube.

Exercise 18 . Oral practice

Work in group. Read and study the admission assessment form. Discuss about its content and share your information with the other teams.

Writing

Exercise 19 . Write an email to a friend abroad describing the healthcare services in your country.



Dear _____ It's a great pleasure to receive an email from you. Sorry I haven't written for a long time, because I've been very busy at the University. Now I'm ...

I'll wait for your reply with impatience

Look at the pictures. In which ward or unit is each patient?

Exercise 20

Select the names of the hospital areas in the chart below and match them.



a



b



c



d



e



f



g



h

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

List: intensive care unit, geriatric ward, emergency unit, X-rays department, operating room, gynecological ward, orthopedic ward, medical ward, pediatric department, dermatological ward, ophthalmology department.

a. Could you make a brief description of the ward where you are located? What changes you would like to do it? Work with your partner and discuss in pairs. The following example can help you to do this exercise.



This is a photo of a general medical room. The room is generally silent. There are two beds in the room. There are two pillows on the bed. There is a TV set on the wall. The walls are white. There are blue curtains near the window. The window is very big, so the room gets lots of light. There is a white lamp near the bed. There is a small shelf near the bed too. There is a wardrobe in the room. There is a wheelchair near the wall. The room is very big and clean. Taken and adapted from <http://www.publishyourarticles.net/eng/articles2/hospital-ward-essay/2333/>

Reading

Exercise 21. What are the nurses doing?



a . Nurses do not only comfort patients and take care of bad wounds. They sometimes deal with cuts and grazes. If you don't know those terms, read (1) and (2) below to find out what they mean: find out which paragraph refers to each of them.

Dirt will often cover it because it is generally caused by falling on a hard or rough surface. You should clean off the dirt with soap and water and an antiseptic solution. But you should not cover it; exposure to the air will make a scab to form and this will gradually dry and fall off.

You can stop the bleeding by applying pressure for two minutes. Then, clean it with antiseptic solution. If it is too deep, it must be sutured. If not, make a bandage, bringing the edges firmly together, so that it heals quickly. Keep it dry for one to two days.

b) Read the text again and find another word similar in meaning to the word in parentheses. Work with your classmate.

Dirt will often (wrap) _____ it because it is generally caused by falling on a hard or rough surface.

You should clean off the dirt with soap and water and an (sterile) _____ solution.

Exposure to the air will make a (coating) _____ to form.

You can stop the (hemorrhage) _____ by applying pressure for two minutes.

If it is too (profound) _____, it must be sutured.

Exercise 22. Work in pairs and make a polite request using the verb in parentheses. Give a response. Then practice with your partner.

1. I'm not feeling well. Would you mind (stay) home?
2. It is getting hot. Would you mind (open) the window?
3. I'm sorry. I didn't understand what you said, would you mind (say) it again?
4. Would you mind (speak) more slowly? I didn't catch what you said.
5. Would you mind (turn over)? I'm going to give you a shot.

Exercise 23. What do you think you would say when you are...? Be polite. Practice with your partner. If any doubt on what to say, go to the Language resource bank in the annex.

1. Taking the vital signs.
2. Administering an oral medication
3. Examining the patient's back

a. You are working in a surgical ward. Twice a day, you need to cure a patient who was operated on and has a big pus pocket in his incision right above the abdomen, but to do that you need some sterile materials from the C.S.S.D. (Central Sterile Supply Department) and also some kinds of medications. Select from the list below what you need. Discuss with your partner. Then explain to the whole group.

1. ___ Cotton or gauze swabs
2. ___ Sterile gloves
3. ___ Jar or cylinder for used instruments
4. ___ Antiseptic solution
5. ___ Sterile syringe
6. ___ Cylinder containing instrument-handling forceps
7. ___ Antibiotic
8. ___ 4x4 gauze pad
9. ___ Dressing towels
10. ___ Surgical instruments

b. Use this information to establish a conversation with your partner.

Student A You are the night shift nurse working on the surgical ward. A patient was admitted two days ago for a surgery. He has developed a bedsore in his remaining foot. He is very anxious and concerned about the operation. Answer his questions, give him some advice and all the information he needs.

Student B You are a patient with a bedsore in your remaining foot. You were admitted to the hospital two days ago and you are in a great deal of pain and feel very anxious and worried about the operation. Ask the nurse about:

1- The expected time the procedure will begin.

2- How long it will take.

3- When you will probably return to your room.

Exercise 24. This is a dressing trolley. What is this for?



a. There is a list of things that should be put on a trolley. Which one would you put on the top shelf (T) and which on the bottom shelf (B)? Discuss your decision with your group.

- ___ Sterile pack or bowl containing dressings.
- ___ Bandage tray.
- ___ Jar or cylinder containing instrument-handling forceps.
- ___ Sterile pack or box containing instruments.
- ___ Bottles containing antiseptics.
- ___ Jar or cylinder for used instruments.

Exercise 25. Listen to the conversation and complete the sentences.

- a. I'm _____ the trolley now.
- b. Celia is washing the trolley with _____ and _____.
- c. In a dressing pack we can find some _____.
- d. Mr. Thomas's _____ should be removed today.
- e. The nurse will need _____, dressing towels, folded _____, some surgical _____, some kinds of _____.

a. Listen to the conversation again and answer the following questions according to what you have heard in the dialogue. Then discuss with your partner.

- a. What is the nurse doing now?
- b. What seems to be doctor Anna concerned?
- c. What does the doctor say about Mr. Thomas?

b. Gather in small groups and discuss these questions.

1. Once the dressings are carried out, what do you do with the used instruments? Why?
2. What is the first step to prepare a dressing trolley?

Professional profile

Doctor –nurse conversation

Exercise 26. There are two people talking at Cuban medical hospital in Qatar. Role play the conversation.

- a. Student A plays the role of a nurse. Suppose you are talking with a doctor.

Provide information answering the questions the doctor will ask you.

Noor Al Assam.

Antibiotic prescribed

Observations in the patient's record

Removed the dressings

Put a sterile dressing on the wound

Prepared the necessary equipment

Apply antiseptic solution

- b. Student B plays the role of a medical doctor. You are a doctor working in a hospital. You are talking with a nurse who's going to deal with an infected wound. Ask him/her some questions to request information about and try to establish the essential activities she has to do.

Now work in pairs, answer the question (a) according to your experience

Exercise 27 . Mr. Kent had an appendectomy three days ago and you are taking care of his wound. After removing the dressing, you notice the wound isn't healing.

1- What has happened to the wound?

2- These are the steps to dress it. Work in pairs and organize them. Then discuss it with the rest of the group.

- a. _____ Remove the dressing from the wound and discard it into a plastic bag.
- b. _____ Close patient's door. Explain procedure to patient.
- c. _____ Wash your hands again and document procedure and observations.

- d. ____ Dispose gloves, wash your hands, and put on sterile gloves.
- e. ____ Apply a sterile dressing and remove gloves.
- f. ____ Wash your hands and put on disposable gloves.
- g. ____ Secure dressing with tape.
- h. ____ Gently flush all areas of the wound. Continue flushing until the solution draining into basin is clear.
- i. ____ Inspect the incision for bleeding, inflammation, drainage and healing.

Oral practice



Exercise 28. Look at the picture above and observe the instruments and devices you use to cure an infected wound. Now work in small groups and discuss it then share your information with the other teams.

Writing practice

Exercise 29 . Write a short memo instructing a new nurse/paramedic/doctor what to do to cure an infected wound.

Task 1 : Now you are aware of the different jobs and duties in a hospital or polyclinic, go around and interview the hospital/clinic personnel on the reasons why they chose that career and report to your teacher.

Unit 3

HEALTHY EATING AND FITNESS

- Expressing habits and routines
- Preferences
- Modal verbs
- If (conditional type 1)

Have you heard the following sayings?

- An apple a day keeps the doctor away.
- You are what you eat.

b) Read the sayings again and say whether you agree or disagree. Work in groups and discuss your opinions. Be ready to report.

Exercise 1 Work in pairs. Which of these words referring to food do you know? Which would you like to eat?

Broccoli lettuce yam plantain cassava sour soup yoghurt
Taro salmon ham cheese guava spaghetti red snapper apple
Beef prawn mutton banana chicken pizza cabbage sardines
Pork cannelloni tuna squid octopus tomato orange

a) Work in pairs and locate each of them in the corresponding chart accordingly

fruit	dairy products	meat	seafood	fish	pasta	green vegetables	root vegetables

b) Discuss your answers with a partner. Say which of the food products you like to eat.

After completing the location of each type, then analyze if you eat healthy or not. Think and give your classmates some advice on how to improve their eating habits.

e.g. Student A

Maryam likes eating pizza after class every day. She doesn't like any vegetables. She drinks some natural juices, but they must be very sweet.

Language focus

Some Modal verbs

Positive	Negative
You should eat fresh vegetables. Giving advice	You shouldn't eat junk food. (advise)
You must eat healthy food to be fit	You mustn't smoke here. (prohibition)
I was penniless, so I had to find a job (necessity)	We didn't have to wear a tie (no necessity)
You can find fresh vegetable in the market. (possibility)	You can't park on that side. (prohibition)
You may eat sweets from time to time (permission)	You may not eat in the classroom. (prohibition)

Had better(not) Not usually included as a modal verb, but it is widely used for giving advise

We use **had better** to give strong advice to people (including ourselves)

Had better is not past nor comparative- the meaning is "it would be good to" ...

e.g. You'd better go before your Dad gets angry
You'd better not say that again
It's almost 12 o'clock. I'd better return home

Exercise 2 Underline the correct modal verb in these sentences

1. When we were at school, we
 2. You *cannot/must* not wear your seatbelt during the whole flight
 3. You *should/might* tell her you are sorry
 4. You *must/may* go to the beach if you are given permission
 5. She is fantastic. She *can/should* play the piano very well
 6. Visitors *must/may* use the car park
 7. That's very offensive. She *might not/had better not* repeat so
- a) Complete the sentences using the most appropriate modal verb. You could use the affirmative or negative form
- i. He is not very good at swimming: He _____ swim very well
 - ii. When he first arrived in Poland, he _____ say a word in Polish
 - iii. When travelling overseas, people _____ have a valid passport
 - iv. It _____ be a good film. All the reviews and comments are positive
 - v. You have the full authorization, so you _____ use the VIP room
 - vi. She _____ speak Japanese fluently. She was born in Okinawa and lived there for more than 17 years
 - vii. He is sick. I think he _____ go to see a doctor

Exercise 3 Listening

A) Listen to the following texts and label the sentences as true (T) or false (F)

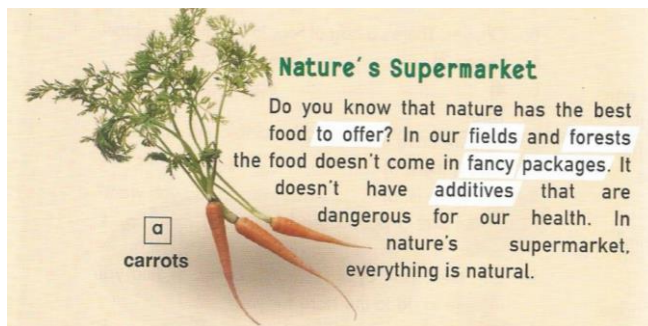
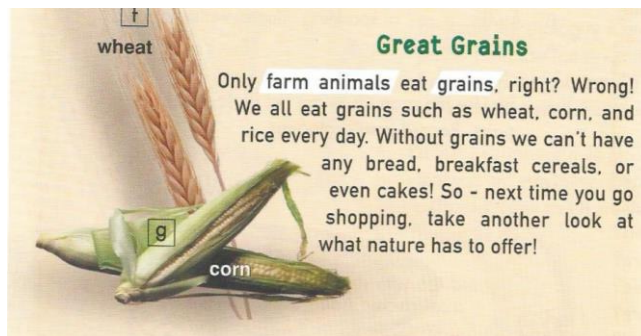
- _____ Natural food doesn't have any additive.
- _____ Radishes are fruits.
- _____ Grapes and Cherries are tasteless
- _____ We eat grains every day.

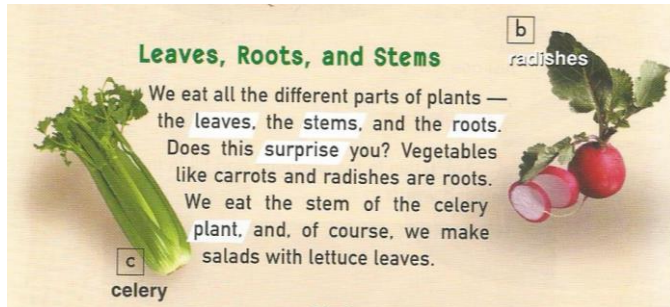
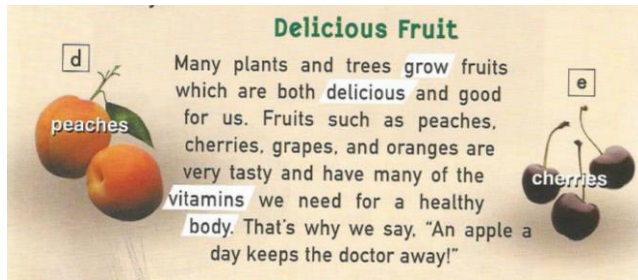
B) Listen to the texts again and answer the questions

- Why is natural food the best?
- Which parts of plants do we eat?
- Why do we need vitamins?
- What can we make with grain?
- Why are they important in the diet?

C) Read the texts and decide with your partner the importance of the following topics to keep fit. Also discuss which of them you like or dislike eating, give some reasons please.

- Great grains
- Leaves, Roots and Stems
- Nature's Supermarket
- Delicious Fruit





d) In the Caribbean there are different roots such as cassava, sweet potatoes, yam, taro. What are the most common eating roots in your community? What about leaves, fruit and stems?

f) Write some brief notes telling a patient about the importance of the consumption of

vegetables, fruits and grains

“Oh, vegetables, good vegetables!”



Exercise 4 GREEN SALAD

According to the pictures above select the ingredients to prepare a green salad

One or two _____

Some _____

Procedures

Cut, put, peel, serve. Wash



4. Community activity: You are doing promotion and health education in your community. Ask the **teenagers** who participate in the activity to read and discuss in small groups the following questions:

Exercise 5 Reading Practice

What do you think about the following diet? Do you believe what the text says? Why or why not?

An unhealthy eating — especially over the long term — can be a risk factor for chronic diseases such as cancer, diabetes, obesity and heart disease. Some estimates say at least 30% of cancers are linked to poor diet. One study of over 6,000 women found that those who ate the most cabbage, broccoli, cauliflower and some other vegetables had a lower risk of developing breast cancer after menopause.

a) Read the text below and answer the following questions:

Unhealthy eating habits.

- 1- Can eating habits benefit or affect people's health?
- 2- Is obesity related to eating habits in USA?
- 3- How can people protect themselves from different health problems?
- 4- Why is important to teach children what eating healthy means?
- 5- What should people do to be healthier?

Unhealthy eating habits have contributed to the obesity epidemic in the United States: about one-third of U.S. adults (33.8%) are obese and approximately 17% (or 12.5 million) of children and adolescents aged 2—19 years are obese.¹ Even for people at a healthy weight, a poor diet is associated with major health risks that can cause illness and even death. These include heart disease, hypertension (high blood pressure), type 2 diabetes, osteoporosis, and certain types of cancer. By making smart food choices, you can help protect yourself from these health problems.

The risk factors for adult chronic diseases, like hypertension and type 2 diabetes, are increasingly seen in younger ages, often a result of unhealthy eating habits and increased weight gain. Dietary habits established in childhood often carry into adulthood, so teaching children how to eat healthy at a young age will help them stay healthy throughout their life.

The link between good nutrition and healthy weight, reduced chronic disease risk, and overall health is too important to ignore. By taking steps to eat healthy, you'll be on your way to getting the nutrients your body needs to stay healthy, active, and strong. As with physical activity, making small changes in your diet can go a long way, and it's easier than you think!

b) First complete the ideas and later work in groups, discuss them with the rest of your classmates

- 1- To be healthy you must eat _____
- 2- Eating healthy food _____
- 3- High-fat foods can be very harmful because _____
- 4- Eating fiber brings some benefits like _____
- 5- You can suffer from heart problems if you eat _____

Exercise 6 Work in pairs and discuss these questions

- a) What are the good and bad things about fast food?
- b) Does fast food have any nutritious value?
- c) Why do people enjoy eating fast food?
- d) Tick the reasons why do you think people consume fast food. Discuss with your partner

the taste easy access nutritious instant delivery cheap low calories

LANGUAGE FOCUS

In type 1 conditional sentences, you can also use modals in the main clause instead of the future tense to express the degree of certain permission or recommendation about the outcome.

Examples

If you drop that glass, it might break.

I may finish that letter if I have time.

If he calls you, you should go.

If they continue eating junk food, they may get overweight
You can lose weight if you follow the 1200 calorie diet strictly

First Conditional expressing future and real possibility

Tag questions

- He'll wear a hat if it rains, won't he? (expects answer "yes", invites the listener to agree)
- He won't go out if it rains, will he? (expects answer "no", expresses surprise or invites the listener to agree that this is self-evident)

Exercise 7 . Finish the ideas with a conditional statement expressing future and real possibility

e.g If I fail the clinical final test, my parents will be very disappointed.

1. If Sue doesn't study hard, she _____.
2. If I have time this Saturday, _____.
3. If he forgets his wallet, h_____.
4. If you eat too much sugar, you_____.
5. If people have a balanced diet, they _____.
6. If we stay at home this weekend, _____.

Exercise 8 Look at the following sayings. Work in groups and decide what they mean.
Write sentences explaining the sayings using **if**.

1. Easy come, easy go.
2. Break a mirror, seven years of bad luck.
3. No pain, no gain.
4. Too much cooks spoil the broth.
5. When the cat's away, the mice will play

Exercise 9 Health section of a newspaper. With a partner, read and discuss this letter. Together, write a reply giving advice to Jane. Then read your letter to the class.

Dear Aunt Karla:

I am new here. In my hometown, my mother prepared good meals every day. I got plenty of sleep and exercise by walking or running.

Now, I live in the capital city with my cousins. Everybody works or goes to school. No one is home to shop and prepare meals. I work during the day and go to school at night. I eat out very often and when I'm home, I have to cook for myself. I don't have time for exercise. I am getting fat, and I don't feel well.

I THINK THAT IF I KEEP ON THIS ROUTINE, I WILL BE OVERWEIGHT SOON

How can I get back to a healthy lifestyle?

Jane

Exercise 10 Cultural exchange

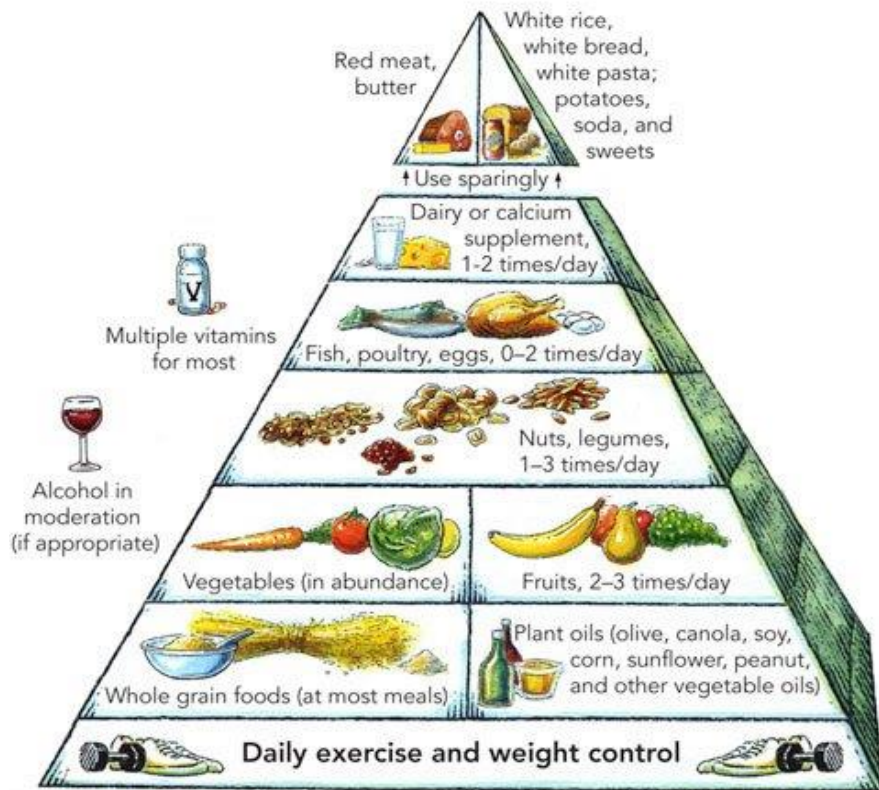
Match the typical food with the country. If you have tasted any, please share your experience with the group

- | | |
|--------------|------------|
| 1. Tacos | a) Morocco |
| 2. Cous cous | b) Italy |
| 3. Pasta | c) Sweden |
| 4. Sushi | d) France |
| 5. Kebabs | e) Mexico |
| 6. Quiche | f) Turkey |
| 7. Meatballs | g) Japan |



- a) Discuss these questions in groups:
- 1- What do people usually eat in your country?
 - 2- Is that a healthy diet? Support your answer.
 - 3- What would you advise them after studying medicine for two years?
 - 4- Of the food usually consumed in your country, which are the ones which lead to a better dental care?


b) Analyze the healthy eating pyramid below. After debating with your partner report to the group in which way he/ she follows the healthy eating pyramid.




Exercise 11 Look at the picture below and guess the information included in the text.

a. Now read and check if you were right.

Memories of Cinco de Mayo



- 1 I'll never forget the **Cinco de Mayo Festival** we had every year when I was a little girl. On May 5th, everyone in Los Angeles used to celebrate the Mexican **army's victory** over the French in the **Battle of Puebla** in 1862 with dancing, food, and fun activities.
- 2 One of the things I liked the most was participating in the **spectacular festivities** on Olvera Street. The street was decorated with the official Mexican colors: red, white, and green. **Mariachi bands** played authentic Mexican songs, while people danced, broke **piñatas**, and played games.
- 3 After the dancing, the party continued at one of the fabulous Mexican restaurants on Olvera Street. We ate delicious traditional dishes like **fajitas, tacos, burritos, guacamole, and spicy salsa.**
- 4 I always had a great time and I feel happy when I remember the **Cinco de Mayo Festival** in Los Angeles. Today, many towns and cities in the US celebrate **Cinco de Mayo** with parties.




Happy royal wedding

Oktoberfest is a German festival which is now a worldwide phenomenon celebrating Bavarian culture and flowing pints of beer. Oktoberfest usually runs from Sept to Oct, according to Munich's website. It normally runs for 16 days with the last day being the first Sunday in October.

Oktoberfest began as a wedding celebration more than 200 years ago when Bavaria's Crown Prince Ludwig married Princess Therese of Saxony-Hildburghausen on Oct. 12, 1810. The wedding was celebrated with multiple days of drinking, feasting and horse races. The celebration then became an annual event. The main event is in Munich, Germany, where the first Oktoberfest was held.

Oktoberfest is often associated with beer, but the festival's traditions go beyond that. While the beer tents, of course, provide drinks, they also play only traditional Bavarian music. The original six Munich breweries still provide the beer. You can also catch people in traditional Bavarian clothing.



- b. Write a paragraph about a festival you have attended or have heard of
- Introduction (name/ place / reason)
 - Body (activities, food, drink, costumes, etc)
 - Conclusions (feelings about the festivity and giving your personal opinions) about the festival described

Exercise 12 Read carefully and be ready to write a title for each paragraph below:

FOOD AROUND THE WORLD

For 99% of human history, people took their food from the world around them. They ate all that they could find, and then moved on. Then about 10,000 years ago, or for 1% of human history, people learned to farm the land and control their environment.

The kind of food we eat depends on which part of the world we live in, or which part of our country we live in. For example, in the south of China they eat rice, but in the north they eat noodles. In Scandinavia, they eat a lot of herrings, and the Portuguese love sardines. But in central Europe, away from the sea, people don't eat so much fish, they eat more meat and sausages. In Germany and Poland there are hundreds of different kinds of sausages.

In North America, Australia, and Europe there are two or more courses to every meal and people eat with knives and forks.

In China there is only one course, all the food is together on the table, and they eat with chopsticks.

In parts of India and the Middle East people use their fingers and bread to pick up the food.

Nowadays it is possible to transport food easily from one part of the world to the other. We can eat what we like, when we like, at any time of the year. Our bananas come from the Caribbean or Africa; our rice comes from India or the USA; our strawberries come from Chile or Spain. Food is very big business. But people in poor countries are still hungry, and people in rich countries eat too much.

a) Read the text above again and answer the following questions

1. Is culture related to eating habits?
2. Why don't the Germans eat much fish?
3. How do people eat in the Middle East?
4. Which food and drink come to your country and which foreign food and drink is popular in your country?
5. Is lunch or dinner the main meal of the day? Why?

Exercise 13 Your best friend is out of shape and loves eating pastas all the time. Eating healthy is very important to keep fit and to avoid different chronic diseases such as hypertension and diabetes mellitus.

Write a letter to him/ her about eating healthy and the importance of keeping fit

Unit 4

TEAM WORK

Adjectives
Comparisons and degree: so and such
Apologizing
Negotiating a Project
Determiners: enough, too *and* too much
Describing people

Exercise 1: Answer these questions

Do you prefer working alone or with a small group?

Do you believe in team work? Why?

Have you ever worked in a team?

a) Look at the picture. Describe the situation you see.



Working in teams is essential to achieve good results.

Teams are made up of individuals with different personalities and qualities.

b) Below you will find some of the attributes people may have. Look at them and check if you know their meaning.

Open-minded	Loyal	Friendly	Self-confident	Analytical
Kind	Workaholic	Lazy	Motivated	Serious
Ambitious	Creative	Clever	Tough	Polite
Stubborn	Simple	Talkative	Shy	Sympathetic

c) Can you describe yourself?

It is said communication between people of different genders is sometimes challenging and this makes team work a bit difficult

Exercise 2 Read the article and choose the best headline

1. Men at work are too tactile
2. Handle with care
3. Warning – Touching is offensive

Men who avoid physical contact at work are simply out of touch. A body language expert has shown that women communicate better than men because 65% of face to face communication is non-verbal and women are more tactile.

“Certain body language such as light touch on the other person’s elbow can enable colleagues to create positive outcomes at work” says the expert. “Men really need to work on this so they can avoid slipping behind in the promotion race. Simple gestures can certainly help to improve a man’s career prospects, and it is also true to say that traditional male leadership styles are a thing of the past”

However, lawyers warn men to be careful or they risk finding themselves on the wrong side of the law if they try to touch a colleague who finds it offensive. “I would not encourage men to follow the advice of body language experts” says a spokesperson for a leading company law firm. It is not always easy to judge what is simply a friendly gesture and what is an unwanted sexual advance. As far as women are concerned, we recommend telling their male colleagues if they feel uncomfortable about being touched. Certainly from a legal perspective it is unwise to touch colleagues”.

a) Is this an issue in your country?

b) How would you deal with someone of a different gender when working in a team?

Language Focus: Adjectives

Adjectives are words which give extra information about nouns. They do not change their form to show number or gender. Some adjectives are formed from other words just adding a suffix or a combination of two words.

+ic	+(i)al	+able	+ful	+ent
diabetes	differentiate	fashion	beauty	depend
diabetic	differential	fashionable	beautiful	dependent
economy(*)	economy(**)	cure	doubt	confide
economic	economical	curable	doubtful	confident

(*) related to financial and economy issues

(**) related to saving

+ive	+ous	+less	compound
effect	danger	hope	home-made
effective	dangerous	hopeless	well-known
product	sense	sight	easy-going
productive	sensuous	sightless	

Some words in English naturally go together. You should say

e.g. a tall therapist (not a high therapist) or a high price (not a big price)

There are also nouns and adjectives that go together and there is a position order among adjectives. Adjectives **of color, origin, material** and **purpose** go in that order

e.g. a pair of Brown Spanish leather dancing shoes

An old Blue German beer mug

Exercise 3: Look at the list of nouns and choose the adjectives that go with them.

e.g. Brief/ important/ serious discussion

_____ discussion	_____ idea
_____ report	_____ decision
_____ patient	_____ man

quick nice serious high fast kind modern
heavy large brief recent important tall good

Vocabulary spot	
<ul style="list-style-type: none"> - <i>-ing</i> adjectives describe a situation, person or thing <p>An interesting life Shocking news A boring week</p>	<ul style="list-style-type: none"> - <i>-ed</i> adjectives describe how people feel <p>We were bored during the film Iliana is interested in modern art The teacher was shocked by the student's behavior in class</p>

Exercise 4 : Write a brief profile of yourself. From the boxes below, select your personal qualities. Then, do the same about your partner.

Compare your answers and see the differences

STRENGTHS

Helpful	Caring
Confident	Generous
Open minded	Tolerant

WEAKNESSES

Irresponsible	Opportunistic
Uncaring	Bullying
Unkind	Ambitious

Exercise 5 Match the adjectives with the definitions

Someone who.....

- | | |
|---|-----------------|
| 1. Does a lot of work | A. easy-going |
| 2. Is relaxed and does not worry about things | B. generous |
| 3. Talks a lot | C. hard-working |
| 4. Always tells the truth | D. honest |
| 5. Likes to meet and spend time with other people | E. patient |
| 6. Feels uncomfortable with other people | F. sensible |
| 7. Gives money, time or help others | G. sensitive |
| 8. Listen top others and understands them | H. shy |
| 9. Doesn't mind waiting and is kind when people make mistakes | I. sociable |
| 10. Makes good decisions or shows good sense | J. talkative |

Some more words to describe people

Exercise 6 : Complete the sentences with a word from the box. You can check with your partner to help you.

- a. I am not afraid to speak English! I am very ...
- b. I can do my job quickly and well. I am very
- c. I always arrive for meetings on time. I am very
- d. I hate waiting for anything. I am very
- e. I say what I think. I am very ...

impatient
creative
<u>a. confident</u>
punctual
direct
efficient

Exercise 7 Vocabulary

Match the adjectives and nouns with as many nouns as possible

1. _____ Team
2. _____ Cooperation
3. _____ Spirit
4. _____ Role
5. _____ Responsibility
6. _____ Support
7. _____ Partnership

CLOSE
TEAM
JOINT
PUBLIC
WORKING
KEY
PRACTICAL
EFFECTIVE

Exercise 8 Read the following text and answer the questions below about the text

1. Why is team building important?
2. Who has carried out the most important study on team building?
3. What should a successful team have?

Team building

One of the most important functions of a manager is to build a team which will perform effectively and contribute to the success of the work. Some managers say that young workers work harder than older adults but they are more indisciplined and less willing to work in teams. Others say that the younger the working personnel, the better to organize them. But it isn't only their age but also the type of people they are. Some are more respectful but others aren't.

The art of team-building has been studied by many people but possibly the most interesting work on this subject has been done by Meredith Belbin who identified the individual roles which are crucial in a successful team. This person argues that while individuals in a management group have their formal job titles – paramedic, doctor, radiologist, lab technician, nurse, etc- they also perform a variety of personality team roles such as the organizer, the diplomat, the genius, etc.

Nine key personality types were identified and she believes a team will work effectively if it has them all. It does not mean a team needs to have them all present. A successful team may have some people who can perform more than one personality type.

Professional Profile

TEAM BUILDING			
TYPE	FEATURES	QUALITIES	
Chairman	Calm, self-confident	Objective, able to welcome all possible contributions	Sometimes autocratic
Company worker	Conservative, predictable	Organizing ability, practical, hard-working	Lack of flexibility
Shaper	Dynamic, outgoing	Ready to challenge	Tends to get irritated and impatient
Resource investigator	Communicative, extrovert, enthusiastic	Capacity for exploring, able to respond to challenges	Liable to lose interest if things are not right
Monitor Evaluator	Unemotional	Good judgment, discretion	Lacks inspiration
Finisher	Anxious, conscientious	Perfectionist	Worries about small things too much
Specialist	Single-minded	Brings knowledge and skills	Contributes only with his expertise
Ideas Provider	Individualistic, unorthodox	Genius, imagination, intellect	Up in the clouds, disregards practical ideas
Team Worker	Socially oriented, gentle, sensitive	Responds to people, promotes cohesion	Indecisive in a crisis.

Exercise 8a: From the previous types of personalities which 4 would you like to have in your team. Check with your classmate and explain why.

Exercise 8b. Which words from the Professional profile chart have: a positive meaning(P)? or a negative meaning(N)
 e.g self-confident: (P) autocratic (N)

Exercise 8c:

One of the synonyms given below is wrong, which? Select the correct synonyms of the following adjectives

1. Liable
 a. permanent b. blameworthy c. responsible d. accountable
2. Outgoing
 a. sociable b. spectacular c. unreserved d. friendly
3. Sensitive
 a delicate b. sympathetic c. tender d. unskilled

LANGUAGE FOCUS *Comparatives and degrees*

SHORT ADJECTIVES: ADJECTIVES + -ER	
Fast → faster (than) Clean → cleaner (than) Small → smaller Old → older Strong → stronger → → →	Double consonant +er Big → Bigger Thin → Thinner → Words ending in -y: y + ier heavy → heavier pretty → prettier →
Irregular: good → better Bad → worse	many → more few → less
LONG ADJECTIVES	
Expensive → More expensive (than) Intelligent → More intelligent (than) → →	interesting → more interesting powerful → more powerful →

Exercise 9 What are the comparative forms of these adjectives? Write them in the table above

warm difficult easy comfortable necessary short fat light slow

Superlatives

	Adjective	Comparative form	Superlative form	Irregular
Short adjective	short	Shorter	The shortest	Good, better –the best
Long adjective	necessary	More necessary	The most necessary	Bad, worse – The worst

Exercise 10 Think about people in your family. Who is....

The oldest? The tallest? The most beautiful? the best
cook?

The fittest? The The most hard-working? the worst
dancer?

Exercise 11 Complete the following quiz questions. Use words from the box

- What's _____ in the world?
- Where is _____ of the world?
- What is _____ in Latino-America?
- What's _____ in the world?

Large	River
Long	Country
Heavy	Animal
Hot	City
Populated	

Exercise 12 Work with a partner. Use the language to talk about your favorite things

	The best	film	
	The most amazing	actor	
	The best looking	sport	
I think	the coolest	star	in the world is... because....
	The trendiest	model	
For me	the most interesting	book	
	The most popular	artist	
		city	

Degrees and determiners

So and such. They make the meaning of an adjective or adverb stronger
e.g.

It's a beautiful day, isn't it? It is so warm (=really warm)

I like Luis and Nick. They are so nice

It was a great holiday. We had such a good time (= a really good time)

I like Miriam and her Dad. They are such a nice people

Exercise 13 Put in *so*, *such* or *such a*

1. I have to go. I did not know it was _____ late
2. Everything is _____ expensive these days, isn't it?
3. He always looks good. He wears _____ nice clothes
4. I was surprised he looked _____ well after his recent illness
5. The food at the hotel was _____ terrible. I have never eaten _____ terrible food.
6. The party was really good. It was _____ pity you did not come
7. It was _____ beautiful day we decided to go to the beach

Exercise 14 Use your own ideas to complete these pairs of sentences.

1. We enjoyed our holidays. It was so relaxing
2. We enjoyed our holidays. We had such a good time
3. I like Madrid. It is so _____
4. I like Madrid. It is such _____
5. I wouldn't like to be a _____. It is so _____
6. I wouldn't like to be a _____. It is such a _____
7. Great to see you again: I have not seen you for so _____
8. Great to see you again. I haven't seen you for such _____

Too means "more than reasonable or bearable" while *very* means "a lot"
e.g.

I was **too** tired (= so I did not do any work)

I was **very** tired (= but I could still do some work)

Compare too and not...enough

1. You never stop working. You work too hard (=more than it is necessary)
2. You are lazy. You do not work hard enough (=less than it is necessary)

Enough goes after adjectives and adverbs
I cannot run fast. I am not fit enough
Let's go. We have waited long enough
And it goes before nouns
They did not have enough time
He is applying for the job. He has enough experience

Exercise 15 Complete the following sentences with too, enough, very, so or such

1. I do not have _____ room in the house to accommodate you
2. The food was _____ good. I would like to come back again
3. It is _____ hot in this room, - turn on the air conditioning
4. Mary does not speak English well _____ to give a lecture
5. I do not understand American people because they speak _____ quickly
6. We are _____ different characters I do not know how we relate _____ well
7. You are not walking fast _____ - we will arrive late to the concert
8. That is a _____ good piece of music. What is it?

School talk. Say what you do

When you are at school, do you talk only about school? What else do you talk about? Is social talk important? Why? What do you talk about at your college? How much time do you spend each day chatting informally?

Exercise 16 Read the article below and give it a title. Compare your idea with others in your class. Vote for the title you like best

What do classmates talk about at school? A recent survey gave some surprising answers to the question. Relationships with parents and peers, on-line apps and trends, and gadgets are top of the list.

Relationships with parents (78%) or their peers (67%). Far fewer talk about real school problems (48%)

At school, during and after classes, people chat, but they also snack, have coffee breaks and but they also think up their next fashion outfit and latest music icon

Activities which are not strictly academic vary from school to school and also depend on the school year.

A lot of male students use their mobile phones for courtship and boasting about their "achievements" and they are always willing to share their apps and browse internet

If students are physically at school, their minds are often somewhere else. They think about their leisure activities, their girlfriends and boyfriends, music hits or their minor worries at home.

Only 34% of all students say they are completely absorbed by the school tasks. A large percentage of them are girls. When they go home, the majority of students (57%) do their homework. Others, particularly boys, go to the gym or do some kind of exercise

Task 1: You have been selected for a special professional mission overseas to finalize a project with a Canadian University. You can select your partner. There are three people available. Read their personal characteristics. Who would you select and why? Discuss in pairs and make a decision



Easy-going

Gets annoyed easily

Reliable

but

A bit impatient

Honest

Stubborn

Cheerful

Somehow lazy



Sensible

but

Shy

Patient

Forgetful



Workaholic

Impolite

Creative

but

Opportunistic

Open minded

Opinionated

e.g. X: I think I will select Because

Y: I do not like him (her). I would prefer.... Because he (she)

Not everyone at your workplace behaves the same and not everyone has the same personality.

Exercise 17: Match the personality trait to the kind of behaviour they refer to

1. A workaholic
2. High flier
3. Troublemaker
4. Lazybones
5. Chatterbox

- a. rarely stops talking
- b. causes problems between people
- c. very successful in the job
- d. likes working very much
- e. doesn't like to be active

Exercise 18: Make sentences about the people you work (or deal) with and say the main quality or characteristic

your teacher	your classmate	the HR manager	Your Association chairperson
The head nurse	the head of the ENT department	The hospital CEO	

e.g. My teacher is very creative Susan's head of department is quite stubborn

Speaking English (Apologizing)

To err is human, to forgive is divine.

There are times when we make mistakes. But as civilized people, we should apologize if we commit a mistake or if we mislead someone, especially when we are working in team. There are several ways to express your apologies. See the table below

Language Focus Apologizing

<ul style="list-style-type: none"> ➤ Sorry! ➤ I really apologize (for) ➤ I am sorry. I did not mean to... ➤ I am very sorry about...
Accepting an apology
<ul style="list-style-type: none"> ➤ Forget about it ➤ It is OK. Not a problem ➤ It doesn't matter at all ➤ Not at all

e.g. X: *I am sorry because I left the equipment on.*
Y: *Forget about it. I was there and I turned it off*

Exercise 19 Choose the correct and right verb to complete these apologies

1. I hope you'll _____ me for being late.
Forgive forgave forgiving
2. I would like to _____ for my bad behaviour.
Excusing forgive apologize
3. I am very _____ that I am late but my alarm didn't go off.
Sorry excuse pardon
4. Please accept my _____ for being late.
Apologies apologizing Sorry
5. My _____ for my faux pas yesterday. I shouldn't treat you that way.
Thousand sorry sincere apologies thousand pardon
6. _____ me. Can I tell you something important?
Sorry excuse apologies
7. I am _____ to trouble you, but could you turn the music down?
Forgive excuse sorry
8. _____ me. I didn't mean to bump into you.
Pardon pardoning apologies

Exercise 20: Work in pairs. You have been going through bad times. Use the language provided to apologize. Your partner should accept your apology. Make conversations based on the situations below

1. You had an appointment to meet your fiancé, but you were late because of the traffic jam
2. You have lost your friend's ticket to a concert
3. You borrowed a book from a friend a few days ago. You promised to give it back today, but you forgot to bring it. Your friend really needs the book because he/she is going to have a test tomorrow. Apologize to him/her and offer a solution

Expressing size, quantity and dimension in a group

Exercise 21: Look at the following list and decide whether the health technicians are talking about something BIG (in terms of size, quantity or dimension) or something SMALL

- | | BIG | SMALL |
|--|-----|-------|
| a. A vast crowd of speech therapists.... | | |
| b. A monumental error.... | | |
| c. A minuscule piece of cloth... | | |
| d. A narrow alleyway | | |
| e. A huge waste of time.... | | |
| f. A deep lake... | | |
| g. A tiny car.... | | |
| h. A shallow river | | |
| i. A great deal of time.... | | |

Professional Profile

Introduction to negotiations

A negotiation is a process in which representatives (individuals or groups) with different conflicts and interests hold discussions to reach a deal.

Negotiation is something which many people do regularly on a day-to-day basis. It is what is done when a student group decides on the exam schedule, or when a couple decides where to go on a week end

Negotiation is about bargaining with another party. Sometimes compromise will be necessary and the best outcome may be a win-win situation in which both sides find an alternative solution which is satisfactory to both

Exercise 22 Discuss with your partner the following questions

1. What is a negotiation?
2. How would you judge the success of a negotiation?
3. What makes a good negotiator?

What is your opinion?

How appropriate is the following advice? Rank each suggestion on a scale from 1-10 (being 1 essential and 10 unhelpful) to indicate your opinion. Then, consult a partner to see if you agree

HOW TO BE A GOOD NEGOTIATOR	
• TRY TO GET ON WELL WITH YOUR OPPOSITE PARTNER	<input type="text"/>
• HAVE CLEAR OBJECTIVES	<input type="text"/>
• BE DETERMINED TO WIN	<input type="text"/>
• LISTEN CAREFULLY	<input type="text"/>
• SAY " I DON'T UNDERSTAND" IF THAT IS THE CASE	<input type="text"/>
• ALWAYS COMPROMISE	<input type="text"/>
• SHOW RESPECT FOR YOUR OPPOSITE PARTNER	<input type="text"/>
• USE EMPHATIC LANGUAGE	<input type="text"/>
• DISCUSS AREAS OF CONFLICTS FIRST	<input type="text"/>
• MAKE SUGGESTIONS TO RESOLVE DISAGREEMENTS	<input type="text"/>

HealthCare Professionals usually develop projects to solve some of their research problems. Sometimes, they need to negotiate the projects with foreign specialists and institutions. It is important to know some of the steps and phrases

Exercise 23 Study the phrases below and choose the most appropriate heading for each group from the list below.

- Asking for clarification
- Stating your position
- Interrupting
- Making a suggestion

- Rejecting
- Agreeing
- Asking for a reaction
- Bargaining

1. _____
We just can't agree to...
...is out of question
I'd rather not ...
No, I don't really think so

2. _____
How does that sound ...?
What do you say...?
How do you feel about...?

3. _____
It depends what you mean when you say...
What do you have in mind?
Could you please run through that again?

4. _____
We would like to ...
I guarantee...
I was hoping for ...
We wouldn't want to ...
What we are looking for is

5. _____

Let's agree.... Shall we?
How about
We could....
I'd like to suggest
Do you want me to....?

6. _____

Why not?
Yes, Of course
I agree to...
That's a deal

7. _____

We might be able to make an exception if you...
Well, If you.... I could
I was going to But what if I were to say....?

8. _____

Sorry, But I got to stop you.
What? I am afraid I cannot continue...

Preparation for a negotiation

Exercise 24 What considerations are important in preparing to negotiate. In pairs suggest as many as you can. Read these seven points about the preparation for a negotiation. Rank them in order

Identify your minimum requirement _____

Prepare your opening statement _____

Decide what concession you could make _____

Know your own strength and weaknesses _____

Know your role as part of a team _____

Prepare your negotiating position- know your aims and objectives _____

Prepare any figures, calculations, and any support material you may need _____

Task 2

Work in teams of 4. The teacher will divide them in A and B. Select a name for each team Each team will receive a list of twelve tactics. Four of them are elements of a good negotiation; four are elements of a bad negotiation and the other four can be good or bad depending on the culture or situation. The tactics on the two lists are different but sometimes they overlap.

Read the twelve negotiation tactics on the lists. Each team has 15-20 minutes to discuss and negotiate a ranking (most important and least important) for the seven tactics they consider as the most essential to a successful negotiation. Everyone should note down their team's ranking Have two teams negotiate their selection and the other to evaluate their performance when negotiating

WORKSHEET FOR TEAM A

1. Establish rapport with the other negotiation team
2. Consider the other party's proposal as one of the many options available
3. Remember: It is always important to feel you have won the negotiation
4. Don't hesitate to use insults and irritators, in business everything is fair
5. Explicitly label the questions and suggestions. eg. "let me offer a suggestion" or "let me ask you a question"
6. Remain flexible as to options
7. Only give a few reasons as to why you want something
8. Do not drink during a negotiation, it affects your judgement and thinking process
9. Successful negotiators talk about their feelings and thoughts
10. If you get stuck on a negotiation, try a different strategy
11. Make a plan of the meeting and keep to it
12. Consider that you are in the best position to win the negotiation

WORKSHEET FOR TEAM B

1. Be alert – use your eyes, ears and intuitions when negotiating
2. Defend and attack are your key words
3. Do not oversell your point of view
4. Validate any good proposal of the other side by saying “That’s a very good point” or “If I were in your shoes, that would be important to me”
5. Be calm and develop good rapport with the other team
6. Never negotiate with someone who doesn’t have the power to make a decision
7. Tell your reasons for making a proposal, then make your proposal
8. Emphasize the areas of agreement
9. Show your true feelings during the negotiation by saying: “I am feeling...”
10. Ask for some time out if you need to think about any new option
11. Keep in mind the importance of reaching an agreement
12. If you need to reach an agreement quickly, you can try to rush the other team

Unit 5

GOING OVERSEAS

The different past tenses
Travel and hotel lexis
International Healthcare missions

SNAPSHOT

Among the top 25 tourist destinations of the world, we find **Paris**

Linger over pain au chocolat in a sidewalk café, relaxing after a day of strolling along the Seine and watching at icons like the Eiffel Tower and the Arc de Triomphe... the perfect Paris experience combines leisure and liveliness with enough time to savor both an exquisite meal and exhibits at the Louvre, and awaken your spirit at Notre Dame,, then cap it all off with an excellent show at the Moulin Rouge

What do you think about the description of Paris? Have you heard about any of the iconic places mentioned? Comment and share your views.

Exercise 1. Answer these questions individually. Then compare your answers with a partner

1. How often do you travel by air, rail, road or sea?
2. What do you enjoy about travelling?
3. Has anyone from your family been overseas? Have you heard of any interesting anecdote?

Exercise 2 Read the traveler's tales below and decide on a title for each one

1. No money
2. Transport trouble
3. Passport control
4. Lost in a city

Last year I was on my way to a job interview. I had applied to go to Qatar. The interview was in the Medical Collaboration Unit. There was an accident on the motorway. I was stuck in a traffic jam for about two hours. There was nothing I could do, not even call the unit as the battery of my mobile was empty. I missed the chance for my interview.

A

Three years ago I was confirmed to attend an important Nursing Congress in Madrid. I had already booked an **Evelop** flight. I arrived a bit late to the airport but that was no problem as the flight had been postponed. I arrived at Barajas airport and went to a hotel near Puerta del Sol. However, when I checked in, I realized I did not have my passport. It seems I left it in the taxi or somewhere at the airport after checking immigration

C

About one month ago, I flew into St George's, Grenada for a government mission. I tried to get a taxi from Maurice's Bishop International airport to downtown. After boarding the taxi, I realized I had not changed my CUC into any other international foreign currency. So I had no cash with me. I went to an ATM to withdraw some money but it did not accept the card I had. What a situation!!!

Once while I was in my internationalist mission in Bangkok, Thailand, I was asked to attend a medical council meeting in this modern dynamic city, dominated by high-rise office buildings and hundreds of temples.... The meeting was scheduled for 3.00 pm and I left the hospital about 2 hours earlier. When I got to the city, I realized I had left the email containing the exact address of the meeting. I had no mobile phone. I only remembered that the meeting will be next to one important Muslim temple. Which? I did not know, as I was lost in that exotic capital.

a) Read the articles again. Now work in pairs and decide which one was

4. A very embarrassing situation
5. The worst experience
6. The funniest experience

3.a Discuss in pairs how you would solve each situation above

b) TALKING ABOUT PLACES



1. Where are these people?
2. What are they doing?
3. What's their plan?

c) CONVERSATIONS

Listen to the following 5 conversations. Some refer to description of places and others about how to get to a place

Say which is which, Number them according to the topic

Describing places _____

How to find a place _____

Exercise 4. Work on your own. Make sentences with these verbs and phrases

EXAMPLE: catch a taxi/airport

He caught a taxi to the airport

1. Arrive at the terminal building/7.45 pm
2. Check in/zone West
3. Go/ through immigration and passport control/ 8.15 pm
4. Wait/departure lounge/45 minutes
5. Go to gate/to board the plane
6. Take off/9.25 pm
7. Watch /flight entertainment
8. Land / Copenhagen

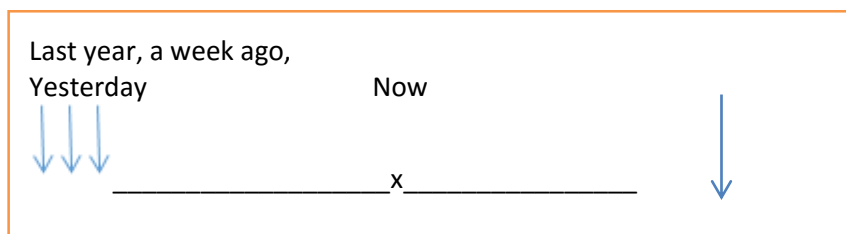
Exercise 5 Write 3-4 sentences about someone's trip in your notebook

e.g

Pablo Lee went to Copenhagen for a meeting. He stayed at Meridiam Hotel.
He enjoyed the pool and he had dinner in Le Chansonier restaurant

Language Focus

We use the past simple for specific times in the past. The exact time is known or defined but sometimes the time is not mentioned.



Verbs may be regular (ending in -ed) e.g. visit-visited, answer-answered, ask-asked; or irregular (different endings and changes or even no changes in writing but in pronunciation) e.g. drink-drank, eat-ate, teach-taught, read-read, be- was/were (change in pronunciation), sleep-slept

Exercise 6 Write questions. A friend has just come back from holidays and you are asking about it

Examples: where/go? *Where did you go?*

Cabaret show/amusing? *Was the cabaret show amusing?*

1. go alone?
2. How long/stay there?
3. stay in a hotel?
4. what/do in the evenings?

5. the weather/nice?
6. how/travel?
7. meet any interesting people?

Exercise 7 . PRACTICE

Making connections

Match the verb phrases. Make sentences using both verbs in the past. Join the sentences with

so, because, and or but

e.g. The phone rang so I answered it

1. Phone ring	a. wash my hair
2. Make a sandwich	b. nobody laugh
3. Lose my passport the cabin	c. hear a strange noise in
4. Forget her birthday	d. be hungry
5. Take a shower	e. answer it
6. Tell a joke	f. say "sorry"
7. Call the flight attendant	g. find it later

Exercise 8. Talking about you

Ask and answer these questions with a partner

What did you do...?

- Last night on your last vacation last New year´s Eve last weekend
- a) Ask more questions using the Past simple
- Who....? Where? How ...? Who....? How many?

Exercise 9

- a) Look at the photos. Where do you think these people are?
 - b) Match sentences 1-3 to photos A-C
1. They were standing at the bus station when the bus arrived
 2. She was presenting her poster when someone took the picture
 3. Father and son were having a good time when Paola said hello



A



B



C

Look at this sentence. Then answer the questions

Maria was presenting a poster of the Cuban Teachers of English Association APC-ELI when someone took the picture

Which action started first?

Which action was shorter?

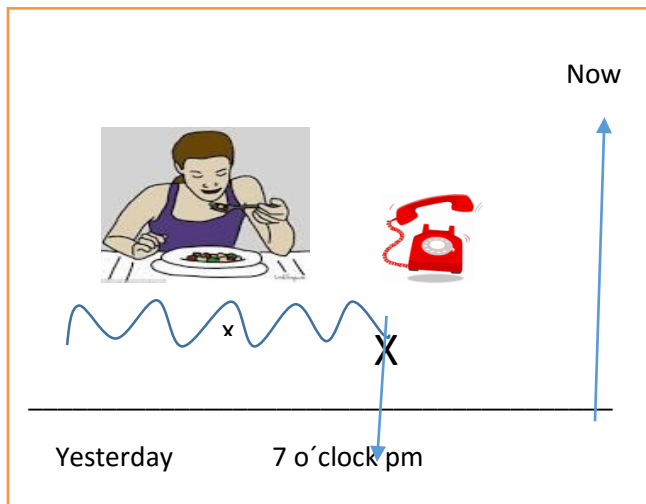
Which action was longer?

Did she continue presenting the outcomes of the association after that person took the picture?

Which verb is in the Past and which is in the Past Continuous?

Language Focus

We use the past continuous is used to talk about an action that was in progress at a past point in time. It is considered interrupted when another single complete action happened while the action was going



Lucy was eating when the

Exercise 10 COMPLETE THE SENTENCES ABOUT IMPORTANT DISCOVERIES USING THE INFORMATION IN THE BOX

- 1 Before Columbus discovered America....
- 2 Benjamin Franklin was flying a kite when...
- 3 Fleming was studying influenza....
- 4 Edmund Hillary reached the top of the Everest...
- 5 Newton made his great discovery

- a. when he discovered the penicillin
- b. while he was sitting under an apple tree
- c. after he had been climbing for several days
- d. he discovered the principle of lighting conductor
- e. he had been sailing the Atlantic Ocean for months

Language Focus

Look at the following situation

Lucy **was not** home when I **arrived**. She **had gone** out with someone else?

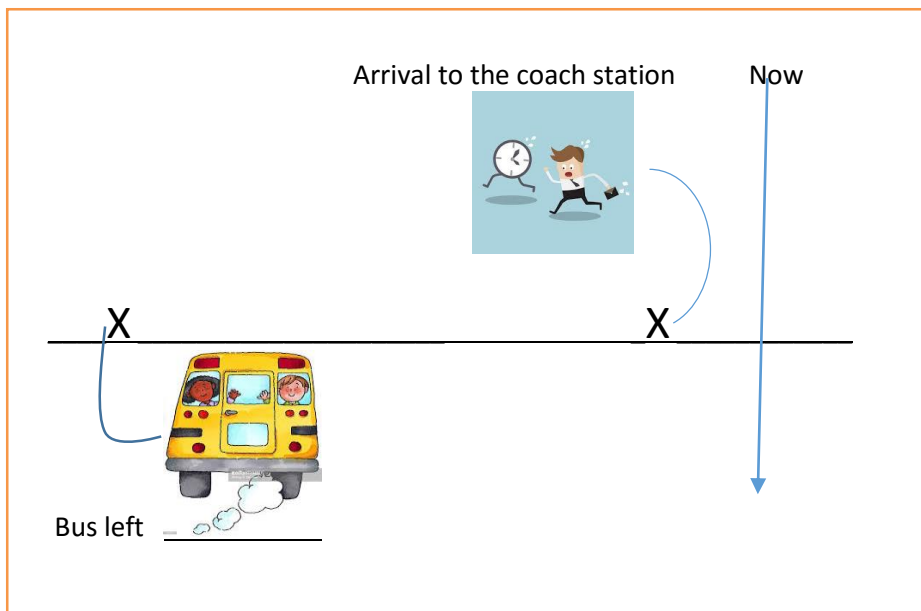
Which action started first?

Which action was second?

How do we differentiate the first action to the second action in the past?

We use the past perfect (Had+verb(participle)) to say that something had already happened before another action in past

See this other example



When I arrived to the coach station, the bus had already left

Exercise 11 Complete these sentences using the verbs in parentheses (...) You went back to your home town after many years, and you found that many things were different

e.g. Most of my schoolmates were no longer there. They **had left** (leave)

1. Mr. Smith was no longer alive. He _____ (die)

2. The local cinema was no longer open. It _____ (close down)

3. Bruno the plastic artist _____ (leave) for Toronto before I arrived

4. I did not recognize Miss Mary. She _____ (change) a lot

5. After Ms. Clark, the old Math teacher _____ (retire), she moved out.

On Air Travel

Exercise 12 Work in pairs. Write these words in the chart below

carry-on bag smoking area boarding pass lost and found VIP lounge flight information desk heavy luggage passport baggage claim duty free shop visa gate departure lounge			
Places at the terminal before boarding	What passengers need before boarding the plane	Container where people put their clothes and belongings	Where passengers can find their luggage

Exercise 13 Vocabulary

a. What happens in each part or department of the airport? Match the items

1 Lost and Found	a-You and your hand luggage go through a metal and unauthorized items control
2 Duty free shop	b-When you show your passport, visa and air ticket
3 Check-in desk	c-Taken to the red channel your belongings are checked and inspected
4 Security Control	d-Where the missing belongings are guarded until the owner claims them
5 Customs	e-You can buy cheaper items, especially cigars, liquors, perfumes and delicatessen

Oral practice

Exercise 14 . *Work in pairs. Discuss the following questions*

1. *What should any professional pack when travelling overseas?*
2. *What 's the difference between packing for holidays and packing for a healthcare mission?*
3. *What should you never travel without?*

a) From the text below

Select and tell which health related factors affect passengers' behavior

PASSENGERS BEHAVING BADLY

<p><i>The abusive passenger is becoming a worldwide problem. Delta Airlines Crew suffer 100 verbal and physical assaults a month while cabin crew in some airlines are seeking early retirement at 50 because their stressful work. One business man was less than happy when airport staff told him his luggage had been lost. Already frustrated by a delayed flight, he stormed onto the runway, took out a pistol and shot out the aircraft's front tire.</i></p> <p><i>Every time there is an accident where the cabin crew feel compelled to bring someone off the flight-deck, there will be safety issues says Leslie Berkowitz, in-flight services manager at the International air transport association</i></p> <p><i>The cause of most passenger misbehavior is stress according to Farroll Kahn director of the Aviation Health Institute.</i></p> <p><i>Overcrowding and queuing at the airport raises adrenaline levels. Normally these levels decrease through gaining control of a situation both by standing up and fighting or by running. Instead passengers are kept in cramped conditions on an aircraft, where they have no control.</i></p>	<p><i>"In these circumstances, they wait for one little excuse and then let rip" says Dr Kahn. In one recent case, a septuagenarian hit a steward after being told there was no more steak. Much of the abuse is down to alcohol. Dahlberg and Associates, the aviation consultancy recently discovered that 202 out of 708 major incidents noted by a US carrier over a six-month period were alcohol-related. Seventy-four incidents were smoking related: more carriers are banning on-board smoking, leading the nicotine dependent into conflict as they try to have a secret cigarette Dahlberg also blames "changes in society's views on technology and authority" and stress related to mass travel</i></p> <p style="text-align: right;"><i>From the Financial times</i></p>
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Exercise 15. Which of the following reasons are given for the passengers behaving badly?

- a. the airline food is poor quality
- b. Some passengers get drunk
- c. Airline's staff don't put the customer first
- d. Passengers don't feel safe
- e. Some terminals are too crowded
- f. Passengers feel nervous and worried

Exercise 16 Look at the cartoon below. Have you heard of any similar situation? Please share it with your classmate.



Airlines

Air is the most preferred medium of transport in today's busy world. People can connect to faraway places that may be difficult to reach via land transport, in comparatively a lot lesser time. And for the airlines, logos are important as it brands them in the corporate and commercial world. They also have to combine powerful symbols of national identity while being acceptable to an international market



Exercise 17 Work in pairs. Discuss

- Which countries do these well-known airlines come from?
- Which of them are based in Europe?
- Which airlines are based closer to the Pacific Ocean?
- Which airlines come from North America?

Exercise 18 You are now travelling to The Netherlands for a medical Student congress. The medical student congress takes place every two years at Leiden University Medical Center. You are now at the airport watching the electronic flight information display board

JOSE MARTI INTERNATIONAL AIRPORT				TERMINAL 3
D E P A R T U R E S				
FLIGHT	DESTINATION	TIME	REMARKS	EXIT GATE
AF943	Paris	17.50	Boarding	9
JB242	New York	17.23	Boarding	11
KL723	Amsterdam	18.00	Check –in	10
CU480	London	18.30	Check-in	7
UX053	Madrid	19.50	On time	6
IB6641	Madrid	21.00	On time	8
IJ2903	Mexico	20.15	Delayed	
JOSE MARTI INTERNATIONAL AIRPORT				TERMINAL 3
A R R I V A L S				
FLIGHT	FROM	TIME	CLAIM	REMARKS
AF940	Paris	21.01	4	Landed
UX051	Madrid	21.01	3	Landed
IB6621	Madrid	22.15	2	Confirmed
CM294	Panama	22.30	1	On Time
AC1876	Toronto	22.30	3	On Time
BV1104	Roma/S de Cuba	22.55	4	On Time
AM453	C Mexico	23.30	2	On Time
CM230	Panama	01.10		On Time

- Is there any flight to Mexico in the morning?
- When does the plane to France leave?
- What is the airline flight number to NY, Please?

- d) Is there any flight to The Netherlands?
- e) Where is the Air Canada flight 1876 coming from?
- f) How many airlines are flying to Europe?
- g) What airport is the Blue Panorama flight landing before coming to Havana

Exercise 19 Look at the 3-star hotels advertising. Read the ads below and answer the questions

Which hotel

- a. Has a swimming pool
- b. Is best for a conference
- c. Is best for anyone arriving by train
- d. Offers the best condition for a 4-day stay during a congress
- e. Has an excellent restaurant
- f. Is closer to an airport

Gab's Cubby Hole

Superbly located, just 10 minutes' walk from the coach/train station and not far from the local airport

Leisure center with swimming pool, sauna and gym, small restaurant

Internet access and en suite bathrooms

Trouser press and hairdryer available

Prices from € 95

Splendid Hotel

Are you looking for a comfortable hotel?

All standard rooms are en-suite; with satellite smart TV, minibar, and direct-dial telephone. Non-smoking rooms are available. Buffet and international cuisine restaurant

Free Wi-Fi and wireless high speed Internet
Access to a business center, with free car parking

3 Conference rooms available

Parador inn

Friendly and excellent service. Fully equipped rooms, TV, and coffee & Tea making facilities
Full continental breakfast included and internet access in each room

Hairdryers and trouser press available

Rooms from £72

Free on-site parking

Next to *Le Fountain* restaurant

a) Now complete the chart of a survey review about the three hotels. Tick (✓) what the hotels have and cross (x) what they do not have

	Gab's Cubby hole	Splendid Hotel	Parador Inn
Non-smoking rooms			
Continental breakfast			
Internet and Wi-Fi access			
Satellite TV			
Minibar			
Free car parking			
Conference facilities			
En suite rooms			
Restaurant			
Direct dial phones			
Trouser press			

b) Work in pairs. What are the four most important qualities for a business hotel to hold a health professional conference?

e.g. A. I think a business hotel should be near the hospital facilities

B: I agree to that, but I also believe that it needs to have very good IT equipment

Exercise 20 Match the sentences below to the situations in the photos. Where do you commonly hear these statements or questions



a) At car hire firm



b) At reception in a hotel



c) On a plane



i. At a railway station



e) At an airline check-in counter

1. Could I have the bill, please?
2. How long will you be staying?
3. Did you pack the case yourself?
4. How many kilometers per liter?
5. I'd like an aisle seat at the back?
6. When does the express to Avignon- Marseilles leave?
7. Is it automatic or manual?
8. What did you have from the minibar?
9. Your baggage is 5 kilos overweight. You'll have to pay excess
10. We'll be landing in 25 minutes
11. I'd like a round trip to Boston. I enjoy looking at the countryside
12. Please return to your seats and fasten your seat belts
13. It is \$370.00 for three days with unlimited milage

On Disasters

Travelling and exploring different countries is pleasant but you must be careful as there are natural phenomenon which may occur in different parts of the world



Exercise 21 Match the pictures with the corresponding natural disaster

1 an earthquake	2 a hurricane	3 a fire	4 a plane crash
5 a ship wreck	6 a flood	7 a typhoon	8 a tsunami
9 a landslide	10 a tornado	11 a storm	12 a volcanic eruption

- a) Here are some sentences taken from news reports. What are they referring about?
- It started in the kitchen when the oven was left unattended _____
 - The water was around two meters high in the lowest part of the town _____
 - The ATR pilots had reported no visibility when it happened _____
 - As usual, it happened all of a sudden and many buildings collapsed _____
 - It happened just in the Mediterranean Sea, a boat of African refugees, coming from Libya _____

Exercise 22

- Do you know any health professional who has fulfilled an international mission after any disaster?
- Do you know of the international healthcare missions which provide health and care support to victims of a natural disaster?

Exercise 23 Read the text and answer the questions below in no more than 5



Médecins Sans Frontières (MSF), also known as **Doctors Without Borders**, is an international humanitarian non-governmental organization (NGO) best known for its projects in war-torn regions and developing countries affected by endemic diseases. In 2015, over 30,000 personnel — mostly local doctors, nurses and other medical professionals, logistical experts, water and sanitation engineers and administrators — provided medical aid in over 70 countries. The vast majority of staff are volunteers. Private donors provide about 90% of the organization's funding, while corporate donations provide the rest, giving MSF an annual budget of approximately US\$1.63 billion.

Médecins Sans Frontières was founded in 1971, in the aftermath of the Biafra secession, by a small group of French doctors and journalists who sought to expand accessibility to medical care across national boundaries and irrespective of race, religion, creed or political affiliation. To that end, the organisation emphasises "independence and impartiality", and explicitly precludes political, economic, or religious factors in its decision making. For these reasons, it limits the amount of funding received from governments or intergovernmental organisation. These principles have allowed MSF to speak freely with respect to acts of war, corruption, or other hindrances to medical care or human well-being. Only once in its history, during the 1994 genocide in Rwanda, has the organisation called for military intervention.

MSF's principles and operational guidelines are highlighted in its Charter, the Chantilly Principles, and the later La Mancha Agreement. MSF has an associative

structure, where operational decisions are made, largely independently, by the five operational centres (Amsterdam, Barcelona-Athens, Brussels, Geneva and Paris). Common policies on core issues are coordinated by the International Council, in which each of the 24 sections (national offices) is represented. The International Council meets in Geneva, Switzerland, where the International Office, which coordinates international activities common to the operational centres, is also based.

MSF has general consultative status with the United Nations Economic and Social Council. It received the 1999 Nobel Peace Prize in recognition of its members' continued efforts to provide medical care in acute crises, as well as raising international awareness of potential humanitarian disasters. James Orbinski, who was the president of the organization at the time, accepted the prize on behalf of MSF. Prior to this, MSF also received the 1996 Seoul Peace Prize. Joanne Liu has served as the international president since 1 October 2013.

MSF should not be confused with Médecins du Monde (Doctors of the World), which was formed in part by members of the former organisation, but is an entirely independent non-governmental organisation with no links to MSF today.

1. When was this humanitarian organization founded?
2. How many people are employed in MSF?
3. Where are their main operational offices?
4. Has it ever been given any award? If so, which?
5. When did it request the army to intervene?

Henry Reeve Brigade



Exercise 24 Now read the text and write questions which answer the phrases which are underlined in the text

Guatemala, Pakistan, Indonesia, Haiti. Four different nations that share a common experience: in the past decade, they were all struck by natural disasters which overwhelmed their under-staffed and under-funded public health systems. Into the rubble, flooding, and chaos of these distinct cultures and contexts, Cuba dispatched a specialised disaster and epidemic control team to support local health providers. It was a story of unprecedented medical solidarity by a developing country which few media outlets picked up – until now.

The Henry Reeve Brigade, as it's known, was established in 2005 by more than 1,500 Cuban health professionals trained in disaster medicine and infectious

disease containment; built on 40 years of medical aid experience, the volunteer team was equipped with essential medicines and equipment and prepared to deploy to US regions ravaged by Hurricane Katrina (the offer was rejected by the Bush administration). Today, Cuba's Henry Reeve Brigade is the largest medical team on the ground in west Africa battling Ebola.

The small island nation has pledged 461 doctors and nurses to provide care in Sierra Leone, Guinea and Liberia, the largest single-country offer of healthcare workers to date. While **United Nations Secretary-General Ban Ki-moon** decried the pallid aid commitment from around the globe calling for "a 20-fold resource mobilisation and at least a 20-fold surge in assistance" Cuba already had 165 of these specially-trained healthcare workers on the ground in Sierra Leone. Each of these volunteers, chosen from a pool of 15,000 candidates who stepped forward to serve in west Africa, has extensive disaster response experience.

Nevertheless, preparation for this mission required additional, rigorous training **at Havana's Pedro Kourí Institute of Tropical Medicine** with biosecurity experts from the United States and the Pan American Health Organisation. This rapid mobilisation of sorely-needed health professionals begs the question: how can a poor developing country spare qualified, experienced doctors and nurses?

By pursuing a robust medical education strategy, coupled with a preventive, community-based approach, Cuba, a country of just **11.2 million** inhabitants, has achieved a health picture on par with the world's most developed nations. This didn't happen overnight. Rather, Cuba's admirable health report card results from decades of honing a strategy designed specifically for a resource-scarce setting.

Cuba's Henry Reeve International Contingent of Doctors Specializing in Disasters and Serious Epidemics was awarded **the Dr. Lee Jong-wook Memorial Prize for Public Health** by the World Health Organization (WHO) last May 26, 2017 in recognition of its solidarity work and outstanding contribution to public health.

The prize — awarded to individuals, institutions or governmental organizations who have made a significant contribution in the field of public health — also honors the efforts of the more than 250 Cuban health workers who combated the Ebola virus in Sierra Leone, Liberia and Guinea.

Exercise 25 Complete the chart from the two readings above

	DATE FOUNDED	PLACE	MISSIONS	MEMBERS	COUNTRIES HELPED	PRIZES AND AWARDS
HENRY REEVE BRIGADE						
MEDICINE SANS FRONTIER						

Reading: **Views on Cuban Health Care System**

In 2000, General Secretary of the United Nations Kofi Annan stated that "Cuba should be the envy of many other nations" adding that achievements in social development are impressive given the size of its gross domestic product per capita. "Cuba demonstrates how much nations can do with the resources they have if they focus on the right priorities - health, education, and literacy.

The Kaiser Family Foundation, a non-governmental organization that evaluated Cuba's healthcare system in 2000-1 described Cuba as "a shining example of the power of public health to transform the health of an entire country by a commitment to prevention and by careful management of its medical resource

President of the World Bank James Wolfensohn also praised Cuba's healthcare system in 2001, saying that "Cuba has done a great job on education and health", at the annual meeting of the Bank and the International Monetary Fund. Wayne Smith, former head of the US Interests Section in Havana identified "the incredible dedication" of Cubans to healthcare.

Dr. Robert N. Butler, who was president of the International Longevity Center in New York and a Pulitzer Prize-winning author on aging, traveled to Cuba to see firsthand how doctors were trained. He said a principal reason that some health standards in Cuba approach the high American level is that the Cuban system emphasizes early intervention. Clinic visits are free, and the focus is on preventing disease rather than treating it.

In 2001, members of the UK House of Commons Health Select Committee travelled to Cuba and issued a report that paid tribute to "the success of the Cuban healthcare system", based on its "strong emphasis on disease prevention" and "commitment to the practice of medicine in a community".

Exercise 26 Read and select the opinions that were given by different personalities. Who said what?

- 1___ Achievements in disease prevention are impressive. Cuba demonstrates how much it cares about family medicine.
- 2___ Social needs are priorities of the Cuban Public Health System.
- 3___ The success of Cuban Health care is based on health prevention and the right use of its resources.
- 4___ Medical care is focused on treatment rather than on prevention.
- 5-___ They appreciate the success of Cuban Healthcare System

Exercise 27 Work on your own. Summarize in a paragraph the main reasons for the success of Cuban healthcare system according to the reading.

Unit 6

TECHNOLOGY TRENDS

- future actions. (Make predictions, Talk about the future)
- Expressing probability.



I. Did you know?

Digital currency (digital money or electronic money or electronic currency) is a type of currency available only in digital form, not in physical (such as banknotes and coins). It exhibits properties similar to physical currencies, but allows for instantaneous transactions and borderless transfer-of-ownership. Examples include virtual currencies and cryptocurrencies or even central bank issued "digital base money". Like traditional money, these currencies may be used to buy physical goods and services, but may also be restricted to certain communities such as for use inside an online game or social network.

Exercise 1 Work in Groups. Discuss these questions

THE FUTURE IS NOT WHAT IT USED TO BE

- In your opinion, what does this phrase refer to?
- What kind of technology can you think of when you read this phrase?
- How is technology shaping our life?
- How do you visualize ICT (Information and Communication Technologies) in the next 20 years?

Exercise 2 How do you use your PC (personal computer)? Or how would you use a computer if you had one? Ask your partner about it and be ready to report your partner's PC usage to the rest of class.

Rate your computer usage				
<i>I use/or would use a computer....</i>	Quite often	Sometimes	Rarely	Never
For doing school homework				
To browse the web for information				
To send and receive emails				
For downloading music				
To play games				
To read the news				
To chat with friends				

Exercise 3. Besides the computer there are plenty of other types of technology available nowadays, read the texts below choose a partner and discuss:

- Which of the below technology would you like using?
- As everything else in life this kind of technology has advantages and disadvantages. What do you see in favor and against it?
- If you had to create a new kind of technology? What would it be for? How would it work?

Upcoming Technology that may change the world:

Leap Motion: Multi-touch desktop is a (miserably) failed product due to the fact that hands could get very tired with prolonged use, but *Leap Motion* wants to challenge this dark area again with a more advanced idea. It lets you control the desktop with fingers, but without touching the screen. It's not your typical motion sensor, as *Leap Motion* allows you to scroll the web page, zoom in the map and photos, sign documents and even play a first person shooter game with only hand and finger movements.

Eye Tribe: Eye tracking has been actively discussed by technology enthusiasts throughout these years, but it's really challenging to implement. But *Eye Tribe* actually did this. They successfully created the technology to allow you to control your tablet, play flight simulator, and even slice fruits in *Fruit Ninja* only with your eye movements.

Smart things: The current problem that most devices have is that they function as a standalone being. *Smart Things* is here to make your every device, digital or non-digital, connect together and benefit you. With *Smart Things* you can get your smoke alarms, humidity, pressure and vibration sensors to detect changes in your house and alert you through your smartphone! Imagine the possibilities with this.

You could track who's been inside your house, turn on the lights while you're entering a room, or shut windows and doors when you leave the house.

Language focus:

Would

➡ We use **would** as a "*less definite*" form of **will** when we make predictions.

Often we imply that something must happen first. For example:

A body chip **would include** a microprocessor. (First we have to develop body chips)

The National Grid **would link** all schools and colleges. (First we have to make sure there is enough money to make it happen)

Exercise 4. Link these words to make predictions as shown in the example:

e.g. Robots/do/housework. Robots would do housework.

1. Computers/ write/ own software.
2. Clothes/ have/ thermal properties
3. Artificial lungs/ help/ cancer patients
4. A body chip/ correct/ poor vision
5. Robot pets/ require/ no food.

Listening:



Exercise 5 Discuss in pairs:

- What do you know about virtual reality?
- What uses can it have in today's society?

Exercise 6 Listen to an audio text about virtual reality; Then, fill in the chart below:

Existing uses	Possible future uses

a) Discuss in pairs:

- ⊗ Other possible future uses of virtual reality not mentioned in the audio text.

Language focus:

Will

➡ We use **will**:

- To make predictions:
*Virtual reality **will allow** doctors to practice on simulated patients.*
- To make on-the-spot decisions:

I will look it up in the internet.

Time expressions used with future tenses: tomorrow, soon, next week, month, etc., the day after tomorrow, etc.

LIKELY



Likely means the same as probable, but we use it in different structures

Be+ likely+ infinitive = I am likely to be very busy tomorrow. (Because of the many activities in your schedule for tomorrow)

Are you likely to be home this evening? He is unlikely to agree.

Exercise 7 Make predictions about these things:

e.g. People and technology: Technology will make people lazier.

- a) The number of PCs in use.
- b) The capacity of storage devices.
- c) Robots and housework.
- d) The use of computer in medicine.
- e) The price of computers.
- f) The size of computers.
- g) Computers and cars.

Exercise 8 Work on your own. Express probability about the following facts using **likely** positively or negatively depending on your view point.

e.g. Gender Discrimination – *It is likely there will be less gender discrimination in the coming 20 years*

- a) Weather changes.
- b) Water saving.
- c) Life in other planets.
- d) Car accidents.
- e) Unemployment.
- f) Your personal life.

b. Discuss your view points with your partner. Try to convince him giving your reasons.

c. Search in the internet for information that supports your view points about the facts discussed in this exercise and bring them for your next class.

Vocabulary

Exercise 9 Below are some examples of active newsgroups. The first part of the name (before the first dot) is the primary category (or hierarchy). What kind of people would be interested in the following groups? Match the two columns:

- | | |
|-----------------------------------|------------------------------------|
| 1. alt.algebra.help | ___ a soccer fan |
| 2. alt.sport.soccer.european | ___ someone interested in comedies |
| 3. sci.physics | ___ a student with math problems |
| 4. comp.software.testing | ___ a physician |
| 5. alt.binaries.multimedia.comedy | ___ a software programmer |
| | ___ a physic |

Exercise 10 When you use internet or email there are some symbols that you might need to know the name of. Complete the table by choosing the correct symbol.

@ / ~ : . -

Symbol	Name	Symbol	Name
a.	Colon	d.	Forward slash
b.	Tilde	e.	at
c.	underscore	f.	dot

Exercise 11. Emails- especially from native speakers of English- can contain many acronyms and abbreviations. How many do you know? If you have trouble finding the answers, check on the clues below

1. Rgds _____
2. FAQ _____
3. Thx _____
4. Fwd _____
5. FYI _____
6. Re _____
7. CU _____

1. This is a short form of a common close
 2. You see this on websites about most typical questions people ask
 3. You write this to someone who has helped you
 4. You do this when you send the same email on to another
 5. You write this to show no reply is necessary
 6. Usually used in the subject line and in the email meaning "about"
 7. You may write this at the end of your email

Exercise 12. The domain name is the part of the email address which comes after the @ sign. Find the part of the domain for someone who....

.ac, .uk, .cu, .com, .org, .es, .ch, .co

1. is writing from Switzerland
2. probably works for an American company based in the USA
3. works for a university in the Great Britain
4. is writing from Cuba
5. belongs to a private company
6. works for a non-profit organization
7. sends his email from Spain

Reading:

MEDICAL IMAGING HIGH TECH



Exercise 13 Look at the picture above. What does it represent?

Discuss it with your partner. Do you consider high tech important to establish an accurate diagnosis?

Exercise 14 Read the following text. It is about imaging techniques. Be ready to comment on the techniques presented.

VISUALIZING INTERNAL ORGANS

The imaging technique that many doctors use depends on the part of the body that is studied and the type of information needed.

X-rays show dense tissue, such as bone, most clearly, whereas contrast X-rays provide a clear image of hollow or fluid-filled parts of the body.

MRI and CT scanning can provide information about many types of tissues in great detail.

An ultrasound scan can evaluate function by detecting movement, such as blood flow, and radionuclide scanning, such as SPECT, gives detailed information about organ function.

Exercise 15 Work in pairs. Match the different imaging techniques with the definition.

1	MRI	A	A special contrast X-ray, it can be used to detect an abnormality in a blood vessel , such as a narrowing of a large artery
2	SPECT	B	A technique which uses radio waves and a magnetic field to produce detailed images, as in a vertical section through the head
3	Angiogram	C	X-ray beams are used to create detailed cross-sectional images .
4	CT Scan	D	A form of radionuclide scanning . It produces images that show the function of cells. It can show the pattern of activities of brain cells .
5	X-ray	E	This type of scan uses sound waves to produce images and is used for imaging fluid-filled structures such as the bladder
6	Ultrasound Scan	F	Ordinary ones produce two dimensional images showing dense tissue , such as bone, most clearly

Exercise 16 Before you read, tell your partner your answer to the following questions

1. Is technology useful in health care?
2. Do all medical doctors, nurses and dentists make good use of technology?

Exercise 17. Now read the text and answer the questions below:

1. According to the text, are healthcare professionals working towards a better use of technology?
2. What do many technological inventions need in order to be implemented?
3. Should clinicians help in the implementation of technology in medicine?

There is a strong push for clinical leadership in the development and procurement of information technology in health care. The lack of clinical input to date has been cited as a major factor in the failure of information technology in health services and has prompted many clinicians to become involved in such endeavours. Furthermore, there are various clinical decision support systems available, the merits of which clinicians are expected to judge.

It is essential that clinicians have knowledge of evaluation issues in order that they can evaluate the strengths and weaknesses of evaluation studies and thus interpret their results meaningfully, and contribute to the design and implementation of such studies to provide them with useful information.

<http://www.bmj.com/cgi/content/full/316/7149/1959>

Exercise 18 Other related questions.

Do you have new information on high tech equipment that you can share with your partner and classmates? Please, tell us about it.

Speaking:



Exercise 19 The picture above shows how different the possibilities of access for technology can be for people. Comment on it and give examples on your environment.



a) After analyzing the content of the picture above discuss in pairs the many different ways you can use technology for studying.

Exercise 20 Gather in groups of three and discuss what life will be like in the year 2050. Use the ideas below and take down notes about your opinions as to be ready to report your ideas to the rest of the class:

- People's lifestyle
- Scientific advances
- Films, TV and the internet
- Schools and education
- Families
- The environment

Reading:

Exercise 21 Before you read: How do you think technology will affect your future life in one of these areas?

- Education.
- Health.
- Entertainment.
- People's relationships.

a) Read the text and answer the following questions about it:

1. Is the development of technology increasing life quality?
2. Has technology influenced in life expectancy? How?
3. How has education changed with the existence of online education?
4. What are the uses of virtual and augmented reality today?

Reasons to be excited about the future of technology

In the year 1820, a person could expect to live less than 35 years, 94% of the global population lived in extreme poverty, and less than 20% of the population was literate. Today, human life expectancy is over 70 years, less than 10% of the global population lives in extreme poverty, and over 80% of people are literate. These improvements are due mainly to advances in technology, beginning in the industrial age and continuing today in the information age.

There are many exciting new technologies that will continue to transform the world and improve human welfare. Here are some of them:

High-Quality Online Education

While college tuition skyrockets, anyone with a smartphone can study almost any topic online, accessing educational content that is mostly free and increasingly high-quality. Encyclopedia Britannica used to cost \$1,400. Now anyone with a smartphone can instantly access Wikipedia. You used to have to go to school or buy programming books to learn computer programming. Now you can learn from a community of over 40 million programmers at Stack Overflow. YouTube has millions of hours of free tutorials and lectures, many of which are produced by top professors and universities.

The quality of online education is getting better all the time. For the last 15 years, MIT (Massachusetts Institute of Technology) has been recording lectures and compiling materials that cover over 2000 courses.

As perhaps the greatest research university in the world, MIT has always been ahead of the trends. Over the next decade, expect many other schools to follow MIT's lead.

Virtual and Augmented Reality

Computer processors only recently became fast enough to power comfortable and convincing virtual and augmented reality experiences. Companies like Facebook, Google, Apple, and Microsoft are investing billions of dollars to make VR and AR more immersive, comfortable, and affordable.

People sometimes think VR and AR will be used only for gaming, but over time they will be used for all sorts of activities. For example, we'll use them to manipulate 3-D objects. To meet with friends and colleagues from around the world. And even for medical applications, like treating phobias or helping rehabilitate paralysis victims.

VR and AR have been dreamed about by science fiction fans for decades. In the next few years, they'll finally become a mainstream reality.

Writing:

The paragraph

General expectations for paragraphs (these are going to vary among writers but for the most part this is what readers expect when they look at a paragraph)

- **The beginning and end of the paragraph contain important guiding information.**
- **The opening sentence provides direction and lets the reader know what the paragraph is going to be about. This may be in the form of a specific topic sentence or can be a general statement of the paragraph's focus. It is better to make it short and to the point so that the reader can easily understand what is about to be presented in the paragraph.**
- **The middle of the paragraph develops what the paragraph is about. The middle should be specific, presenting details that support the topic of the paragraph. Make sure that you explain clearly what the examples mean and also make sure that the examples develop from the topic sentence.**
- **Paragraphs must be unified (develop one subject); coherent (the words and sentences are clearly related); well developed (provide the reader with enough information to be convincing)**

Exercise 22 During this unit you have learned about some uses of technology at present and future trends. Go over to what you have studied and also find information on internet as to be able to write a paragraph describing the facilities your institution has regarding technology. Take into account of the information presented above about paragraph development.

Unit 7

Proper service: Pros and Cons

- DESCRIBING ADVANTAGES AND DISADVANTAGES;
- AGREEING AND DISAGREEING
- ARGUING,
- PERSUADING
- PRESENT PERFECT

THINKING BACK!

- Expressing habits and routines
- Preferences
- Modal verbs

SNAPSHOT

The key for proper Customer Service is to have a clear vision of what we want our customers to experience and feel and how we intend to deliver good service to the standard required and in a consistent way.

Exercise 1 Read the following sayings and discuss in pairs. What do they mean?

- A little hard work never hurt anyone.
- All work and no play makes Jack a dull boy.
- Never put off for tomorrow what you can do today.
- Feed a cold, starve a fever.

Exercise 2 People decide to choose a kind of jobs for different reasons. Read part of the following Job Interest Inventory Survey about job preferences. Interview your classmate. Then tell the class your partner's responses.

JOB ISSUES INVENTORY SURVEY

1. Which of these factors are really important to you?

- ❖ Noise level
- ❖ Odors
- ❖ Temperature
- ❖ Lighting
- ❖ Indoors/ outdoors

Others:

What are their pros and cons _____

2. Which of these actions (as a healthcare personnel) do you like doing?

- ❖ Assist people
- ❖ Lead teams or groups
- ❖ Work in a lab
- ❖ Do research
- ❖ Perform surgical operations

Others:

Explain your answer: _____

3- What is your ideal job?

Exercise 3 Read the following conversation.

A: Hi Karen. How are you doing?

B: I feel dreadful.

A: Why? What's the matter?

B: I've got a bad cold, or a touch of the flu. My head hurts, my throat hurts, my whole body hurts.

A: I'm sorry. **Have you seen a doctor? Have you taken anything** for it?

B: No, **I haven't, yet.**

A: Well, you know what you should do? Chop up some garlic and cook it in a chicken stock. Then, drink a cup every half an hour.

A: Thanks.

Language Focus

Present Perfect

Use:

1) The present perfect tense is often used to tell up-to-date news.

'Great news! Jane has had a baby!'

But you cannot use the present perfect with phrases relating to finished time.

'Great news! Jane has had a baby ~~yesterday!~~'

So, to ask about and give more details, you need to use the past simple.

'Great news! Jane has had a baby!'

'When did she have it?'

'She had it last night!'

2) The present perfect can be used with phrases relating to unfinished time, such as:

this week, today, this year

I've seen Roger twice this week.

That's the second time I've seen that film this year.

3) The present perfect is often used in sentences with these words:

just, yet, already, ever, never

I've just finished the report.

Karen has already finished the book

Lynn has completed the task already

I haven't finished the report, yet.

I've never been to Spain. Have you ever been there?

4) The present perfect is used to describe periods of time that **started** in the past and continue until the present. It is often used with for and since.

I've lived here for five years.

James has worked here since last summer.

Time expressions used with Present perfect: *so, far, how long, for, since, already, yet, just, ever, never, recently, lately.*

a) Which of these words or phrases can we use with the Present perfect?
And which with the Past simple?

Before	last night	just	1994
Recently	at 11 o'clock	ago	yet
Many times	ever	yesterday	this week

Exercise 4 Choose the correct tense

1. I (have not seen/ did not see) Dr. Ralph lately
2. Who is he? I (´ve never seen/never saw) him before
3. They (have left/left) the medical school last year
4. I (have read/read) many medical prescriptions when I was at the pharmacy
5. I am sorry. I (haven't finished/ didn't finish) yet
6. (Have you seen/Did you see) any interesting surgical operation at the OR recently?

a) There are 9 questions in this quiz. Read the grammar explanation above.

1. Which sentence is NOT correct?

- This is the news. There has been an earthquake in Japan last night.
- This is the news. There has been an earthquake in Japan
- This is the news. There has just been an earthquake in Japan

2 Which word CANNOT go in the space?
I've _____ spoken to James about the meeting.

- already
- yet
- just

3. Which words complete the sentence?

I _____ Helen since we _____ at school together.

- knew / 've been
- know / were
- 've known / were

4. Which sentence is true?

My parents have lived in Canada for three years.

- They used to live in Canada but now they are dead.
- They used to live in Canada but now they live somewhere else.
- They still live in Canada now.

5. What is the correct reply?

Jack has broken his leg.

- Oh no! How has he done that?
- Oh no! How did he do that?
- Oh no! What's happened?

6. Which words can complete the sentence below?

I've telephoned Mike _____

- three times this week.
- three times last week.
- yesterday.

7. Complete the sentence.

'I _____ out last Friday.'

- haven't been
- have gone
- didn't go

8. Which sentence is NOT correct?

- He's recently got a new job in Frankfurt.
- Alan has just arrived.
- I've bought a new mobile phone two days ago.

9. Which word can complete the sentence?

I haven't seen him _____.

- yesterday
- yet
- last night

b) Put the verbs into the correct form (present perfect simple).

1. I (not / work) today. e.g.

2. We (buy) a new lamp.

3. We (not / plan) our holiday yet.

4. Where (be / you) ?

5. He (write) five letters.

6. She (not / see) him for a long time.

7. (be / you) at school?

8. School (not / start) yet.

9. (speak / he) to his boss?

10. No, he (have / not) the time yet.

c) Work with a partner. Practice in pairs using the following expressions (**break your leg, write a book, climb a mountain, travel abroad, lose your passport, have high blood pressure**). Use your imagination creating short conversations.

Model:

A: Have you met any famous personality of medicine?

B: Yes, I have. I met Alvarez Cambra last year.

A: Really? He has made great contributions to Orthopedics

Exercise 5 Choose one the following professions or jobs. Tell the pros and cons of each of the professions. Then work with a partner and tell your views

Nurse, lab technician, clinician, GP, psychologist, hospital registrar, IT technician

Reading

Exercise 6 Read the following service tips and answer the questions below.

7 Steps to Better Customer Service

Customers want a great experience, and part of that experience means not losing time, money, and patience. Company and institutions similarly value their time and money, but they must always have the patience to deliver their customers a great experience.

Listen to the customer and show genuine empathy.

The first step is to simply listen to the customer. Regardless how they contact a company or institution, an agent must patiently welcome a full explanation of the issue and then show genuine empathy for the customer's frustration.

Assess the situation.

Once the customer has finished explaining the issue, the agent should repeat the main points, asking for clarification where necessary and if there's any other important information the customer would like to share.

Ask for the customer's needs and preferences.

A customer may not necessarily know the best solution to the problem, but many customers do have an idea of what they need and request some sort of compensation for their problem. This is also a chance for agents to be proactive. The agents can quickly offer goodwill gestures before the customer even asks. Being proactive in these situations is extremely critical to winning the trust of the customer.

Offer a solution and give options whenever possible.

Once the situation has been properly assessed, agents should offer the most appealing solution to the customer and offer options whenever possible. Giving them options for better service is the best solution.

Deliver the solution.

Of course, the next step is to deliver the solution, but this must be done exactly as promised. Companies should always value these issues as opportunities to improve their service and show customers that they are worthy of their trust.

Follow up with the customer.

It's very important to follow up with the customer to see how they feel about the resolution and to make sure the problem was indeed resolved.

Address the issue within the company.

Customer service cases should never be considered one-time problems to fix and forget. Companies need to make sure these cases are well analyzed, shared across departments, and then worked on to prevent such issues from occurring again. The old saying that the “customer is always right” still rings true to this day,

1. Why is listening to a customer important?
2. What does the author mean when he or she states “a chance for agents to be proactive”?
3. Should the agent give only one option? Why?
4. Do you agree with the saying “the customer is always right”?

Exercise 7 Now, transfer the above information to the healthcare situation



- a) Look at the picture above and speculate about the possible patient's complaints.

Exercise 8 Read carefully and discuss in groups the following 10 items compiled by Ms. Hill and Dr. Pronovost, which they note should be used as a conversation starter in healthcare.

- a) *In your opinion, what are the most common complaints patients have about hospitals?*

This is part of a "patient wish list," or the most common pieces of feedback from patient letters or surveys. The list was published in *U.S. News & World Report in 2015*

- 1. Sleep deprivation** from clinicians coming to do tests and draw blood in the middle of the night.
- 2. Noisy nurses' stations** that can interfere with sleep.
- 3. Personal belongings being lost.**
- 4. Staff not knocking before entering the room**, which can be interpreted as a sign of disrespect.

5. Not keeping whiteboards updated. Updated whiteboards allow patients to know who is caring for them. Patients would also appreciate a notebook where they can keep important information and take notes.

6. Lack of clear communication and not updating the patient or family members if the patient's condition changes.

7. Messy rooms where surfaces aren't wiped down, or the bathroom smells.

8. Feeling unengaged in their care or like they are not being listened to.

9. Lack of orientation to the room and hospital. Patients would like to know how to work the television and how to order food.

10. Lack of professionalism from hospital staff, especially when they are on break. "While you may be on your break, you are still a hospital employee and a reflection of the hospital," the article reads.

b) After reading the *U.S. News & World Report* discuss in pairs which of them are similar or different in your country?

c. Here you have a doctor's comment about the report. Read it and make your own comments about the 10 complaints. You can play the role of doctors, nurses, patients.

e.g. A doctor's comment: *I have been a doctor for almost 30 years and I agree with most of what you state, but there is one thing I want you to work on: Your communication. The reason why the families are calling day and night is because they want information. I have found that if you provide the requested information and state very clearly upfront that you personally will notify them when there is a change in status, your job will be easier.*

d) Discuss in pairs the following statements and then report if you agree or disagree and give your personal opinions.



e) What should a good health care professional do?

- Promote health education
- Ask always polite questions, let people talk, and listen to them carefully.
- Don't worry about the socio- cultural issues which may affect the family at home
- As a medical professional, you have the last word and no one can question what you have diagnosed
- Listen to the patient: put down your pen; turn away from your desk, face the patient, look at patient's face while you are talking.
- Give advice, let people participate actively in all decisions related to their health and health care, assess each situation carefully, and help whatever the situation.
- Work alone and forget about being cooperative with members of the healthcare team.
- Patients shouldn't be treated so kindly because they do not know about medicine and they have no reason to complain
- Be ready to learn from others, regardless of their age, role, or status.
- Respect patients, be helpful and kind.
- Show professionalism when treating patients

Exercise 9 Be ready to talk about a great doctor, nurse, dentist or health technologist you admire.

Exercise 10 Work in group and discuss the questions below. Compare cultures when possible. Report the results of your discussion to the class.

- 1- Have you participated in any Health Promotion Program?
- 2- Do you think Health Promotion programs are necessary? Why?

Exercise 11 Write a short message to a group of teenagers who are interested in the health care field and explain them the pros and cons of this profession

PLANNING A MESSAGE

- General comment about the topic
- Advantages and supporting details
- Disadvantages and supporting details.
- Summarize main point(s) and state your opinion

Professional profile

What is a memo?

A memo (which is short for memorandum) is a short and informal written message, like a letter, but because it is internal to the department or company it does not need to have addresses.

MEMORANDUM

To: Kim Franks, Purchasing Director
From: Jacquie Hellman, Lab Technician
Date: Jan 23, 20xx
Subject: Laboratory stuff

At first the lab equipment and the Ultrasound we brought from Turkey seemed OK but now we are running into problems with them. They are constantly getting out of order and as a result, the lab tests are taking longer. I know this is an important issue and you have always told us to update you. Derek, the electro mechanic is also having some problems and we feel there is no alternative than to buy new top-quality stuff.

Exercise 12: Look at the following memo and complete it using the correct words from the list below:

MEMO

To: J Davis, Hospital director
From: M.Ruth, Head of clinical labs
Date: July 5
Re; Maintenance

I _____ worried about the present condition of the machines and instruments we _____ last year. After the terrible situation with the 9 health technicians who were expelled last year, the conditions in the hospital _____ very seriously.

The reason for this is clear. Patients do not only complain about the level of comfort in the hospital and the service but also about the _____ of the wards.

Since last May, I _____ a meeting with the team of health technicians to establish the main reasons. Yesterday, I _____ several people about this issue and they all _____ that the conditions were worse. Why don't we meet to discuss this as soon as possible?

LIST: *cleaning- complained to- asked – received – have deteriorated – have requested – considered- have been - agreed*

Exercise 13 Read the information in the chart and try to express in your own words what they mean. Work in groups.

TIPS FOR BETTER PATIENT SERVICE
A. First (and last) impressions matter
B. Being polite
C. Dealing with people - not machines
D. Good communication skills
E. Appropriate language use
F. Effective patient care
G. Effective real time use
H. Anticipate patients' needs

WRITING

Nowadays people are not very happy to write letters. It is an important way to address some issues. Writing a complaint letter is not a simple task. People must be quite sure they are right on what they are complaining about.

Exercise 14.: There are some common situations that people find when writing a letter of complaint. Select the sentences or phrases that would be most appropriate in each situation

1. You are writing a letter to the head of an Optical Department. How do you begin the letter?
 - a. Dear Sir/Madam
 - b. Dear Dr. Brown
 - c. Dear Sir
2. You have received a letter from the director and you are replying. What do you say?
 - a. ____ It was great to hear from you
 - b. ____ Thanks a lot for your letter
 - c. ____ Thank you for your letter
3. You are very unhappy because you received some faulty glasses with which you cannot see well. You are now writing to the head of the Optical Department. What would you formally say?
 - a. I want to say that I am unhappy with my glasses.
 - b. I am complaining about the glasses your department made for me.
 - c. I was disappointed when I tried to wear my new glasses.

4. In the letter you have written to the department, you tell them that you expect them to reply. What do you say?
 - a. Write back to me soon, please
 - b. Please drop me a line soon
 - c. Looking forward to hearing from you soon
5. In a letter you have written, you want the recipient to do something and are thanking them in advance of the action.
 - a. Thank you in advance for taking action regarding this matter
 - b. Thanks for doing something about it
 - c. I am grateful that you will take appropriate action
6. You begin the letter with the recipient's name (e.g. Dear Mr. Smith, Dear Dr. Ho) How do you end the letter?
 - a. Yours faithfully
 - b. Yours sincerely
 - c. Best wishes

How to Write a Complaint Letter?

- Include your name, address, and home and work phone numbers.
- Type your letter if possible. If it is handwritten, make sure it is neat and easy to read.
- Make your letter brief and to the point. Include all important facts about the issue, including the date and place where the problem occurred and any information you can give about the problem.
- State exactly what you want done about the problem and how long you are willing to wait to get it resolved. Be reasonable.
- Include all documents regarding your problem. Be sure to send copies, not the original documents.
- Avoid writing an angry, sarcastic, or threatening letter. The person reading your letter probably was not responsible for your problem but may be very helpful in resolving it.
- Keep a copy of the letter for your records.

31 Oxford street
London, England
Tel: + 44 208 59 87 341
September 16, 2009

Mrs. Cynthia Snyder
Head of the Optical Department
Portland Place Clinic

Dear Mrs. Snyder:

This letter is to complain about a problem I had with my lenses.

After I picked them up at the Optician five days after my appointment with the optometrist for my refraction, I noticed that I was unable to see clearly. Every time I try to wear them I see the words run together and I feel dizzy as well.

I called your office on September 1st to find out how to deal with this problem and I haven't had a reply yet.

I expect a much higher level of service from your department and would ask you to deal with this matter promptly; I would like my glasses changed or, alternatively a full refund.

Looking forward to hearing from you soon

Yours sincerely,

Oliver Thomas

Exercise 15: Answer the following questions about the letter presented above

1. What is the reason for the complaint?
2. What do you think about Mr. Thomas request?
3. Have you ever had a situation like this? What did you do?

Plan for a letter of complaint:

Opening remarks: Dear Sir/ Madam

Introduction: Reasons for writing

Main body: Complaint (details and reasons)

Conclusion: Action expected to be taken

Exercise 16: Using the plan above write a letter of complaint to the head of a pharmacy about the inadequate service they provided.

Professional profile

REASONS FOR WRITING

Exercise 17: Letters in English often begin with the reason for writing. Look at the opening words and complete the sentences using the phrases on the right.

- | | |
|------------------------------------|---|
| 1. I am writing to confirm..... | a) your letter dated May 23 |
| 2. I am writing to apologize | b) about the new English course |
| 3. I am writing to thank you | c).... for the delay |
| 4. I am writing to inform you | d).... our staff meeting next Monday |
| 5. I am writing regarding ... | e) ...for sending me the books I needed |

Types of letters

Exercise 18 Study the following four letters and on the next page say what kind of letter each is.

TIP

Read the text once quickly to understand the general purpose and content
Read the questions and the text again to find the answers
Remember the information can be reworded differently.

RayTongue Hospital

P.P Isaac
R&D Director
April 1, 2010

Dear Sir

We are writing concerning the special service during the holidays and festivities. It is not clear that the CT-Scan and the MRIs are properly indicated during festivities. The findings have shown a lot of unnecessary waste which the hospital cannot afford. Please, could you advise us about this?

Yours faithfully

Raziel Madison
Hospital Director

1

INSTITUTE OF MEDICINES AND PHARMACEUTICAL PREPARATIONS

January 21, 1998

Dr. I H Leon-Urrutia
CEO

Dear Dr. Leon-Urrutia

I do not know if you remember me – we met at the Congress in Havana last year. We are holding another conference on Chinese and Traditional Medicines next year and we would be pleased if you could attend and perhaps give a paper.

Looking forward to hearing from you

Yours sincerely
Dr. D Aguila Martinez

2

West Medical School Alumni Association

Diana Raiza Hollarde, MD
Course 2011-12

3rd February, 2012

Dear Diana

I am writing to express my gratitude for your help and advice with our last graduation ceremony.

It was very kind of you to publicize the venue and the last-minute changes. Your suggestions and comments were very useful.

Please contact us again. Our organization will be delighted to meet you again

Yours

Mr Juan C. Virgen

3

KERSTING SECURITY SYSTEM

Viviam.V Maastrcht
Superintendent

October 22, 2009

Dear Ms. Maastrcht

Thank you for your inquiry about the functioning of the smoke alarm in your clinic.

Please find a brochure and our price list for next year. There is a special discount on our Golden Gem until the end of the month.

Please contact us if you need any assistance

Yours sincerely

Ms. Maribel W Savigne
Director for **Burglar alert** plc.

4

- a. An invitation _____
- b. A thank-you letter _____
- c. An inquiry (checking facts or information) _____
- d. A covering letter (explaining something) _____

Cultural awareness Remedies

Exercise 19 Look at the pictures. Have you ever used home remedies? Do you use any of these items? Which ones? What for? How did/do you use it? Was it effective?



e.g. I have drunk water when I have the hiccups.

Group Decisions

a) Work in small groups and choose five health problems. Think of home remedies. Share the remedies with the class:

e.g. : Losing weight

Drink a glass of hot cinnamon tea daily.

Then interview your classmates to tell the class.

Exercise 20 Find someone who

- 1- ...has had a serious medical emergency.
- 2- ...has been bitten by a dog.
- 3- ...has prepared a home remedy for a cold.
- 4- ...has given someone first aid.
- 5- ...has had a broken bone.
- 6- ...has taken someone to an emergency room.
- 7- ...has been seriously injured.

Exercise 21 What do people usually do in your country?

1. What do you think about herbal medicine and remedies?
2. What would you advise them after studying medicine for two years?
3. Analyze the picture above. After debating with your partner report the group in which way these herbal medicines can help people.
4. As an extra class assignment, collect pictures of herbs which you/ your parents use. Make a collage and present it to the class explaining how each herb is used.

Unit 8

Celebrities and famous people

Giving opinions

Cause and Effect,

Relative Clauses

Connectors and sequence markers

Exercise 1 Look at the pictures below and comment with your partner on the people which are shown.

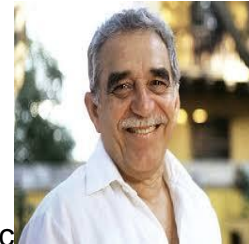
Do you know any of these people? Who?

What do you know about these people? (Him, her, them)

What features make him/her/them be so?

What is the relation between fame and the status of being considered a celebrity?

Which is the most impressive accomplishment of each person?



Now, take a look at the people below. They are all related to the health care sciences. Who is who?

Exercise 2 Do you know any of these people? Match the number above them with the corresponding letters below.

1



2



3



4



5



6



- a) Charle Herbert Best
- b) Alexander Fleming
- c) Carlos J Finlay
- d) Florence Nightingale
- e) Marie Curie
- f) Felipe Poey

a) Work in groups. Can you match the famous person with the descriptions?
Check your answers below

- a. Discovered the penicillin
- b. A pioneer in modern nursing
- c. A Nobel prize winner for research on radioactive substances
- d. Discovered that the mosquito was the transmitter of yellow fever
- e. Discoverer of insulin
- f. Professor of Anatomy and founder of the Academy of Sciences of Havana

b) What else do you know about these people? Discuss with your partner in terms of jobs or specialties, nationalities, research or discoveries, awards or honorary degrees granted to them or any other information you consider relevant. You can take notes to share with the rest of the class.

Oral Practice – Ask and Answer

Exercise 3 Work in pairs. Read the profiles below and ask and answer questions about them. You may use the prompts suggested.

- 1- When was he/she...?
- 2- Where was he/she...?
- 3- What ...?
- 4- How many...?
- 5- Why...?
- 6- Was he/she...?

FELIPE POEY y ALOY (May 26, 1799 – January 28, 1891) Cuban zoologist.

Born in Havana, He spent several years (1804 to 1807) of his life in Pau en ststudied law in Madrid.

Took part in the foundation, in 1832, of the Soci t Entomologique de France.

Returned to Cuba in 1833

Founded the Museum of Natural History in 1839.

1842 became the first professor of zoology and comparative anatomy at the University of Havana.

Took part in the creation of the Academy of Science (natural, physical and medical) of Havana and was a president of the anthropological society.

Works

- Centurie de Lepidoptere de L'ile de Cuba (Paris, 1832)
- Compilation of Geography of the Island of Cuba (1836)
- Curso de zoolog a, profesado en la Real Universidad de la Habana (Havana, 1843)
- Memories on the Natural History of the Island of Cuba (1851 et 1856-1858)
- Historia Natural de la Isla de Cuba (2 vols., 1860)
- Poissons de l' le de Cuba (1874)
- Ictiolog aCubana, a 20-volume work on the fishes of Cuba

SIR ALEXANDER FLEMING

Born 6 August 1881

Lochfield, East Ayrshire, Scotland

Died 11 March 1955 (aged 73)

London, England

Citizenship British

Fields Biology, Bacteriology, immunology

Alma mater

- Royal Polytechnic Institution
- St Mary's Hospital Medical School
- Imperial College London

Known for Discovery of penicillin

Notable awards

- FRS (1943)
- Nobel Prize (1945)
- FRSE
- FRCS(Eng)
- Knight Bachelor (1944)

His other alma mater, the Royal Polytechnic Institution (now University of Westminster).

FLORENCE NIGHTINGALE OM RRC

Born 12 May 1820
Florence, Tuscany

Died 13 August 1910 (aged 90)
Park Lane, London, England, United Kingdom

Nationality British
Institutions Selimiye Barracks, Scutari
King's College London[1]

Known for Pioneering modern nursing

Notable awards
Royal Red Cross (1883)
Lady of Grace of the Order of St John (LGStJ)
Order of Merit (1907)

CARLOS J FINLAY

Born December 3, 1833
Puerto Pr ncipe, Cuba

Died August 20, 1915 (aged 81)
Havana, Cuba

Nationality Cuban

Alma mater
Jefferson Medical College

Known for Mosquito and yellow fever research

Cuban epidemiologist; pioneer in the research of yellow fever.

MARIE CURIE

Polish physicist.

This is a Slavic name. The family name "Skłodowska" is sometimes transliterated as "Skłodowska".

Marie Skłodowska Curie

Born 7 November 1867

Warsaw, Kingdom of Poland, then part of Russian Empire[1]

Died 4 July 1934 (aged 66)

Passy, Haute-Savoie, France

Aplastic anemia

Residence Poland, France

Citizenship

- Poland (by birth)

- France (by marriage)

Fields Physics, chemistry

Institutions

- University of Paris

- Institut du Radium

- École Normale Supérieure

- French Academy of Medicine

- International Committee on Intellectual Cooperation

Thesis

Recherchessur les substances radioactives (Research on Radioactive Substances)

Notable awards

- Nobel Prize in Physics (1903)

- Davy Medal (1903)

- Matteucci Medal (1904)

- Elliott Cresson Medal (1909)

- Albert Medal (1910)

- Nobel Prize in Chemistry (1911)

- Willard Gibbs Award (1921)

Spouse Pierre Curie (1859–1906) m. 1895

Children

- Irène Joliot-Curie (1897–1956)

- Ève Curie (1904–2007)

She is the only person to win a Nobel Prize in two different sciences.

CHARLES HERBERT BEST

Born February 27, 1899
West Pembroke, Maine, U.S.

Died March 31, 1978 (aged 79)
Toronto, Ontario, Canada

Nationality Canadian

Fields Physiology
Biochemistry

Alma mater
University of Toronto

Known for Co-discoverer of insulin

Notable awards
Flavelle Medal (1950)
Gairdner Foundation International Award (1971)
Order of Canada
Order of the British Empire
Order of the Companions of Honour

Spouse Margaret Mahon (1900–1988)
(m. 1924; his death 1978)

- a) You have been given some information about these people. Read the profiles again and select your favorite. Tell your partner about it and get the same information from him/her and be ready to report it to the whole class.

Work in pairs and ask and answer the questions below. You can take notes and later tell the whole class about it.

Do you like sports, music, art, films, science, etc? Who is your favorite sportsman/sportswoman/singer/ musical band/ actor/ actress/film star/scientist, etc? What do you like about him/her? Why is it so?

- b) – Talk to your partner about his/her favorite person and report back to the class.

Writing

Group work

Exercise 4 Work on the profile assigned by your teacher and write a full version with the information provided in it. Discuss it with the members of the team and be ready to report it in plenary.

Listening

Exercise 5 Two third-year-medical students are talking about Alexander Fleming, the famous British scientist who discovered the penicillin. Before listening, choose what you think is right about him.

a He wrote articles on:

- | | | |
|-----------------|---------------|---------------|
| a) Epidemiology | d) Radiology | g) Immunology |
| b) Chemotherapy | e) Physiology | |
| c) Bacteriology | f) Embryology | |

- a) Listen to the dialogue and compare your answers. Were you right or wrong? Tell the class about it.
- b) Now listen to the dialogue again and answer the following questions.
- 1- What was Fleming's most relevant discovery?
 - 2- When was it discovered?
 - 3- What happened in 1944?
 - 4- Something very important happened in 1999. What was it?
 - 5- Why did Annie choose Medicine?

Exercise 6 Match the personality on the left with the corresponding information on the right

a) Carlos J Finlay	1- A Canadian who won the Nobel Prize because of his discovery insulin which is useful in the treatment of diabetes.
b) Alexander Fleming	2- A Cuban scientist specialized in zoology that became a professor at the University of Havana
c) Marie Curie	3- A nurse who laid the foundation of professional nursing with the establishment of her nursing school at St Thomas Hospital in London
d) Felipe Poey	4- A famous Polish- French physicist who was awarded the Nobel Prize in Physics "in recognition of her extraordinary services she rendered by her joint researches on the radiation phenomena discovered by Professor Henry Becquerel.
e) Charles Herbert Best	5- A British researcher who wrote several articles about different medical sciences and whose discovery of penicillin changed the world by introducing the age of useful antibiotics.
f) Florence Nightingale	6- A Canadian scientist whose main field of study was Physiology and Biochemistry and that made a great contribution to the treatment of Diabetes.
g) Fredrick Grant Banting	7- A Cuban doctor who was nominated seven times for the Noble Prize in Physiology or Medicine.

Language Focus

GIVING OPINIONS

In the conversation, Laura said:

Laura: Well Annie, ***I think*** Alexander Fleming was a very outstanding person in the world ***because*** of his discovery of penicillin. (Forward reference)

NOTICE Annie says ***"I think"*** to give her opinion about the reason that made Fleming become an outstanding person in the world.

She could have also said ***"In my opinion".....***

Remember Opinions are given to show the point of view on how people understand things. So you might not be completely sure of your statement.

- I- Read the situations and give your opinion. Work in pairs
- You are given a round object wrapped in paper. What do you think that is?
 - You are at home and you see a strange animal you have never seen before. How do think it got there? Where did it come from?
 - You are with a blindfold and you are asked to taste a piece of meat. What kind/sort of meat is it?

CAUSE AND EFFECT

The discovery of penicillin happened first so it is the ***"CAUSE"*** because it made Fleming become an outstanding person

"Fleming was a very outstanding person" is the result of the discovery of penicillin. In other words it is the ***"EFFECT"***

In this case the reference is **FORWARD**

Now look at this example:

- b) What is different? Is the cause forward?

Fleming discovered the penicillin; that's why he was an outstanding person (**Backward reference**)

And now look at what Annie said:

Annie: ...I love reading and I have always been very interested in science and discoveries; especially, if they are related to medicine. ***That's why*** I decided to study it.

What is the cause and what is the effect? Is the cause forward or backward?

Reading

Exercise 7 Charles Herbert Best was one of the co-discoverers of insulin. Some information about him is provided in the text below. Discuss the following questions first.

- What skills is it necessary to have in order to carry out research and make discoveries?
- Why was Best recognized as a famous scientist ?

c) What was the usefulness of his discovery?

Charles Herbert Best was a Canadian medical scientist and one of the co-discoverers of insulin who was born in West Pembroke, Maine on February 27, 1899. Best moved in 1915 to Toronto, Ontario, where he started studying towards a bachelor of arts degree at University College, University of Toronto. In 1918, he enlisted in the Canadian Army serving with the 2nd Canadian Tank Battalion. After the war, he completed his degree in physiology and biochemistry.

As a 22-year-old medical student at the University of Toronto he worked as an assistant to the surgeon Dr. Frederick Banting and contributed to the discovery of the pancreatic hormone insulin, which led to an effective treatment for diabetes. To do that, he should obviously first needed to have information about the subject matter as well as the limit of knowledge. He also had to define the field of knowledge where the contribution was going to take place and then a demonstration with the type of study carried out. In the Spring of 1921, Banting travelled to Toronto to visit J.J.R. Macleod, professor of physiology at the University of Toronto, and asked Macleod if he could use his laboratory to isolate pancreatic extracts from dogs. Macleod was initially skeptical, but eventually agreed before leaving on holiday for the summer. Before leaving for Scotland he supplied Banting with ten dogs for experiment and two medical students, Charles Best and Clark Noble, as lab assistants.

In December, when Banting and Best were having difficulties in refining the pancreatic extract and monitoring glucose levels, MacLeod assigned the biochemist James Collip to the team. In January 1922, while Collip was working on insulin purification, Best and Banting administered prematurely their pancreatic extracts to 14-year-old Leonard Thompson, who suffered a severe allergic reaction. Eventually, Collip succeeded in preparing insulin in a more pure, usable form. Banting, Best and Collip shared the patent for insulin, which they sold to the University of Toronto for one dollar.

In 1923, the Nobel Prize Committee honoured Banting and J. J. R. Macleod with the Nobel Prize in Medicine for the discovery of insulin; however, they ignored Best and Collip. Nevertheless, Banting and MacLeod decided to share half of the prize money with Best and Collip.

Best died on March 31, 1978 in Toronto, Ontario. Best is buried in Mount Pleasant Cemetery, Toronto (section 29) not far from Sir Frederick Banting .

a) Now work in pairs to answer the following questions.

- 1- Who did Best work with?
- 2- Is it useful for medical students to know about his contribution? Why
- 3- Which body organ is favoured with this discovery?
- 4- Why did Banting and Mcleod share half of the prize money with Best and Collip?
- 5- Is the discovery relevant to mankind? Discuss

b) Discussion

Work in pairs and discuss the following questions. Then be ready to report the information to the whole class.

- c) Would you like to be a famous scientist? What field of Medicine would you like to specialize in? What line of research would you like work on? Explain.

Language Focus ON RELATIVE CLAUSES

Look at this example taken from the reading.

Best and Banting administered prematurely their pancreatic extracts to the 14-year-old Leonard Thompson, *who* suffered a severe allergic reaction

- 1- The 14-year old allergic patient lived in Canada
- 2- The 14-year old patient with severe allergic reaction lived in Canada
- 3- The 14-year old patient who suffered from an allergic reaction lived in Canada.

Relative Clauses work like adjectives. That is, they describe nouns and they are introduced by relative pronouns **who, which or that**. The choice of pronoun depends on whether the relative clause refers to people or things.

People Things

Who	Which
I read about the scientist who discovered the penicillin (formal)	I injected the penicillin which the doctor ordered (formal)
That	
I read about the scientist that discovered the penicillin (informal)	I injected the penicillin which the doctor ordered (informal)

That is frequently omitted when it is the object of the relative clause and it is the commonest relative clause in everyday speech.

I injected the penicillin the doctor ordered.

If the relative pronoun is the subject of the relative clause, it can't be omitted. If we do it, we mean something different or nonsense so, we don't say "**I read about the scientist discovered the penicillin** "

Exercise 8 Complete the sentences

Use a relative pronoun to complete the following sentences and say in which of them it can be omitted. Discuss with your partner.

- 1- I found the book_____ you lent me.
- 2- The tourist _____ stayed at room 315 was English.
- 3- The man_____ had an accident was my friend.
- 4- Chinese is the most difficult language _____ I have studied.
- 5- The doctor _____ discovered the Yellow Fever was Cuban.
- 6- I lost the money_____ you sent.

- 7- The student _____ won the English Knowledge Contest had an outstanding performance.
- 8- This is the lady _____ called the police

Focus on sequence markers and connectors

Now have a look at this example; also taken from the reading

In 1923, the Nobel Prize Committee honoured Banting and J. J. R. Macleod with the Nobel Prize in Medicine for the discovery of insulin, **however** they ignored Best and Collip. **Nevertheless** Banting and McLeod decided to share half of the prize money with Best and Collip.

However and **nevertheless** are examples of sequence markers and connectors. They are used to link large groups of words, clauses or sentences as well as to interpret the relationship between sentences. For example

For example: *furthermore; in addition; what is more, likewise; similarly,. consequently; so; as a result; etc*

Sentence connectors are usually placed at the beginning of a sentence and may be categorized as follows:

CONTRAST _ However, nevertheless, nonetheless, yet, on the other hand, notwithstanding, etc

SIMILARITY – Likewise, similarly, also, et

RESULT- Therefore, as a result, thus, accordingly, etc

Exercise 9 Underline the correct sentence marker or connector in parenthesis to show the relationship between sentences or clauses

- 1- Paul has been an excellent student (similarly- however- thus), he failed the final exam.
- 2- The life-guard managed to save the child (likewise-nevertheless- therefore), he was acknowledged by everybody.
- 3- Lions are known as fierce animals (nonetheless- similarly- as a result), they can be tamed.
- 4- Cuban doctors are highly qualified health professionals (yet- accordingly-in the same way), they are recognized in many countries of the world.
- 5- Life in a desert island is boring (also-therefore-yet), it is amusing for some people)
- 6- English language has been the universal language for years (on the other hand- consequently- however), many people have been interested in learning it.
- 7- Following the doctor's advice is healthy (furthermore-nevertheless-notwithstanding) some patients do not do it.

Exercise 10 Use a connector or a sequence marker to complete the following sentences

1. He risked great personal danger to save the child; _____, he was awarded a medal.
2. The runner stumbled in the final bend, _____ he won the race
3. I was in so much pain that I didn't want to get up in the morning. _____, I went to the baseball match.
4. You are not permitted to talk in the meeting. _____, you have to switch your mobile off when you enter.
5. I have passed the alternative medicine course successfully. _____, I managed to cure my neighbor of his suffering.

6 ____ I don't hate English. _____, I love speaking it and listening to English music.

7 ____ London is one of the best capitals in the world. _____, it has the worst weather.

8 ____ Robert is an outstanding singer. _____, he is an excellent pianist.

TASK 1 ***Project work***

Select one of the famous people studied in this Unit or any other of your interest who has made a contribution to the health care field and find out as much information as you can about him/her. You may refer to jobs or specialties, nationalities, research or discoveries, awards or honorary degrees granted to them, published works, the medical problem(s) his research or discovery solves or improves and how. You may include any other information you consider relevant. Prepare a talk to discuss in plenary and hand out a hard copy of the whole Project

Unit 9

A Nice Smile

Using vocabulary related to dental language

Giving advice

Making and responding suggestions

Expressing emotions

Exercise 1. Which of these words or phrases do you think are related to dentistry?

sprain ankle caries elbow fracture dental floss bite pain
canker sore cheeks toothbrush nosebleed
gums mouthwash a rash fillings chew
spine dentures migraine wisdom tooth halitosis

a. Now work in pairs and compare your choice.

READ AND SPEAK

Exercise 2. Look at this picture and work in pairs.



- How old do you think she is?
- What can you say about her smile?

DISCUSSING DENTAL MATTERS

Exercise 3. Work in pairs. Guess the answer to these questions.

- What medical conditions can be detected through the mouth?
- Is oral health important over the lifespan? Explain.
- How can most dental diseases be prevented?
- When do people usually go to the dentist?
- What are some of the things you can do to keep your mouth healthy?

Exercise 3a Read the text below and check your answers.

If you take care of your mouth, it'll take care of you

Oral health touches every aspect of our lives but is often taken for granted. Your mouth is a window into the health of your body. It can show signs of nutritional deficiencies or general infection. Systemic diseases, those that affect the entire body, may first become apparent because of mouth lesions or other oral problems.

Whether you are 80 or 8, your oral health is important. Most people today enjoy excellent oral health and are keeping their natural teeth throughout their lives; however, cavities remain the most prevalent chronic disease of childhood. Regular dental examinations and good oral hygiene can prevent most dental disease. Many people believe that they need to see a dentist only if they are in pain or think something is wrong, but regular dental visits can contribute to a lifetime of good oral health. If you are experiencing dental pain, don't put off seeing a dentist. With dentistry's many advances, diagnosis and treatment are more sophisticated and pain-free than ever.

You can practice good oral hygiene by always brushing your teeth twice a day with fluoride toothpaste, cleaning between your teeth once a day with floss or another interdental cleaner, replacing your toothbrush every three or four months and by eating a balanced diet and limiting between-meal snacks. Don't forget to schedule regular dental check-ups to keep your smile, and yourself, healthy. If you take care of your mouth, it'll take care of you.

(Taken and adapted from *Oral Health*. Available at: <http://www.mouthhealthy.org/en/az-topics/o/oral-health>)

- a) Read the text again and find three things that are good for your oral health and infer three that are bad.

VOCABULARY

Exercise 5. Read the text once more and find another word similar in meaning to the word or expression **in bold**.

- a. Most people **like** or _____ having a nice smile, but it needs care and attention. (Paragraph 2)
- b. Many people think only children get **dental caries** or _____, but changes in your mouth as you age make them an adult problem, too. (Paragraph 2)
- c. Professional hygiene care consists of regular **dental examinations** or _____ and cleanings. (Paragraph 3)
- d. Ideally, **cleaning** or _____ should be done after every meal but before bed time is most important. (Paragraph 3)

Exercise 6. Change the sentences to make them true for you. Compare with a classmate. How many are the same?

- a. I haven't lost any teeth.
- b. I've been suffering from dental pains lately.
- c. My oral hygiene is poor.
- d. I brush my teeth three times a day.
- e. I have had two fillings.

LISTEN, SPEAK AND WRITE

Exercise 6 Linda is buying food in the supermarket near her house. Then she met an old friend. Listen to their conversation and tick the job that Linda does.



- a. ____ She is a nurse.
- b. ____ She is a biomedical engineer.
- c. ____ She is a pediatric dentist.
- d. ____ She is a dental technician.
- e. ____ She is an oral surgeon.

a. Listen again and answer the questions. WRITE NO MORE THAN TWO WORDS for each answer.

- a. How long has it been since they last saw each other?
- b. What does Linda think about Robert's job?
- c. What does Robert's son like doing when he is asleep?

Exercise 7. Read and listen to the conversation and underline any new words and put them in your vocabulary list.

Exercise 8. Read the conversation again and practice it with a partner. For additional practice switch roles.

Robert: Linda! Is that you?

Linda: Robert!

Robert: You look fantastic!

Linda: So do you.

Robert: I can't believe it... after all these years.

Linda: Almost fifteen.

Robert: And... Are you still living here in London?

Linda: Yes. And what about you?

Robert: I just moved back here.

Linda: Really? You're a joking!

Robert: I was told that you went to university. So, what do you do?

Linda: I'm a dentist. I work with children. And you?

Robert: Well, I'm a biomedical engineer. I work and design biomedical equipment.

Linda: That sounds very interesting.

Robert: Yes, indeed. By the way, my son Luis likes sucking his thumb when sleeping. What's your advice?

Linda: You'd better bring him to the clinic. This is my mobile number. Call me.

Robert: Thanks, Linda. It's nice to see you again.

LANGUAGE FOCUS

Giving advice

Notice in the dialogue how Linda uses the expression *had better* to give advice. This structure is common in spoken English and it is usually used in **the contracted form**. It also has a present or a future meaning. After **had better**, and its negative - **had better not**, we use the base form of **the infinitive of the verb**.

1. Study the chart below and explain the meaning of the following sentences.

- a. You **should study** harder for the test.
- b. You **ought to study** harder for the test.
- c. Robert **had better bring** his son to the clinic, or he will develop problems with his teeth.
- d. She'd **better not be** late today.

ADVISABILITY: SHOULD, OUGHT TO, HAD BETTER

We use modals and other verbs to say something is advisable or inadvisable.
Here are some examples

Saying something is advisable

- You **should follow** the treatment. (in my opinion, it is advisable to)
- You **ought to follow** the treatment. (slightly stronger, responsibility)
- You **had better follow** the treatment. (stronger, carrying a warning)

Saying something is inadvisable

- You **shouldn't smoke**. (in my opinion, it is inadvisable to)
- You **ought not to smoke**. (slightly stronger)
- You **had better not smoke**. (stronger, carrying a warning)

Exercise 9. Work in pair. Give advice by using *should*, *ought to*, or *had better* ('d better). Then compare your advice. Which is the best advice for each person?

Example:

A: I'm catching a cold. (the problem)

B: You should see a doctor. (the piece of advice)

- a. He's very overweight.
- b. I've been having problems with my teeth lately.
- c. He is running a fever.
- d. He is always tired.
- e. I need to improve my English.

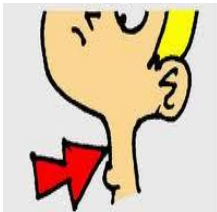
Exercise 10. Look at these pictures and choose their complaint and the most suitable advice.



Linda has (an earache - a toothache - a headache). So she should take paracetamol. / She should put on a band aid. / She should drink a cup of hot tea.



Luis has (backache -an upset stomach – a headache). So if the pain persists, he had better go to the doctor. / If the pain persists, he had better rest. / If the pain persists, he had better take an aspirin.



Jose has (a sore throat/ sore gums / sore lips). So I advise him to gargle with salt water every few hours. / I advise him to do exercises every day / I advise him to see a dentist right now.



Sandra has (a swelling- a canker sore - a lump on her lip). So she shouldn't eat hot or spicy food to avoid pain / She should take antibiotics to control infection / She should take paracetamol to reduce fever.

Exercise 11. Think of a piece of advice that would be essential for people to keep a healthy mouth. Make your own list and discuss in small groups.

Example:

- To keep a healthy mouth people shouldn't smoke.

Exercise 12 Work in pairs. Tick the words or phrases you know. Compare your choices with your partner.

<i>swollen tongue</i>	<i>breathe</i>	<i>blood loss</i>	<i>vaccines</i>	
<i>tools</i>	<i>disposable gloves</i>	<i>root canal</i>	<i>swelling</i>	<i>body piercing</i>
<i>lips</i>	<i>needle</i>	<i>anti-bacterial soap</i>	<i>frenum</i>	<i>swallow</i>

SPEAK AND WRITE

Exercise 13 . Look at this picture and discuss the question in groups.



- Do you think wearing an oral piercing can be dangerous to health? Why or Why not?

DISCUSSING MEDICAL MATTERS

Exercise 14 Work in pairs. Guess the answer to these questions.

- a. Name the parts of the mouth where some people wear a piercing.
- b. What are some of the greatest risks for people getting an oral piercing?
- c. What diseases might make it difficult for the piercing to heal?
- d. What are some personal safety precautions you can take if you decide to get an oral piercing?
- e. Tell about other diseases not mentioned in this article that you are familiar with professionally or personally and people can catch from having a mouth piercing.

Exercise 15 . Read the text below and check your answers.

a) What suggestions would you give to a patient related to this issue?

What Should You Know about Oral Piercings?

An oral piercing is a small hole in your tongue, lip, cheek, or uvula so you can wear jewelry. It's a way to express your style, but it can be dangerous. Your mouth is filled with bacteria that can lead to infection and swelling. A swollen tongue can make it hard for you to breathe. In some people with heart disease, bacteria can lead to a condition that can damage your heart valves. Tongue piercings also can put you at risk for bleeding and blood loss. You have a lot of blood vessels in the area.

The jewelry can cause issues as well. It can break off in your mouth and make you choke. You can chip your teeth on it while you eat, sleep, talk, or chew on it. If the break goes deep into your tooth, you can lose it or need a root canal to fix it.

Mouth piercings also may make it hard to speak, chew, or swallow, damage your tongue, gums, or fillings, make you drool, lead to serious health problems, like gum disease, uncontrolled bleeding, long-term infection, hepatitis B, and hepatitis C and lead to an allergic reaction to the metal in the jewelry.

People with conditions that might make it hard for the piercing to heal are particularly at risk of health problems. Those include heart disease, diabetes, hemophilia, and autoimmune diseases. If you've decided to get an oral piercing, make sure you're up to date on vaccines for hepatitis B and tetanus.

Besides that, choose a piercing shop that appears clean and well run. Look for a piercer who has a license, which means he was specially trained. The piercer should wash his hands with anti-bacterial soap, wear fresh disposable gloves, and use sterilized tools or ones that are thrown away after one use. The shop shouldn't use a piercing gun. The needle is new and has never been used. The needle is placed in a sealed container after it's used. Jewelry is made of surgical steel, solid gold, or platinum.

(Taken and adapted from *Oral Piercings: What You Should Know*. Available at: <http://www.webmd.com/oral-health/default.htm>)

VOCABULARY PRACTICE

Exercise 16. Read the text one more and match the words in column A with the words or expressions in column B.

A	B
1. Chew	_____medical problem
2. Swelling	_____restorations
3. Choke	_____asphyxiate
4. Fillings	_____masticate
5. Condition	_____inflammation

Exercise 17. Read this part of a conversation and underline the words or phrases that go with these verbs.

wore had took experience did

I had a piercing and it broke one of my teeth, so I needed a root canal. Prior to my root canal I had an infection. I took antibiotics. After a week I was still having pain in my tooth and gum. I saw another dentist and the procedure went very well. He told me that I wouldn't experience any pain that I would actually get better. Well, that wasn't true because after the anesthetic wore off I was in pain. I was having sharp throbbing pains. Two days later, the dentist did the root canal again and said it was infected. I've been taking antibiotics and Vicodin for the pain. It's been 24 hrs since I've had the treatment and I hope this works because it still hurts. Now I wish that I could get my tooth extracted.

Exercise 18 . Work in pairs. Match each verb with its correct collocation in the table below. Then write one sentence with each collocation.

	Verb		Noun phrase
1	wear		a dental extraction
2	have		some medication
3	take		a new denture
4	experience		a heart attack
5	do		abdominal pain

Exercise 19 . Choose the most appropriate words to complete the following sentences.

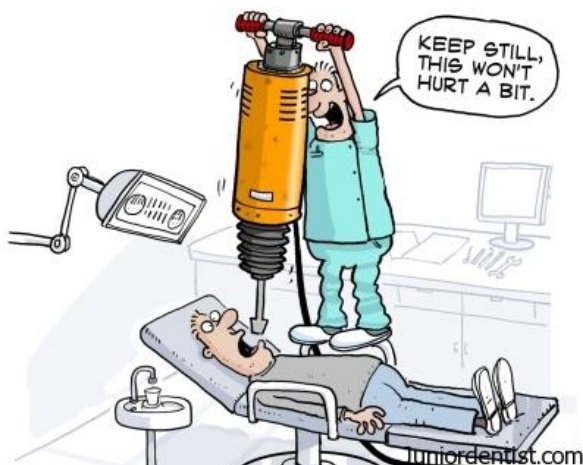
- The dentist _____ him some advice, but he wouldn't listen. (suggested, recommended, gave)
- He complains _____ an excruciating pain in his left leg. (at, of, from)
- The dentist told me to _____ my mouth. (shut, set, lock)
- Do you have to _____ a suit to work? (use, wear, carry)
- They are _____ research on the AIDS virus. (taking, giving, doing)

SPEAK AND WRITE

Exercise 20. Tick the emotions you might feel when going to the dentist.

<i>anxiety</i>	<i>stress</i>	<i>curiosity</i>	<i>sadness</i>	<i>fury</i>	<i>horror</i>
<i>nervousness</i>	<i>happiness</i>	<i>relief</i>	<i>anger</i>	<i>calmness</i>	

a. Which of the emotions above do you think the patient in the cartoon is feeling?



b. Write any other emotions you think you might feel. Share with your partner using the phrase below.

I think that what I'd feel most is...

Exercise 21. Write the adjectives of the words in the box above. Choose three of them and write a sentence about you for each adjective. Read the sentences to your partner.

LISTEN, SPEAK AND WRITE

Exercise 22. Listen to the conversation. Tick the feelings that Ramon describes.

- A. good B. disappointed C. bad D. concerned



a. Listen again and then answer the questions that follow. WRITE NO MORE THAN TWO WORDS for each answer.

- What's the matter with Ramon?
- Why doesn't he go to the dentist?
- What did Samantha offer him?

b. Read and listen to the conversation and underline any new words and put them in your vocabulary list.

c. Read the conversation and practice with a partner. For additional practice switch roles.

Samantha: Is anything the matter, Ramon? You look terrible.

Ramon: That's because I don't feel good.

Samantha: Oh? What's wrong?

Ramon: I have a loose filling and one of my back teeth is just broken.

Samantha: Are you in pain?

Ramon: Yes, and it's bothering me.

Samantha: Why don't you go to the dentist now?

Ramon: I can't. I have an important meeting in ten minutes.

Samantha: Perhaps you should take something for the pain. I have some pain killers in my office. Want me to get them for you?

Ramon: Yes, please. Maybe it'll help. Thanks.

LANGUAGE FOCUS

Making suggestion

Notice in the dialogue how Samantha uses the expression *Why don't you...* to make suggestion.

WAYS OF MAKING SUGGESTIONS

You **could** take a taxi or the bus to the airport. (using **could**)

How about in two hours?

What about eating outside?

Shall I open the window? (When **Shall** is used with **I/we** in a question, the speaker is usually making a suggestion)

Why don't you come at nine? (**Why don't I/we/you ...?** is used to make a friendly suggestion)

Let's ask Daniel if he'd like to come too.

Responding suggestions: That's great, that's a good idea, No, not...
I don't think so.

Exercise 23. Complete the conversation with suggestions. Use the ideas in the box. And respond to the suggestions.

get him a shirt - talk to him about it - go to a movie - take her to the doctor - eat there

Example:

A: I'm really bored here.

B: Let's walk for a while.

A: That's great.

1. A: I'm worried about my son. He's been late every day this week.

B: _____

2. A: Tomorrow is my husband's birthday. What should I give him?

B: _____

3. A: Mary has been coughing for two days.

B: _____

4. A There is a new Italian restaurant.

B: _____

5. A: I don't feel like staying home today.

B: _____

Exercise 24. Choose an illness from the box and have a conversation with your partner. Be sympathetic and make suggestions.

<i>toothache</i> <i>need a filling</i> <i>sore throat</i> <i>cold</i> <i>bleeding gums</i>
--

- a. Tell the class your illness. What suggestions did your classmate make? Do you think it was a good suggestion?

Professional Profile

Drafting surveys. What is a survey?

Survey: an activity in which many people are asked a question or a series of questions in order to gather information about what most people do or think about something.
e.g. The *survey* found/revealed some surprising tendencies among the population.

We conducted an opinion *survey* on the issue and found that most people agree.
Questionnaire: Ask five people

Rehearse this opening speech in class first

“Excuse me, I wonder if you have a minute to spare. I am a medical/nursing, dentistry/etc. student from And my class has been asked to do a sort of a university opinion poll. Would you mind if I asked you a few questions? It won't take long

SURVEY ON ENGLISH4HEALTH TEXTBOOK

Has the textbook been useful for you?

How would you rate the level of this textbook?

Do you like the inclusion of cartoons? Why?

What would you include in a future reprinting of this textbook?

Thank you very much indeed for answering these questions

Make notes of the replies you get.

Exchange experiences of actually doing the survey. Was it as bad as you expected?

Report your findings to the class

What are your own answers to the questions?

Task 1 : Work in groups of three and prepare a survey on Dentistry and dental care.

STRESS

Describing state or mood

Conditional sentences (types 2 and 3)

Exercise 1. Look at the pictures below. These people are stressed for different causes. Then match the causes of stress to pictures 1-10.

a-School duties

b-Divorce -break ups

c- Household chores

d-Running short of time

e-Gender abuse

f-Personal finance.

g-Competition

h- Emotional abuse

i-Family relationship

j-Mental blocks



Exercise 2. Answer these questions individually. Then compare your answers with a partner

a. How have you felt in a stressful situation?

- b. What was the source(s) of the stress, was it a personal issue, job, relationship issues, or maybe positive and negative life changes? Comment it. Use words and phrases from exercise 1).
- c. What did you do, to cope with that stressful situation?

Exercise 3. Listening

Listen to the conversation and write True (T) or (F) or I Don't know (IDK)

- a) _____ The newspaper article is about laughing.
- b) _____ People get sick frequently When they feel sad and worried.
- c) _____ Bill doesn't feel stressed.
- d) _____ Anne wishes Bill good luck.
- e) _____ Bill's friend passed the driving test.

Reading

Exercise 4. Read the text and answer the questions below

Stress is most widely defined as the body's response to external events that somehow upset one's internal balance or make a person feel threatened.

Stress can cause or exacerbate health problems such as high blood pressure, heart disease, obesity and depression as well as some autoimmune, digestive, and skin diseases.

External factors that can cause stress include the physical environment such as one's job, relationships, home as well as various situations, difficulties and expectations that a person faces every day.

Symptoms of stress can be cognitive, emotional, physical or behavioral. Initial symptoms include anxiousness, nervousness, distraction, internal pressure and excessive worry. More tough emotional and physical consequences of high stress levels include excessive fatigue, headaches, depression, nausea and vomiting, chest pain, dizziness, the feeling of hyperventilation or choking and others. Eating and sleep disorders may also occur as well as isolation, procrastination, alcohol abuse and habits such as nail biting. These symptoms usually last for short periods of time.

There are some measures that can help one prevent stress. They include realistic goals and limits for a person; stress, time management or anger management classes and regular physical exercise and also keep a positive attitude.

Stress can also appear as a result of past events. This condition is called post-traumatic stress disorder.

If a person knows the cause of stress, distancing from it or directly confronting the situation may help to resolve the issue. A person needs some time to relax and develop a plan to solve the problem that causes too much stress. Having a plan alone can bring down stress levels.

Outside help, such as conversations with relatives or friends, is necessary when a person is unable to define the cause of stress on their own. If these discussions do not prove successful, one may need to find a doctor or mental health specialist to assist with the task. It is important to also rule out any medical causes of stress.

Medical treatment depends on one's symptoms and their severity. A doctor needs to perform a physical exam in a drive to find any medical problems that cause the stress symptoms. The doctor will seek underlying stress or psychological disorders. Medical treatment can range from simple reassurance to hospitalization.

- a) What is stress?

- b) Can stress cause or exacerbate health problems?
- c) What are the symptoms of stress?
- d) What are the consequences of long-term stress?
- e) What a person should do if he knows the cause of stress?
- f) Why does a person need to make and develop plans?
- g) What would you advice someone who is suffering from stress?

a) Use the information from the text to complete the chart.

Initial symptoms of stress	Emotional and physical consequences	Disorders caused by stress	Causes of stress
Distraction			
			Relationships
	Headaches		
		alcohol abuse	

Exercise 5 Match column A with column B to make conditional sentences
e.g. If you were bored, you should read an adventure book.

COLUMN A

- 1. If you were hungry,
- 2. If you were bored,
- 3. If you felt stressed,
- 4. If you were thirsty,
- 5. If you were tired,

COLUMN B

- ___ you would drink water
- ___ you would go to bed earlier
- ___ you would make a ham and cheese omelet
- ___ you should read an adventure book
- ___ you would practice sports

Exercise 6. Fill in the gaps with the correct form of the verbs in brackets. Practice it in pairs.

- 1. **A:** If I **had** more money, I _____ (buy) a new car.
B: Definitely!
- 2. **A:** She **could speak** English better if she _____ (practice) every day.
B: I agree with you
- 3. **A:** They _____ (get) good marks in the Morphology exam if they **studied** more.
B: I think so
- 4. **A:** if you _____ (stop) smoking, you **would feel** healthier.
B: It's true.
- 5. **A:** If you **didn't do** physical exercises, you _____ (be) unhealthy and out of shape
B: Don't you worry. I will

Language Focus

<ul style="list-style-type: none"> • Conditional type II Would for unreal conditional <p>Type clause main clause II Simple past Would + infinitive</p> <p>One of its main uses is to show that we are talking or writing about situation that is imaginary or improbable.</p> <ul style="list-style-type: none"> • If I studied more, I would probably pass the exam. • Some people would be more aware of the climate change if they suffered from a natural disaster <p>Another use is to give suggestions or advice</p> <ul style="list-style-type: none"> ▪ If I were you, I would immediately reply his email ▪ I think she could report the crime if she knew who committed it ▪ I would drive more carefully in the rain if I were you. 	<ul style="list-style-type: none"> • Conditional type III. It is unreal (impossible to happen) <p>Type if clause main clause III Past perfect would+have+ participle</p> <p>If I had studied, I would have passed the exam They would have returned if they had known her arrival.</p> <p>If Condition Result Past perfect would+have+ participle</p> <ul style="list-style-type: none"> • If I had known, I would have helped. Situation: Although this didn't happen, the speaker is sure about the result. • If I had known, I could have helped. Situation: Although this didn't happen, the result is only a possibility. • If I had known, I might have helped. Situation: Although this didn't happen, the result is only a possibility. • If I had known, I should have helped. Situation: Although this didn't happen, it is only a good suggestion or a piece of advice.
--	--

Exercise 7. Look at the following situations. Choose the correct answers for you

- If I had a driving test next week
 - I would read many books about cars and vehicles
 - I would practice parking skills
 - I 'd relax and watch films about car race
- If I met my fiancé in a club with someone
 - I 'd immediately break off our engagement
 - I would pretend I did not see him(her)
 - I would tell him(her) not to do it again
- If I felt weak
 - I 'd stay home and rest
 - I would drink a lot of Diet Coke and eat French fries
 - I would probably go to the family doctor
- If I got €20,000.00 euros
 - I would buy an apartment
 - I would try to get a visa and go to Italy as a tourist
 - I would save it in a bank for future use

5. If someone asked me to participate in a reality show
 - a. I would say “yes “immediately
 - b. I would definitely say no
 - c. I would take advice from my friends before answering

Exercise 8 . Match beginnings of sentences 1-8 to endings a)-h). Work in pairs and compare answers.

1. ***If Maria passed her final exams, ___***
2. If I spoke English very well, _____
3. If you didn't smoke, _____
4. If it stopped raining, _____
5. If I didn't visit my friend, _____
6. If my parents had more money, _____
7. If you didn't work hard, _____
8. If I knew his phone number, _____

- a) we could go out.
- b) I would try to find a job as a tour guide.
- c) I would call him
- d) *she might go on holiday.***
- e) they would buy a new car.
- f) you wouldn't be probably sick
- g) you wouldn't had any money.
- h) he would be angry

Exercise 9. Work with your partner
Which would you choose?

1	If you could eat anything right now, what would you have? a) a pizza b) some ice cream c) chocolate cake
2	If you didn't have to attend your medical school tomorrow, what would you do? a) go out with friends b) study Morphology c) watch football on TV
3	If you won an overseas vacation award, where would you go? a) the United Kingdom b) Japan c) Brazil
4	If you had to learn another language, which one would you study? a) Chinese b) French c) Portuguese
5	If the service in a café were really bad, would you: a) refuse to pay b) do nothing c) complain

Exercise 10. Fill in the gaps with the correct form of these verbs in brackets. Then complete the sentences for you.

e.g. You would have passed (pass) the exam if you had studied (have/study) harder.

1. If Peter _____ (have/go) to your house, he would have _____ (meet) your friends.
2. I would have _____ (be) a famous rock star if I _____ (have /study) music.
3. If Elena _____ (have/work) harder, she would have (get) a better job.
4. His life would have _____ (change) if my brother _____ (have/win) the award.
5. If I _____ (have/accept) that promotion, I would have _____ (tell) you immediately.

Exercise 11. Put the verbs in brackets into the correct tense to make conditional sentences to express less definitive, impossible or imaginary situations. Practice it in pairs.

1. **A:** If you _____ (not/be) sick, you _____ (go) to the farewell party.
B: Sure! Maybe I get better before the party starts
2. **A:** If Carlos _____ (remember), he _____ (send) his cousins a wedding card invitation.
B: It's a pity he didn't remember.
3. **A:** If my mother _____ (not/be) in a hurry, she _____ (not/lose) her keys.
B: You are right.
4. **A:** Mary _____ (write) you a letter if she _____ (have) your address.
B: I am pretty sure she would do it
5. **A:** If I _____ (see) Mr. Smith, I _____ (tell) him I was ill.
B: Of course! He has to understand why you were absent

DILEMMAS

Exercise 12. Imagine the following situations.

1. If you had to choose a city where to live outside of your country which one would you choose?	2. You always dream to be a successful person. If your dreams became true, what would you do?
3. Marcos is a medical student and he has problems with his medicine studies. If you had known about his difficulties, what would you have done?	4. Your parents always come late from work to their flat. If they found their door open when they entered their flat, what could they do?

Exercise 13 Dilemmas, What do you do in these situations? First write your answer, then ask a partner and compare your answers.

	What I would do	What my partner would do
1. What would you do if the weather wasn't so bad _?		
2. What would you do if someone had an accident in the street and some people were hurt?		
3. What could you do if your parents bought you a DVD for your birthday and you hated the singers?		
4. What would you do if you could speak English perfectly?		
5. What would you do if your best friend failed her final exams?		

Exercise 14. Read the situation and write a sentence with *if*

e.g. You are hungry now because you didn't have lunch
If you had had lunch, you wouldn't have been hungry now.

1. The accident happened because the driver stopped suddenly.
2. She didn't buy a beautiful dress because she didn't have enough money on her.
3. I didn't get that job because I didn't speak English well.
4. I told you the news because you answered the phone.

Vocabulary exercises

Exercise 15 Match the two columns by choosing the best description of Best or Worst ways to cope with stress.

Column A

- a.) Seek professional help
- b.) Drinking, smoking, and other additions
- c.) Visualize calm
- d.) Ignore the problem

Column B

____ Find a quiet space, close your eyes and transport yourself to your happy place for a few minutes

a ____ if the stress is affecting the way you function; go and see your doctor.

____ Exercise may be the healthiest stress-buster. Can help regulate your sleep, lowers the symptoms associated with mild depression

____ Drowning your stress in a bottle of wine or a pack of cigarettes might bring a release in the moment, but turning to unhealthy addition.

____ When you evade your problems, you don't allow yourself to process or understand what you're dealing with.

____ food often becomes a crutch when coping with difficult times. Overeating can cause weight gain and make you feel worse about yourself

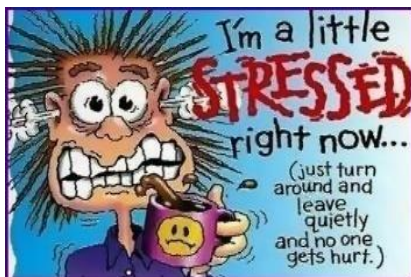
- a) Work in pairs. Discuss with your partner the best ways to cope with stress.

. Exercise 16

There are "5 ways" to manage stress. Tick (x) them from the list below.

- a). _____ Take deep breaths.
- b) _____ alcohol and drugs will not help you manage your stress better.
- c). _____ Prioritize task
- d) _____ Try yoga
- e) _____ Lose your temper too easily with your family
- f) _____ Get a massage.
- g) _____ Take a walk.

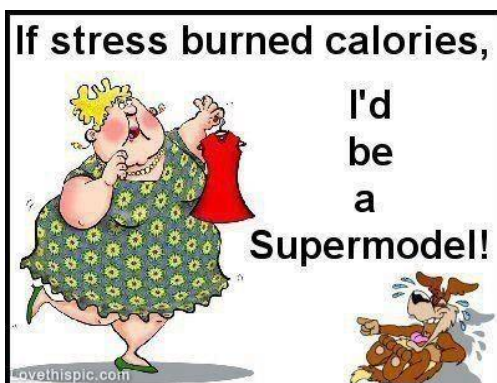
Exercise 17. Look at this picture and answer these questions individually. Then discuss your answers with your partner.



- a.) How does he feel?
- b) Which would be your reaction if one of your classmates talked to you in this way?
- c) If you saw a person in this condition what would you suggest him/her to manage stress?
- d) Can you mention some healthy ways to deal with this feeling?

Exercise 18. Look at this funny picture and comment this statement with your partner or in a small group.

Nowadays young boys and girls prefer being thin and in good shape. Might it be appropriate to lose weight in this way to be accepted by the social group or to be fashionable? What will be the appropriate way to be physically and mentally well? Comment it



Many people feel that being rich, attractive or working in a “posh” place will not lead you to stress. Research has shown that there are other issues and factors which reduce the cause of stress

Exercise 19 Now look at some of these issues and rank them according to your point of view (1=the most important)

- Intelligence
 - Being married
 - Growing old
 - Religion
 - Friends and family
 - Job satisfaction
 - Not wanting more than you've got
 - Daily entertainment
- Work in pairs. Compare lists and explain the ranking you choose

READ

Exercise 20

Look at this picture and discuss in pairs what you can see.

After reading the text, answer the questions below



Jennifer Diallye's day

Jennifer Diallye, 20, is an inpatient at the Gerald Russell Eating Disorder Unit. Admitted six months ago weighing 4st 12 lb. (about 32 kilos), she currently 6st (41 kilos).

The call to be weighed comes at 6:30 am but I am already awake. I stand on the scales backwards, so I am not thrown into. A panic by my increasing weight. I am sick of this beast, continually whispering in my ear that I am too fat. Yet I am scared to lose what has become my best friend.

At 8:00 am I stand outside the dining room. Breakfast is a big meal: Juice, cereal, cooked course and toast. Afterwards I have to rest for an hour with the other girls. They are all so fragile and delicate, I feel obese. This is another trick the anorexia plays: by reaching a magical number a few pounds lighter- I will like and accept myself.

My stomach is uncomfortably bloated from breakfast. This is my fourth hospital admission.

Some mornings there is a community group. Snacks follow much too soon, at 10:00 am. Then I usually go to an occupational therapy group: art, drama or dance. Time is controlled and savor my 20-minute pass. I have to resist the urge to run.

Lunch is at 12 noon: juice main course cooked dessert. Each meal has a time limit and anyone failing to keep it is given a high calorie drink.

Afternoon tea is cake or dreaded chocolate. All foods are difficult but chocolate and pudding are particularly hard.

Dinner is another perennial battle group. It is not uncommon for plates and food and weight loss to be central to my life. My unhappiness about issues at home and school did not hurt me so much. For me anorexia began with a diet and a comment begin made about my weight at a ballet lesson.

The final meal is at 10:00 pm. Most of us are relieved that is the last. Official bedtime is at 12:30 but most have retired before then, mentally and physically washed out.

Sleep doesn't always come easily, since insomnia is a side effect of begging at a low weight.

1. According to the reading answer these questions.

- a. Is Jennifer a healthy person?
- b. What is her health problem?
- c. What do you know about anorexia?
- d. How does she feel after weighing every morning?
- e. If you had been in this situation, what would you have done?

2. Ask suitable questions for the given answers

Answers

a. _____?	Jennifer Diallie
b. _____?	20
c. _____?	six months ago
d. _____?	She complains of her food timetable
e. _____?	She suffers from anorexia
f. _____?	She feels obese
g. _____?	Her fourth hospital admission
h. _____?	Occupational therapy group
i. _____?	At 12 noon

Professional Profile

Essay writing

Look for information and write an essay about stress and the best ways to cope with it.

The essay provides for a further opportunity in researching an aspect of the topic (stress, anxiety and depression) and be ready to write on the subject.

This will demonstrate your achievements in terms of both research skills and command of your English writing skills.

This includes achieving a coherent argument, effective use of sources, accurate referencing, formatting and general presentation

Evaluation criteria

- Start by introducing the topic
- Decide what your position is and provide reasons and evidence to support it.
- You will almost certainly need to consider other points of view and evaluate them positively or negatively

Steps and instructions

1. Introduction.

The introduction moves from general to specific. This is where you:

- open with a short orientation (introduce the topic area (s) with a general, broad opening sentence (or two);
- answer the question with a thesis statement, and

2. Body

The body is where you

- Answer the question by developing a discussion
- Show your knowledge and grasp of material you have read
- Provide evidence to develop your argument
- Use relevant examples and authoritative quotes

If your question has more than one part, structure the body into sections that deal with each part of the question.

3. Conclusion

The conclusion moves from specific to general

It should:

- re-summarize the main points and,
- include a final, broad statement (about possible implications future directions for research to qualify the conclusion etc.

However, never introduce new information or ideas in the conclusion. Its propose is round off your essay by summing up.

Look at the example

Benefits of Painting and Drawing

Painting and Drawing are two very enjoyable accessible and interesting tasks to perform; many people choose to paint or draw during their free time. Some of them can even spend several hours to create art.

There are many health benefits of painting and drawing. People can improve their creativity. They can even choose to portray their emotions and produce abstract art. On the other hand, the health benefits of painting and drawing are also enjoyed by those who experience illnesses such as “Alzheimer disease”. These activities also have a beneficial role in the development of brain. People can also improve their communication skills. In using art to break free from personal limitations, individuals can surpass their weaknesses. These can include shyness, autism and other disabilities.

Perhaps the major health benefits of these two activities involve the emotional aspects of individuals. Sometimes many people use art to release stress. From my point of view it can be very beneficial to reduce their risk of other physiological illnesses.

As a conclusion painting and drawing require inspiration, creativity, and imagination also time and money, But the most important thing they help you to have a healthy mind in healthy body.

Exercise 21. Choose one of three titles and write an essay

- a) The risk of being overweight.
- b) Eating too little might be dangerous.
- c) Practicing extreme sports is a great risk.

Unit 11

Health issues

Asking questions about health problems

Reporting statements (past)

Exercise 1 What do you think?

Work in pairs. Look at the picture and discuss what you think.



Does the girl look happy? Why?
What may be the problem?

Exercise 2 Vocabulary Health-related words and phrases

a- Work in pairs. Which of these words/phrases do you know?

waiting room A&E over-the-counter drugs stretcher pain
wheelchair sprain prescription doctor's room walking stick
broken arm flu ointment pill clinical chart crutch

b- Work on your own. Answer these questions

1. Which words /phrases refer to illness or disease? **Flu, ...**
2. Which words of phrases refer to locations (in hospitals or clinics)?
3. Which words /phrases refer to hospital documents?
4. Which words/phrases refer to instruments to help patients move or walk?
5. Which words of phrases refer to what the doctors may prescribe for treatment?

c- Work with your partner. Compare answers to 1b. Are they the same?

d- Continue working with your partner and come up with other words you know related to hospitals, clinics, patients, medicines, and the like. Then share them with your classmates.

Exercise 3 Common complaints

Which word(s) in the previous exercise refer(s) to symptoms? Is pain a common symptom?

- a- Look at the following pictures and match each picture with the corresponding health problem in the box:

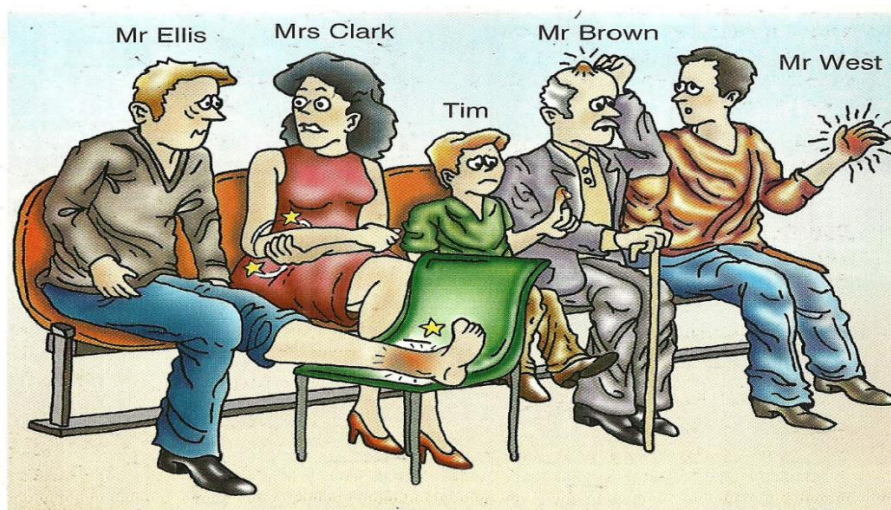


___ a stomachache ___ a headache ___ a cough
5 a backache ___ a sore throat

- b- Check your answers with a partner. Think of three more minor health problems people can have.

Exercise 4 Ouch! People can suffer several injuries, so they go to a hospital for help.

- a- Match the people in the hospital waiting room to the injuries in the prompts given.² Compare your answers with a partner.



twist ankle *Mr Ellis* break arm
 burn hand cut finger
 hit head

- b- Work in pairs. Which word(s) in 2a & 3a is/are related to the people in the picture and their injuries?

² Image taken from unit 7, Enterprise 2 Student's Book (sample copy), Express Publishing (no date)

e.g. Mrs. Clark has a broken arm. Mr. Brown uses a walking stick.

c- Work in pairs taking turns to ask and answer what happened to each person in the picture above.

Example: Student A: What happened to Mr. Ellis?
Student B: He twisted his ankle.

Exercise 5 Language focus Basic types of questions in English

1. The majority of the questions in English use the verb "do" as a helping/auxiliary verb. It usually occurs at the beginning (in *yes/no* questions).

For example:

Do you like your job? Does Helen work as a nurse? Did he read the Chinese therapy book?

Please note that, in the above sentences, the form of the verb "do" (in present and in past) is conjugated but the main verb is an infinitive.

2. When the modal verbs or verb forms "could," "should," "can," "must," "will" or "be" are involved, "**do**" is not used. Instead, a simple reversal of subject and verb occurs.

For example,

<i>I could see the report</i>	-	<i>Could you see the report?</i>
<i>They are speech therapists</i>	-	<i>Are they speech therapists?</i>
<i>Sue can prepare the samples now.</i>	-	<i>Can Sue prepare the samples now?</i>
<i>Tania will help you with the data.</i>	-	<i>Will Tania help me with the data?</i>

3. A question of the third type (information questions) uses "who," "what", "when," "where," "why," "which" or "how" at the beginning of a sentence, either with do/does/did or any other auxiliary (*be, can, will, etc.*)

For example:

What did you ask? When will she arrive? Where should he leave the lab samples? Why were they running? How did the manager do that? Which painkiller does she usually take?

HOWEVER, notice that "who" or "what" when used to ask about the doer of the action or the action itself **do not** take the auxiliary "do/does" or "did" and the verb is conjugated. In past or as in 3rd person singular in present (the main verb taking the final -s).

For example:

Who broke the glass? What happened to you?
Who knows the answer? What relaxes her?

4. The fourth type is the least common and is relegated to informal speech. This type of question is usually used to request confirmation of a previous statement made by someone else. It is often known as tag questions

For example:

Peter: I finished the work yesterday.

Rummy: Yes? But you were not here in the morning, were you?

a- Work in pairs/trios and study the charts. Notice the aspects your teacher highlights and ask any question you need or for more sample sentences to illustrate any question type(s).

b- Complete these questions with *do, does, are, was, did*, or simply mark X for *no auxiliary*. Then check the answers with a partner.

e.g. How do you feel?

1. Why _____ you studying English?
2. When _____ she live here?
3. What _____ Paul planning to do last week?
4. Who _____ works in Ward B?
5. Where _____ Marion like to go on vacations?
6. What time _____ you usually get up on Sundays?
7. What _____ brought you to the hospital this morning?

c- Asking **Yes/No** questions is important to inquire for information or confirm it. Change the following sentences into questions. Then check your answers with your classmates.

e.g. There is a pharmacy nearby
Is there a pharmacy nearby?

1. They work as electro-mechanics in this hospital.
2. The X-ray technician takes films in the department every morning.
3. There was a sonogram equipment in this hospital.
4. Patients should follow their doctors' instructions.
5. The dentist filled in my tooth yesterday morning.
6. All patients must register in the admissions department.
7. Dr. Jones sees patients every morning.

d- Some questions are easy to make because they only need inversion of the initial part of the sentences. Looking for information is relevant for health professionals. Work in small groups and ask questions about the underlined word/phrase.

e.g. Susan needs an appointment with Dr. Nicholas soon.
When does Susan need an appointment with Dr. Nicholas?

1. Peter works with the magnetic resonance imaging equipment (MRI).
2. The man came to A & E because he burnt his hand.
3. Dr. Candevat has participated in many Orthopaedics International Congresses.
4. She gave her husband two duralgine tablets.
5. You should come back next week.
6. To keep healthy teeth you should visit the dentist every six months.
7. The nurse will help her during the clinical examination.

Exercise 6 **Speaking** Role play

a- Work in pairs. You are on duty at the hospital today. Your task is to receive patients and record their general information and chief complaint before these patients go into the doctor's room for consultation. Your partner will act out as one of the patients in the picture in 3a. Take turns to play both roles. Be creative to supply the needed information when you play the patient's role.

Sample dialogue:

- What's your name?
- It's Ellis, John Ellis.
- Where do you live?
- At 128 Ross Street
- How old are you?
- I'm 45.
- Are you married?
- Oh, yes. I've been married for 20 years now.
- Do you work? / Do you have a job?
- Yes, I do. I am an electrical engineer.
- What brings to the hospital? / Why do you come to the hospital today?
- I twisted/have twisted my ankle.
- Ok. Dr. Savigne will see you now.

b- Whenever you play the doctor's role, fill in the corresponding part of the chart with the information you have gathered from the patient. Mr. Ellis's record has been done for you.

SURNAME(S) Ellis	FIRST NAME John	MIDDLE NAME
AGE: 45	GENDER: M	MARITAL STATUS: M (married)
ADDRESS: 128 Ross Street, Birmingham		OCCUPATION Electrical engineer
MAIN COMPLAINT Pain / ankle twist		

HISTORY OF THE PRESENT ILLNESS:		

Physical examination		
General Condition:		
ENT		
RS		
CVS		

IMMEDIATE PAST HISTORY		

c- Swap roles asking and answering questions. Talk to your partner and find out...

1. If he/she has suffered a minor injury

2. If he/she had to go to the hospital
3. Was it too bad or was it a funny event? Tell the story

d- Write a letter to a classmate or friend telling him/her about the experience you narrated in item c. The beginning of the letter is given to you.

March 16, 20xx

Dear _____,
How are you? I'm not very well. I'm writing to let you know that I had a small accident last week. I was...

Exercise 7 Vocabulary More injuries

a- Look at the following pictures and label each injury. A graze, a cut or a scratch?







b- Now match the words in the box with the corresponding image.

A



B



C



1. Gauze pad

2. Sticking plaster

3. Band aids

c- What is the use of each item in the injuries shown above? Check with your partner.

Exercise 8 At the pharmacy

a- Although you should consult a physician when you feel ill, most people take over-the-counter (OTC) medicines for minor health problems. Complete the chart with ailments from the list.

MEDICINE	AILMENT(S)/SYMPTOM(S) TO RELIEVE
Eye drops	
Throat lozenges	
Cough mixture/syrup	
Antihistamine tablets	
Pain killers	
Antacids /Alka Seltzer	
Fever reducing pills	
Repellent	
Cold-flu remedy/formula	

Sore throat - Cough – Pain – Itching – Irritated eyes – Insect bite
Fever - Upset stomach – Sneezing - Malaise

b- Get into small teams (3-4) and discuss your answers to the chart. Support your choices. Do you know of other uses of the listed medicines? Be ready to discuss your conclusions in plenary.

c- Get in pairs and make up a dialogue at the chemist's, because you need to buy some medicines and/or supplies

PROMPTS: band aids – acetaminophen- eye drops
ibuprofen – throat lozenges - paracetamol
repellent – antihistamine - lip balm

Example: *nasal decongestant – cough syrup – antihistamine*

Chemist: Good morning. What can I do for you? /Can I help you?

Customer: Good morning. Atchoo! I need something for my runny nose.

Chemist: Do you want an antihistamine? It's good for cold symptoms. There are seven caplets per small pack.

Customer: Ok. I'll take two packs, please. I'll need a bottle of cough syrup too. I can't sleep well. I think I also need some nasal decongestant.

Chemist: There are some good nose drops here....

Exercise 9 Listening Practice

Do you know what it is? When do you use it?

Do you know the word in English?

a – Work in groups and discuss which of these consequences can be true in each situation.



1. If you fall down, you can... break an arm – break a leg – fly off a balcony
2. The doctor will put a plaster cast on... a broken jaw – a broken leg – a broken arm
3. You may fall off... rolling skates – a bus - a skateboard

b- Listen to the dialogue and check which options in 6a coincide with what happened to Andrew.

c- Work in pairs. Listen to the dialogue a second time to find the answers to the following questions. Then change the negative answers:

1. Do Lucy and Andrew work in the same office?
2. Who had an accident?
3. Did he fall down the stairs?
4. Does Andrew have a skateboard?
5. Is his leg painful?
6. Did Lucy touch the plaster cast on his leg?
7. What does she want to do in the end?
8. Does Andrew accept?

d- Listen to the dialogue once more if you need. Say what feelings are expressed. Then check your answers with a partner.

1. Andrew, when he arrives at the office
2. Lucy, when she asked him what happened
3. Andrew, when Lucy touches his cast
4. During the whole dialogue, Andrew sounds...

e- Write a brief account of what happened to Andrew. State your opinion about Lucy's attitude and reactions.

Exercise 10 Quick vocabulary review.

a- When you break an arm, the doctor puts a plaster cast, what else is good to wear to keep the arm still?

Do you know what it is called?



b- Beside the immobilization of the arm, what else would the doctor recommend the patient to take or to do? Work with a partner and discuss your ideas.

Exercise 11 Reporting past actions or events

a- One of the patients in the hospital waiting room (back in exercise 3), Mrs. Clark, has arrived home. This is what she tells Mr. Clark about her visit to the hospital.



I told the doctor that my arm was hurting me badly. I explained to him that after this morning's fall, the pain began. He examined my arm and ordered an X-ray film. I have broken my arm! That's why they put the cast and I must wear this sling for a month.

b- Answer the following questions according to the text

1. What was her medical problem?
2. How did she break her arm?
3. What did the doctor do to solve the problem?
4. How long does she have to wear the sling?

c- Work in pairs and think of three possible questions Mr. Clark might ask his wife about management/treatment for this month.

Exercise 12 Language focus REPORTING (past)

STATEMENTS (affirmative and negative)	
When you report what people said or told somebody, you change the verb form to the past. The use of <i>that</i> is optional and the change of pronoun (e.g. I to he/she) is the same as indirect speech in present.	
Example 1:	
(direct speech) I have a terrible pain in my arm.	
(indirect speech) She said (that) she had a terrible pain in her arm.	
Example 2:	
(direct speech) I will order an X-ray of your arm.	
(indirect speech) The doctor told Mrs. Clark (that) he would order an X-ray of her arm.	
Eg	
DIRECT	INDIRECT(REPORTING)
Is/are -----	was/were
Can/can't-----	could/couldn't
Has-----	had
Present simple ACTION VERB (e.g. WANT) ---	wanted
Doesn't want -----	didn't want
Other changes when reporting take place in the Time adverbials	
DIRECT	INDIRECT
Yesterday	The day before/the previous day
Today	that day
Tomorrow	the day after / the following day
Last....	The previous...
Next ...	The following...

a- Underline the correct form(s) in brackets in each reported statement below:

e.g. She told me that (I-she) (will-would) go to the cinema in the evening.

1. They explained that (we-they) (needed-need) to move to a larger apartment.
2. Michael told me that (he-you) (has – had) the final examination in the afternoon.
3. The doctor said that the headache (is-was) a typical symptom.
4. The dentist said that the operation (would-will) be in two days.
5. Laura explained (she-we) (couldn't-can't) attend the conference because her younger son (is-was) in hospital.

b- Do you remember the people in the hospital waiting room? Here are some of the things they said to each other. Report what they said:

e.g. Mrs. Clark told her husband, "I have to see the doctor again in two weeks."
She said/ explained/ told her husband (that) she had to see the doctor in two weeks.

1. Tim said, "I want to play baseball with my friends."
2. He told his mother, "My finger is very painful."
3. Mr. Brown said, "I have to be more careful at my age."
4. Mr. West told Mr. Brown, "I am worried about my job."
5. Mr. Ellis told Mrs. Clark, "I am a postman. Now I can't ride my bicycle."
6. Mr. Brown said, "I am feeling sick."
7. They said, "We will go by taxi."

c- Check your answers with a partner.

d- Work in pairs. Read these mini-dialogs and complete them with a reported negative sentence in past:

e.g. (*Child talking to a pal on the phone*)

Boy: Can I play outside with my friend, Mom?

Mom: No. You cannot.

Boy: Mom said that I could not (couldn't) play outside.

1. Patient: Can I go to work tomorrow?

Doctor: No, you can't so soon.

The doctor told the patient _____

2. Patient's mother: Are you going to give my daughter the injection now?

Nurse: I won't give it to her until 2 p.m.

The nurse explained that _____

3. Doctor: Do you have a headache now, Mr. West?

Mr. West: No, I don't.

Mr. West said _____

4. Med student: Are you comfortable?

Tim: No, I'm not. My finger hurts a lot.

Tim said that _____

Exercise 13 More hospital vocabulary

a- Look at the picture and match the persons and object numbered with the words given



_____ trolley
_____ assistant nurse
_____ porter

b- Where are they? Where are they probably going? To the X-ray department?
From the operating room? Speculate

Exercise 14 Professional profile: Doctor-patient interview

a- Look at the pictures and read the first part of this doctor-patient interview.³

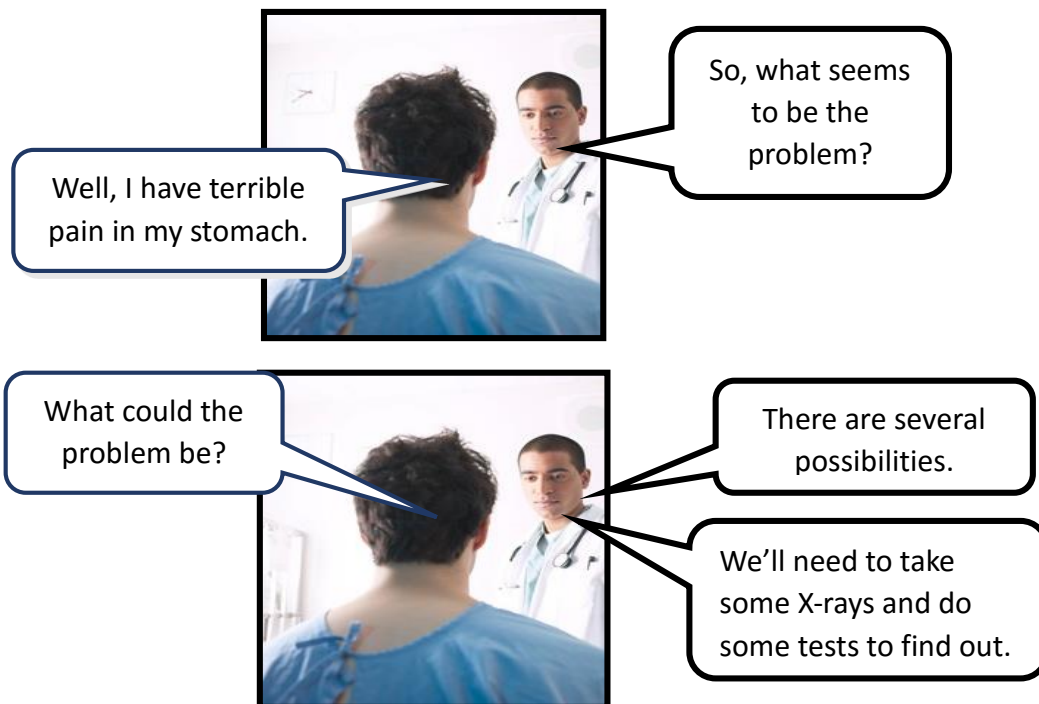
Number the bubbles according to the order in which each sentence is said in the dialogue.

That's right. Kevin Burton.

You are Mr. Burton, aren't you?

I'm Dr. Taylor and I'll be your attending physician.

³ Adapted from Presentation 11 in *Grammar PowerPoint Presentations* CDROM by R. Luman, G. Steiner & BJ Wells, Pearson Longman, 2006



b- Answer the following questions to find out about the conversation above.

1. Who is the patient?
2. Who is the attending physician?
3. What's the patient's main complaint?
4. Is he an in-patient or an outpatient? Explain your answer
5. Does the doctor have a presumptive diagnosis?
6. What is necessary to reach a diagnosis?

c- Match the numbered bubbles to the intention of the question or statement expressed.

COMMUNICATIVE FUNCTION	CORRESPONDING BUBBLE(S)
Introducing himself	
Checking patient's identity	
Asking cause of hospital admission	
Asking for a diagnosis	
Necessary diagnostic tests	

d- Fill in the missing information from Mr. Burton's clinical record according to the interview.

SURNAME(S)	FIRST NAME	MIDDLE NAME
AGE: 54	GENDER:	MARITAL STATUS: widower
OCCUPATION: accountant		
CHIEF COMPLAINT		

HISTORY OF THE PRESENT ILLNESS:		

O/E General Condition: vital signs within normal limits		
ENT		
RS no abnormality	CVS	no abnormal sound heard
GIS pain in right lower quadrant of the abdomen		

IMMEDIATE PAST HISTORY		
Not relevant to presenting complaint		

LAB RESULTS		

IMAGING TESTS		

DIAGNOSIS		

TREATMENT		

e- Report what Dr. Taylor and Mr. Burton said in the previous dialogue.

e.g. My name is Kevin Burton. He said his name was Kevin Burton.

1. I am Dr. Taylor.
2. I have a terrible pain in my stomach.
3. There are many possible diagnoses.
4. You need to have some X-rays.
5. We must do some lab tests.

Exercise 15 Reading

a- The column *Diagnosis* of the **New York Times Magazine** regularly publishes medical case studies. Work in groups and speculate about the information that you expect to find.

1. What cases do you expect to find?
2. Does it only refer to the medical description?
3. Besides the definitive diagnosis, what else could be included in the text?

b- Here are some abridged versions of columns in the magazine. Get in teams and read the text your teacher assigns you. Write a title for the paragraph and answer the corresponding questions to the paragraph your group was assigned to read.

III. _____

A 93-year-old woman was hospitalized because she felt tired, then cold and feverish. Later on, she complained that her back was killing her and she felt weak. She had a rash and she was confused. Different tests were ordered but the results were not conclusive of a suspected infection. On visiting her, her older son made a joke about the flying squirrels that the exterminator took out of her attic some time before. This led to literature review on the internet. The attending physician studied the article and confirmed the woman's infection by the pesky rodents. The antibiotic was changed and after a few weeks, she was well enough to go home.

II. _____

There has been a history of (male) doctors assuming that many (female) complaints are not real —as in clearly physically based. But increasingly we learn that “psychological” symptoms are physiological. The psychological descriptions are often an attempt to create a narrative of what is happening when the origin isn't clearly understood. What a relief for this writer who can re-enter life without constant malaise, and the stress her symptoms and doctors' appointments brought to her.

Paragraph I Write True or False

- 1- The patient was a man. _____
- 2- He has more than one son. _____
- 3- A few months ago, he swallowed a piece of peanut. _____
- 4- He had a cough for almost a year. _____
- 5- He had lung cancer. _____
- 6- A sunflower seed was trapped in his lung. _____

Paragraph II Underline the right word in brackets

- 1- Some (male or female) doctors think that psychological symptoms are not real.
- 2- Psychological symptoms may (reflect or confirm) physical conditions.
- 3- The writer is a (man or a woman).
- 4- Doctors' (attitudes or ethics) caused this patient stress.

Paragraph III Answer Yes or No

- 1- Was the patient an old woman? _____
 - 2- Did she have different symptoms? _____
 - 3- Did the attending physician give the right antibiotic from the start? _____
 - 4- Was the information his son gave important? _____
 - 5- Did the patient finally die? _____
- c- Each team summarizes the content of the studied text and presents orally their proposed title and the information in the read text. Members from other teams may ask questions or give an opinion.
- e- Write the summary of the text your team presented orally.

Exercise 16 The Media and Health

a- Work in pairs/trios and discuss

1. What radio or TV programs about health issues can you mention?
2. What about magazine columns and newspapers?
3. Do you think health topics in the mass media have an impact? Which one?
4. Is it the same in most countries? What about in your country?
5. What topics should be included?

b- Compare your conclusions with other classmates and with the whole class.

c- Write a brief description of your favorite TV or radio health education program or of a column in a printed newspaper/magazine that deals with health issues.

- Name, who the presenter or writer is
- Frequency of broadcast/publication
- What health area(s) it is about
- Why you prefer it or why it is very popular or different

d- Exchange your description with a partner. Read it to other classmates.

Unit 12

The clinical method

Describing steps in a medical context
(First, Secondly, Then, etc.)

Passive voice

Making Oral Presentations

Exercise 1

a) Work in pairs. Which of these words or phrases do you know?

Check-up roll on your sleeve cough lie down hold your breath
Speak up take off your shirt stretch your leg raise your arm
Take a deep breath Say ah ah Look over here Bend over

b) Work with your partner. Discuss these questions

1. In what occasions are most of these phrases said?
2. Is there any other phrase or word commonly used which is not in the list above?



Effective **clinical method**
is essential to the practice of
high quality medicine

UNIVERSITY OF

Exercise 2 Do you agree with the statement above? Work in pairs to provide reasons in support of your position.

Exercise 3

- a) The historical background of physical examination goes back to the 5th century B.C. Read the text below and complete the following chart.

Personality	Achievement	Time
Hippocrates and colleagues	Establishment of medicine as a profession with a rational basis	5 th and 4 th centuries B.C.
Vesalius		1543
	Establishment of pathology as a discipline	1761
Sydenham		Between 1666 and 1683
	Discovery of percussion	1760
Corvisart	Dissemination of percussion	
Laennec		1816
Pierre Louis	Establishment of the systematic approach to the clinical case	
Johannes Mueller		From 1830 until 1900
	Modernization of medical education	1893

The Origins of the History of Physical Examination

I. Seven developments over the past 3000 years shaped physical examination, as we know it today. Hippocrates (460—370 B.C.) and his colleagues laid the foundations by establishing medicine as a profession and by declaring that it has a rational basis. The second development was the resumption of the dissection of human bodies for educational purposes, beginning in the thirteenth century in Italy. Vesalius was thereby able to publish an accurate human anatomy text in 1543, and Morgagni to establish morbid anatomy, or pathology, as a discipline in 1761. The third development was Sydenham's definition of disease between 1666 and 1683, leading to the nosological concept of disease.

II. The actual beginnings of physical examination occurred with the discovery of percussion by Auenbrugger in 1760, and its dissemination by Corvisart in 1808. Laennec invented the stethoscope in 1816, beginning a century of explosive development in physical examination. The French School, exemplified by Pierre Louis, synthesized the previous developments and put physical examination on a secure footing at the bedside and in the autopsy room during the period 1800 until 1850. The German School, epitomized by Johannes Mueller, laid the foundation for experimental laboratory science from 1830 until 1900. These six developments were applied to medical education by William Osler in the medical clinic at Johns Hopkins University in 1893, thereby revolutionizing medical education and the practice of medicine in America and the Western world.

III. There were a number of important developments in addition to the seven crucial ones outlined above: the model of bedside teaching developed by Boerhaave at Leyden about 1700; the development of precision instruments such as the thermometer, microscope, ophthalmoscope, kymograph, and sphygmomanometer; and the discovery of the x-ray. Furthermore, the urban migration in Europe in the late 1700s and early 1800s, coupled with the development of the French hospital system, made available to physicians a concentration of human illness never seen before. The ascendance of the German and American university also had a profound influence on medicine. ¹

b) Answer the following questions according to the text:

- 1) Why was William Osler considered an innovator at the end of 19th century?
- 2) What important medical devices contributed to the development of physical examination?
- 3) Did the dissection of human bodies start in the 13th century?
- 4) Was medicine established as a profession in the ancient Greece?
- 5) What circumstances allowed medical doctors to deal with a wide range of human diseases?

c) Explain what the underlined words refer to:

Paragraph 1

...it has a rational basis.

Paragraph 2

..and its dissemination by...

Paragraph 3

...to the seven crucial ones...

d) Find synonyms for these words:

Paragraph 1

recommencement _____

precise _____

Paragraph 2

difussion _____

Paragraph 3

essential _____

deep _____

Language focus

To describe steps and organize them logically, the use of connectors of sequence is indispensable.

Connectors: **first, later, after that, next, then, finally**

These words are called connectors as they help you connect your ideas and clarify which action comes first. They make your discourse easier to understand.

They can be divided into:

- Introduction of ideas: **first, first of all**
- Sequencing different actions: **later, then, next, after that**
- Conclusion: **finally**

Writing/ Saying it right

When you use connectors, you have to take into account two things:

- **You usually write them at the beginning of the sentence/ paragraph.**
- **They are always followed by commas.**

Example:

“How to make an English cup of tea”

Introduction of ideas **First of all**, you have to boil water in a kettle

Sequencing **Then**, you warm the teapot with boiling water.
After that, put some tea (Earl Grey if possible) into the teapot.

Conclusion **Next**, leave it for 2-4 minutes, depending on the tea.

Conclusion **Later**, pour the tea into the cup.

Conclusion **Finally**, you can put some milk into the cup, and your “cuppa” is ready! Enjoy!

To signal time relationship

Beginning

First, initially, to start with, the first step
Second, secondly, the second step
Third, thirdly, the third stage
Then, after that
Next, subsequently, the next step
Finally, the final step

End

Other language forms

Before + verb ing (before visiting the medical doctor, I will...

After + verb ing (after watching the x rays, the doc said.....

Exercise 4

Underline the correct answers.

While taking a history from a patient, you have to follow some steps. ¹**First / Next**, you introduce yourself, identify your patient and gain consent to speak with them. ²**Then / Finally**, you ask what his/her main complaint is, and elicit as much information as you can about signs and symptoms. ³**Finally / Next**, gather information about the patient’s other medical problems, if any. ⁴**Then / First**, you should find out what medications the patient is taking, including dosage and how often they are taking them. At this point it is

a good idea to learn if the patient has any allergies. ⁵**After that / Finally**, gather some information about the patients family history, e.g diabetes or cardiac history. Find out if there are any genetic conditions in the family. ⁶**First / Next**, it is the opportunity to find out a bit more about the patient's background. Remember to ask about smoking and alcohol. Also, find out who lives with the patient. ⁷**Later / Finally**, you complete your history by reviewing what the patient has told you. Repeat back the important points so that the patient can correct you if there are any misunderstandings or errors.

Exercise 5

Here you have some directions to make a chamomile tea, but they have been scrambled. Work with a partner to arrange them and write an appropriate recipe. Don't forget to use the necessary connectors of sequence.

Place the herbs or the tea bag in a tea cup.

Cover your tea cup with another bowl or plate for ten minutes, so that the steam doesn't escape.

Boil some water.

Sweeten your tea.

Pour hot water.

Squeeze the excess water out of the tea bag.

Exercise 6

sore throat	painkillers	fever	antibiotics	a cold	feel dizzy
toothache	runny nose	cough	an allergy	poisoning	
headache	flu	an infection	dress a wound		
penicillin	chest pain	ibuprofen	a rash	vomit	sneezing

Work in pairs and put these words or phrases into groups

Symptoms:

Health problems:

Treatment:



Exercise 7

a) Why is physical examination so important for patient's diagnosis and management?
Take a look at the pictures above and discuss your answer with a partner.

b) Performing an effective physical examination requires the mastery of several techniques. Listen to the audio text and complete the following sentences.

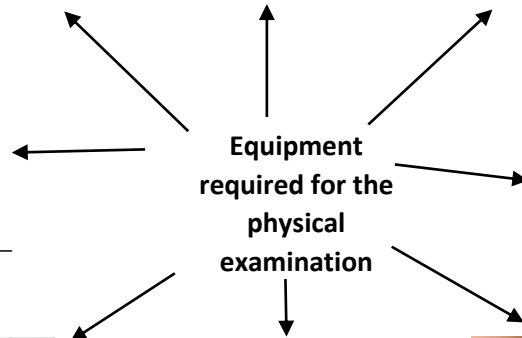
- 1- _____ allows the checking of the patient's breathing.
- 2- _____ are crucial to check organs beneath the abdomen.
- 3- _____ proves to be vital to conduct a general inspection of body parts.
- 4- _____ is useful to evaluate the patient's body language.

Exercise 8

The physical examination is mostly based on Inspection, Auscultation, Palpation, and Percussion and Observation. Therefore, the medical personnel need some tools.

- a) Look at the pictures and identify some of the most frequently used according to the box.

tuning fork – tongue depressor – sphygmomanometer – otoscope – stethoscope –
reflex hammer – flashlight – thermometer



b) Match the devices with their corresponding functions. The pictures above may help you identify what each of them is used for.

___ thermometer

___ tuning fork

___ sphygmomanometer

___ reflex hammer

___ otoscope

1- The traditional device for measuring blood pressure in clinical practice

2- An instrument for measuring a person's body temperature

3- An instrument for examining the ear

4- A device to help assess injuries where bone fracture is suspected

5- An instrument used for listening to the sounds produced by the action of the lungs, heart, and other internal organs

___ stethoscope

6- A medical instrument used to test deep tendon reflexes as part of the neurological physical examination

c) Which of these instruments have you used? In what situations?



What does the cartoon above suggest?

Exercise 9

a) Work in pairs and discuss with your partner the necessary conditions to conduct a satisfactory physical examination.

b) Read the following text about the physician–patient interaction during the physical examination.

Aside from the hospital room and office, physical examination may occur in a variety of other settings where it is difficult to establish privacy and quiet. The best resource available to the physician to set the stage for the physical examination is to communicate respect and a genuine interest in the patient's welfare. The patient **should be addressed** politely and asked to perform the required maneuvers of the examination, a technique far preferable to imperative language such as, "I want you to. ..." Patients should be prepared for unpleasant portions of the examination.

Aside from explanations and reassurance, it is not necessary to maintain a continuous conversation with the patient during the examination. Avoid embarrassing the patient. Be certain that draping material **is used** appropriately and that personal areas are not subjected to undue exposure. An examination that ends abruptly may diminish the value of the doctor–patient relationship and may destroy its therapeutic content. The patient may benefit from a brief summary of relevant findings and may require reassurance about what has and has not been found.

c) Say if the statements are T (true) or F (false) according to the text above. Explain the false ones.

- ___ The examination environment doesn't always provide the necessary comfort for both the patient and the physician.
- ___ Authoritative language is the best way to guide patients during a physical exam.
- ___ Talking nonstop allows the patients to feel more relaxed.
- ___ A brusque end of the physical exam may affect the doctor-patient relationship.
- ___ Patients should not be informed about the findings of a physical exam.

d) Find in the text:

An equivalent for **well-being** _____
comfort _____
covering _____
excessive _____

The antonym of **false** _____
rudely _____
increase _____

Language focus:

Notice that some expressions in the text above have been highlighted. They correspond with a grammatical feature called Passive Voice.

We often use the passive voice when the person or thing that did the action is unknown or irrelevant. In those cases, the agent of the passive voice is not required.

Structure of the passive voice

subject + verb to be + verb in past + doer or
participle agent (not compulsory)

Active voice: Nurses inject many patients every day.

Passive voice: Many patients **are injected** (by nurses) every day.

As you can see, the object of the sentence in active voice, (many patients) becomes the subject of the sentence in passive voice.

Passive voice can be used in interrogative and negative sentences.

Interrogative sentence

Active voice: Do nurses inject many patients every day?

Passive voice: **Are** many patients **injected** every day (by nurses)?

Negative sentence

Active voice: The nurses didn't inject many patients this morning.

Passive voice: Many patients **weren't injected** this morning (by the nurses).

e) Read the passage again and find other structures in which the passive voice (form) has been used.

Exercise 10 Choose the correct words.

- 1- The family doctor (**assisted / was assisted**) more than thirty patients yesterday.
- 2- This hospital (**will repair / will be repaired**) next year.
- 3- Heberprot-P and other important drugs (**have developed / have been developed**) by Cuban scientists.
- 4- My mother (**hasn't been able to find / hasn't been found**) the hypertension pills in any drugstore nearby.
- 5- Miss Brown (**is examining / is being examined**) by Dr. Fuentes right now.

Exercise 11 Write these sentences in the passive form.

- 1- Dr. Alvarez Cambras operated hundreds of patients during his career as an orthopedist.
- 2- This health magazine has recently published an interesting article about type 2 diabetes.
- 3- Dr. Suarez assists many patients in the clinic every day.
- 4- Dr. Carlos J. Finlay discovered the transmission of the Yellow Fever by the Aedes mosquito.

5- The doctor won't order further lab tests.

Exercise 12

a) Listen to this song and complete the spaces in blank

You go to my _____
and you linger like a haunting refrain,
and I find you spinning round in my _____
like the bubbles in a glass of champagne.

You go to my _____
like a sip of sparkling burgundy brew,
and I find the very mention of you
like the kicker in a julep or two.

The thrill of the thought
that you might give a thought to my plea
cast a spell over me.
Still I say to myself: "Get a hold of yourself.
Can't you see that it never can be?"

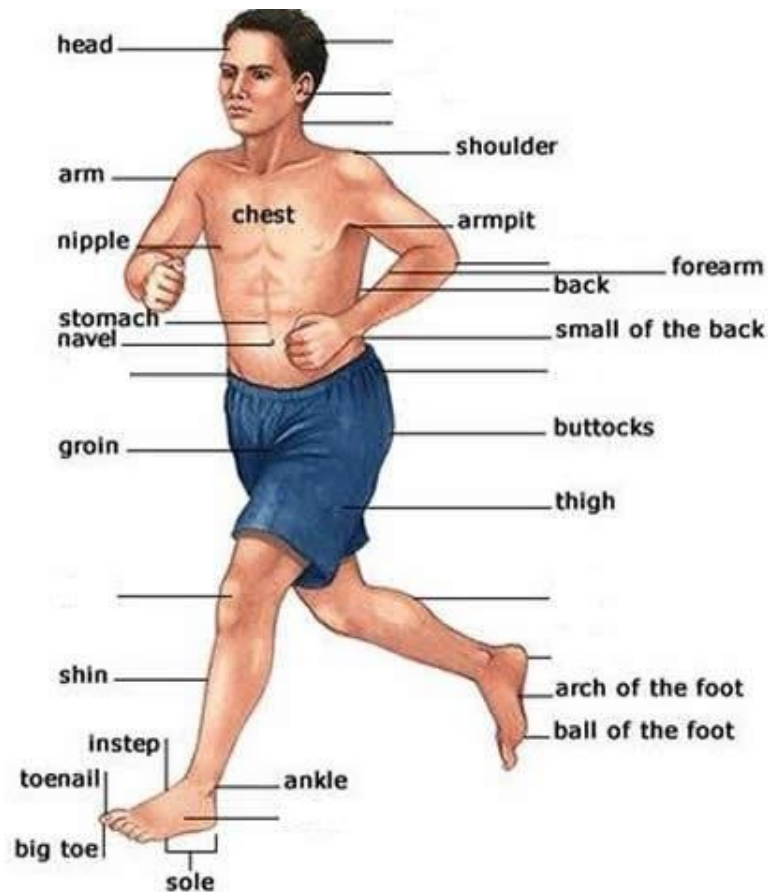
You go to my _____
with a smile that makes my temperature rise;
like a summer with a thousand Julys
you intoxicate my soul with your _____.

Though I'm certain that this _____ of mine
hasn't a ghost of a chance in this crazy romance,
you go to my _____.
You go to my _____.

b) Could you tell what these words have in common?

c) The human body is divided into three important parts. Can you mention them?

d) Identify the missing parts of the body according to the picture. Check your answers with a partner.



e) Work in pairs to answer the following questions:

- Could you name some internal organs?
- Why do you think it is important to know the human body?
-

Professional Profile Exercise 13

University students are usually asked to make oral presentations. Nowadays most of the presentations are done through Power Point slides and the use of data projector. To perform well you should follow certain “rules”.

- a) Describe a presentation you have made.
- b) What makes a good presentation and a bad speaker?
- c) Do audiovisual aids make a presentation more interesting or do they distract from the content of the speech?

Exercise 14 Decide which two of the following you would expect not to find in a presentation slide.

a. different fonts	b. bullet points	c. italics
d. sound effects	e. logos	f. photos
	g. bold texts	

Exercise 15 Read the three presentation slides. Which is the best way of presenting the information? Later in the speaking section you will discuss with your partner why you think this.

GUIDELINE FOR SLIDES

You shouldn't use more slides than necessary. One or two per minute of your presentation will be enough. Don't present information in sentences and paragraphs. Divide it up into individual points. Try not to present more than six points on one slide. You should reduce texts to keywords and phrases: try to have no more than six words per line. Don't forget a graph or chart is easier to understand than a text.

GUIDELINE FOR SLIDES

- 1-2 slides per minute of presentation
- Information in bullet points, not complete sentences
- Maximum of six points per slide
- Reduce to key words and phrases
- Maximum six words for each bullet point
- Graphs and visuals whenever possible

GUIDELINE FOR SLIDES

- 1-2 slides /minute
- Info in points
- Max 6 /slide
- Keywords only
- Max 6 words
- Visuals best

Exercise 16

Reduce the following excerpt of a presentation to five bullet points on one slide.

Primary care services in the UK

Traditionally, care is accessible in primary care from a general practitioner (GP), who typically works in a group practice with a primary healthcare team and has a registered list of patients for whom he will provide a **range** of services. In addition, NHS Direct offers nurse-led telephone advice to patients.

Currently vocational training for general practice involves two years of recognized hospital Senior House Officer (SHO) posts and one year as a General Practice Registrar (GPR) attached to a recognized training practice, following which a certificate of prescribed experience is issued and a GP may apply for a post as a GP principal or non-principal, which would be attached to one or more practices on a salaried basis.

Introducing yourself	Preparing the audience	Delivering the message	Summarizing and concluding
<ul style="list-style-type: none"> - Good morning... - Let me introduce myself. My name ... - I am a specialist in... - English is not my mother tongue, I hope you'll excuse me if I make any mistake 	<ul style="list-style-type: none"> - Today, I will be talking about ... - First, I will talk about... - Then, I will move on to.... - Finally, I will deal with ... - If you do not mind, leave the questions to the end 	<ul style="list-style-type: none"> - Let's start with the background (or rationale) - As you probably know... - I must emphasize... - Referring to visuals, If you look at the graph... - I would like draw your attention to the chart... - To digress a little... - Back to my earlier point... - Right, let's move on now to... - Finally, I would like... 	<ul style="list-style-type: none"> - Before concluding, I would like to summarize the main points again.... - Well, this is all for today. - Any questions? I'll be happy to answer them. - That's all I have to say. - Thank you very much for listening.

Exercise 17

Connect the language with these components of part of the presentation.

Summary	My main point was....
Future work	In the next three years we will ...
Closing	In summary, I have explained....
Main Point	Thanks for your attention
	In the future we are planning to ...
	I therefore recommend....
	Thank you for listening
	In conclusion, I have talked about...

Exercise 18

Choose one the situations below.

Prepare a short presentation of two to three minutes, and include phrases from the language points section.

TOPIC	AUDIENCE	SUGGESTION
Going on a mission overseas	A group of health technicians who will shortly be working overseas as part of their internationalist mission	Way of life People Customs and traditions Health service
The hospital and its service	The board of directors and community leaders	Strengths and weakness of the clinical method Future work
A career in the public health system	A group of senior high school students at a vocational meeting	Responsibilities and tasks Qualifications Career structure Perks

Exercise 19

Group discussion.

Topic: The current Clinical Method. Strengths and Weaknesses.

Now you will gather in four different teams. Two of the teams will refer to the strengths of the clinical method. The remaining two teams will focus on its weaknesses. All teams will provide reasons in support of their position.

Exercise 20

As a medical student you take part in a community project, and you have been chosen to deliver a health talk regarding the importance of physical examination for diagnosis. Prepare a draft to be sent to your professor so that it can be checked for comprehensibility.

REVISION AND EXTENSION 1

Introducing yourself and others
 Food and Nutrition
 Asking questions and talking about daily routines
 Travel and hotel lexis

This Revision and extension section at the end of each semester is an opportunity to recycle most of the key language you have learned in the previous units.

Exercise 1: What information do you need to give when you introduce yourself? Tick as many as you feel pertinent

1	Name		6	Company	
2	Address		7	Responsibilities	
3	Nationality		8	Company Location	
4	Qualifications		9	Purpose of visit	
5	Job title		10	Family information	

1.a Imagine you are in the elevator of a university you are visiting. You recognize that an important clinician who does not know you is standing there. You have the maximum of 30 seconds to introduce yourself and make an impression. Think about what you will say.

Make a pitch. Give a reason for talking to the person. **A pitch** is what you do to make the other person interested in you. Making a good impression is an important skill. People sometimes forget the most important information or they say wrong thing

Exercise 2 You (Student A) are going to ask your partner (Student B) about their day to day life in the hospital. Make subject questions with *Who...* And the phrases in column A

A Questions with <i>WHO</i>	B Your Answer	C Your partner's answer	D Follow up questions
0 usually greet the patients first			What does he/she say?
1 get to the ward first			What time ...?
2 bring snack or something to eat			What kind of ...
3 leave the ward first			What time....?

4 talk to foreign medical students			About what.....?
5 be oldest in the group			How old?

2.a. Answer the questions about your own team (or small group) in column B

2.b Work in pairs . Ask and answer questions. Write your partner's (Student B's) answer in column C . If possible ask follow up questions in column D to complete the information. e.g.

Who usually greets the patients first? Tom does

What does he say to them? Hello everyone/Hi how are you today?

2c Compare your answers to your partner's. How many are the same?

Places in the hospital

Exercise 3 Where would you find the following in a hospital? Fill in the missing letters

- j. All medical files, letters and reports ___EDICAL ___ECORDS
- k. Women having babies ___ABOUR ___AR__
- l. Patients who have just finished undergoing surgery ___ECOVER__ ___RE__
- m. Seriously ill people receiving specialist nursing ___NTENSIV__ ___AR__
- n. Staff and visitors eating area ___ANTEE__
- o. Elderly patients ___ERIATRI__ ___AR__
- p. Stored blood ___LOO__ ___AN__

Exercise 4 Before you read the article, think about the title and try to predict some of the pitfalls the writer will mention. Then, scan the article to see how accurate your predictions were.

PITFALLS OF INTERNATIONAL MEETINGS

Meetings are commonly held every day and in many countries. The purposes of the meetings are varied, ranging from exchanging information to rewarding people and creating opportunities for professional development. Sometimes, healthcare professionals' meetings are held to introduce a new pharmaceutical, a new healthcare technique or present a new idea. Nowadays it is very usual for health care specialties meetings to be held in different countries.

International meetings sometimes present serious organizational and planning problems, all of which undermine the chances of success. A classical problem is the late arrival of congress or conference materials, or that the audio visual equipment is a different format from that requested and the presenter is unable to show his or her DVD's.

Organizers of international meetings are sometimes guilty of making blunders, for instance, when pork is the only meat served to Muslims attending an event, or no social activities are scheduled which usually causes complaints from the European participants. At times, the internal arrangements for the discussion of papers is done through small group discussion and group reports and people are expecting more formal presentations by senior health care professionals.

At international meetings with participants from many different cultures, many unique problems arise. The timing of meals, the selection of menus, and the language of the event, as well as getting the participants materials through customs must be taken into consideration by the organizers. Sometimes, the organizers do not allow the participants who travel long distances sufficient time to rest, physically and mentally before the meeting starts.

Speakers making presentations in English in a country where it is not the national language need to tailor their presentations so that they can be understood by the entire audience or at least be easy to translate.

Task 1: Discussion

What advice could you give an international conference organizer about the specific cultural needs of someone coming from Qatar or any other Arab country you know about? Work in small groups and outline (list) the recommendations. Check your answers with other students.

2. You (Student B) are going to ask your partner (Student A) about their day to day life in the hospital. Make subject questions with *Who...* And the phrases in column A

A Questions with <i>WHO</i>	B Your Answer	C Your partner's answer	D Follow up questions
0 goes to the hospital by car			Who drives him/her there?
1 get to the ward last			What time ...?
2 be online the most			How many hours a day...?
3 leave the ward last			What time....?
4 talk to senior medical students the most			About what.....?
5 be youngest in the group			How old...?

2.a. Answer the questions about your own team (or small group) in column B

2.b Work in pairs. Ask and answer questions. Write your partner's (Student A's) answer in column C. If possible, ask follow up questions in column D to complete the information. e.g.

Who goes to the hospital by car?

Jennifer does

Who drives her there?

Her father does/ her boyfriend/ an old friend

2c Compare your answers to your partner's. How many are the same?

Exercise 5. Read the list of some of the most important 50 places in Cuba. Tick any places you have been to and choose three places you would like to visit

50 places in Cuba you should go before you die

1. Viñales Valley	27. Trinidad (UNESCO world heritage)
2. Milanés theater	28. Iznaga Valley
3. Las Terrazas community	29. Cayo Coco resort
4. Mariel development zone	30. Jardines del Rey seaside resort
5. San Diego spa	31. Camaguey historical center
6. Soroa resort center	32. Cúcalambe Local Fest
7. Isle of Youth Model Prison	33. Chorro de Maita archeological center
8. Bibijagua black beach	34. Guadalavaca beach
9. Old Havana	35. Biran (Castro's home birthplace)
10. Havana Botanical Gardens	36. Loma de la Cruz, Holguín city
11. Fine Arts museum	37. La Demajagua sugar mill
12. Havana University	38. Bayamo city
13. José Martí Home birthplace	39. Mayarí 2 nd Front
14. Morro- Cabaña Fortress complex	40. El Cobre sanctuary
15. Alicia Alonso Theater	41. The Great Stone
16. Colón Cemetery	42. Turquino peak
17. Bacunayagua Bridge	43. Sta Ifigenia Cemetery
18. Varadero Beach	44. Moncada Garrison
19. Playa Giron	45. Cespedes park in Santiago de Cuba
20. Guama resort center	46. Enramada Street
21. Che Guevara's memorial	47. La Isabelica coffee plantation
22. Martha Abreu Central park	48. Baracoa Table Mountain
23. Cienfuegos Boulevard	49. La Farola highway
24. Topes de Collantes	50. The Malones Lookout point at the illegal US Naval Base
25. Jagua hotel and del Valle palace	
26. Remedios town	

5.a Work in groups. Tell the other students about the places you have been to and the three places you would like to visit

Exercise 6 What do the following word combinations indicate?

Red cheeks a black eye blue lips a red nose yellow teeth green hair

Complete the sentences below using an expression from above

1. He's smoked for the last 29 years. He's got _____
2. I think he's been fighting. He's got _____
3. Meg is really cold. Look, she has got _____
4. It seems they have been drinking a lot. They've got _____
5. She's always in the latest fashion. That's why she has got _____
6. He has been walking for the last four hours. He's got _____

Exercise 7

Who eats healthier food? Men or women? Look at the table below which compares eating habits for men and women in England and then discuss these questions with another student.

1. Which of the eating habits are healthy? Which ones are unhealthy? Why?
2. Which group has a healthier diet, men or women? Why?

<i>EATING HABITS</i>		
ENGLAND	Percentage	
	Women	Men
1. Eat vegetables or salad at least daily	70	64
2. Add salt in cooking	68	67
3. Usually drinks skimmed/semi-skimmed milk	66	60
4. Eat fruits at least daily	54	44
5. Eat high-fiber cereal	44	37
6. Take sugar in coffee	31	48
7. Take sugar in tea	27	46
8. Usually eat wholemeal bread	27	21
9. Eats confectionary at least daily	17	19
10. Use solid cooking fat	13	14

- a. Work in pairs to discuss the following questions
 1. What are your favorite and least favorite foods?
 2. If you invite a friend round for a meal, what are you likely to offer him/her?
 3. What special dish from your country would you recommend to a visitor?

Exercise 8. Here is a list of services described in the hotel brochure. Work on your own. After answering the questions, compare yours with the other classmates.

WELCOME TO THE INTER HOTEL



ROOM SERVICE. For everything you would like to request, please use the telephone in your room. Breakfast only is served in the bedroom



TEA & COFFEE. There are tea and coffee making facilities in all the bedrooms

22.00 – 6.30

NIGHT PORTER. The night porter has a supply of drinks if you need something after the bar has closed and he/she is on call throughout the night



CAR PARKING. The car park of the hotel is available to all guests but we regret that no responsibility can be taken for cars left in the car park



DOCTOR. In an emergency, private medical care can be obtained by contacting the Housekeeper, Reception office or Duty manager



LAUNDRY. A same-day service is available Friday to Wednesday. Any clothes handed to the Hall Porter before 10.00 am will be returned the same evening



THEATER TICKETS. These can be obtained by contacting the Reception office



TRANSPORT. For car rental, travel information and taxi service, please contact Reception or the Hall Porter



VALUABLES. Valuables should be deposited at the Reception office and a receipt obtained for them is provided. Otherwise, the management cannot accept responsibility



MONEY CHANGE. The Reception office will arrange the change of foreign currency and will cash traveler's cheques. There is an ATM service outside of the hotel



SHOE CLEANING SERVICE. There are shoe cleaning machines on the second and fifth floors

FIRE INSTRUCTIONS

Please read the Fire Notice on display in your room

Exercise 9. Reading check

1. Which meals are not served in a guest's room?
2. Who cleans the guests' shoes?
3. Who is responsible for any cash kept in a guest's room?
4. Who should be contacted in a medical emergency?
5. Where are the fire instructions situated?
6. Who is in charge of any uncommon situation at night?

REVISION AND EXTENSION 2

Clinical history basic points, completing charts

Present perfect

Asking questions at a consultation office

This Revision and extension section at the end of each semester is an opportunity to recycle most of the key language you have learned in the previous units.

Exercise 1 As you are a third-year student and you spend most of the time in the hospital or clinic, it is important to know some basic vocabulary. Could you write the equivalent in your first language?

- 1) Casualty Department, Emergency Room _____
- 2) Out-patient's room _____
- 3) Clinical Laboratory _____
- 4) Shift handover _____
- 5) X Ray Department _____
- 6) To be on call _____
- 7) General Practitioner _____
- 8) General Comprehensive Medicine _____
- 9) Family Doctor's office/ consultation _____
- 10) Public Health _____

Exercise 2a. SPEAKING

Student A. Work together with another Student A.

You are going to play the role of a patient admitted to hospital. Invent the following details

Full name

DOB

Family history

Occupation

Marital status

Smoking and alcohol intake

Medical History

Next of kin

Reason for admission

Allergies

PATIENT RECORD	
Surname	
First name	
Gender	M F
DOB	
Place of birth	
Occupation	
Marital status	
Next of Kin	
Contact number	

Smoking intake	
Alcohol intake	
Reason for admission	
Medical history	
Family history	

Exercise 3. Read and Comment

In your home country, are prescriptions necessary for all medications? Who can write a prescription? Discuss other customs and laws for medications.

Educate yourself about OTCs

Who’s never had a cold? Where is the baby who hasn’t suffered from teething woes, or the adult who hasn’t had sore muscles or a headache, or an itchy rash from a food allergy?

No one gets through life without a little pain and suffering, not bad or serious enough to visit the doctor, but bad enough to seek relief on the pharmacy shelf.

What are OTCs?

Over-the-counter medicines, referred to as “OTCs” are medicines you can purchase without a doctor’s prescription, simply by going to the nearest drugstore and choosing them yourself. Many of us make our choices based on words of mouth, advertisements, or by reading medicine package labels.

Thousands of drugs are available over the counter, and it is important to be careful when choosing or taking them. Here are some important facts about OTCs:

1. OTCs are drugs. Just because they are available without a prescription doesn’t mean they are harmless
2. Many OTCs have side effects
3. Mixing medications may be dangerous. Many OTCs can interact or interfere with the effects of your prescription drugs or with other OTCs

How to use OTCs safely?

Read package labels carefully. Be sure you understand warnings. Don’t exceed the recommended dosage. When in doubt, ask the pharmacist or your doctor for advice. It’s your responsibility but the druggist and the doctor can help

Exercise 4 Work on your own. Michel and Chaz are responsible for organizing an international medical student congress. You are Michel Student B is Chaz. Choose three things on your list you have already/just done and three things you have not done yet. Think of a different reason why you haven’t done each thing

Michel's list

Phone the press for publicity

Check that all delegates' rooms are ready

Check the data show projectors work well

Set the tables with the delegates' names

Brief the security officers about the foreign participants

Chaz's list

Hire a fleet of taxi to collect participants at the airport

Confirm that chicken, fish and veal will be served for meals

Arrange the list of participants in alphabetical order

Pack the basic sciences books

Have a meeting with the congress volunteers

Look at Chaz's list. Make questions with the present perfect using *yet*

e.g. Have you talked to the other roommates yet?

Check with your partner. Ask questions and he has not done something, ask why.

Exercise 2b. SPEAKING

Student B. Work together with another Student B.

You are going to play the role of a medical doctor. Ask the corresponding questions and complete the chart below

Full name

DOB

Occupation

Marital status

Reason for admission

Allergies

Smoking and alcohol intake

Family history

Medical History

Next of kin

PATIENT RECORD	
Surname	
First name	
Gender	M F
DOB	
Place of birth	
Occupation	
Marital status	
Next of Kin	
Contact number	
Smoking intake	
Alcohol intake	
Reason for admission	
Medical history	
Family history	

Exercise 5 WRITING

Patient summary

1. Read this summary about Abdul al Hekim.

Abdul al Hekim was admitted with lots of bruises after falling from a second floor and hitting his head. Mr al Hakim was born in 1994. He is married to three wives and has four children. He works as a night manager in a hotel. His next of kin is his brother Yusuf. He can be contacted on 0072341689. Mr al Hekim does not smoke. He never drinks alcohol. He is only allergic to penicillin. There is a family history of diabetes on his mother's side

5.a Write a similar summary about Ms. Indira Singh using the information on the patient record below

PATIENT RECORD	
Surname <u>Singh</u>	First name <u>Indira</u>
DOB <u>2/9/85</u>	Gender M <u>F</u>
Occupation <u>Teacher</u>	
Marital status <u>Single</u>	
Next of kin <u>father Rahiv</u>	
Contact number <u>0657233341</u>	
Smoking intake <u>n/a</u>	
Alcohol intake <u>5-7 glasses of beer per week</u>	
Reason for admission: <u>suspected fractured leg</u>	
Family history <u>heart disease (Mother's side)</u>	
Allergies <u>nuts</u>	

Exercise 6. VOCABULARY EXERCISE

Match the term on the right with the corresponding definition on the left

a) Radiology	1- The specific treatment with drugs of parasitic infections
b) Epidemiology	2-The science which deals with bacteria
c) Chemotherapy	3-The science of x-ray technique applied (diagnostic or therapeutic)
d) Physiology	4- The branch of science concerned with immunity and its phenomena
e) Bacteriology	5- The study of disease and disease attributes in defined populations
f) Immunology	6- Biological science concerned with origin and development of the embryo
g) Embryology	7-The study of the phenomena presented by living organisms and classification of these phenomena

4b. Work on your own. Michel and Chaz are responsible for organizing an international medical student congress. You are Chaz Student A is Michael. Choose three things on your list you have already/just done and three things you have not done yet. Think of a different reason why you haven't done each thing

Chaz's list

- Hire a fleet of taxi to collect participants at the airport
- Confirm that chicken, fish and veal will be served for meals
- Arrange the list of participants in alphabetical order
- Pack the basic sciences books
- Have a meeting with the congress volunteers

Michel's list

- Phone the press for publicity
- Check that all delegates' rooms are ready
- Check the data show projectors work well
- Set the tables with the delegates' names
- Brief the security officers about the foreign participants

Look at Michel's list. Make questions with the present perfect using *yet*

e.g. Have you phoned the press yet?

Check with your partner. Ask questions and he has not done something, ask why.

Exercise 7a STUDENT A

Work on your own. Read the information for conversations 1 and 2. Decide what you want to say in each conversation

1. You are a patient. You have just moved to a new city and you are going to see a doctor for the first time. You have no appointment. You are very stressed and you've been having some health problems. Decide on your symptoms and say how long you have had them.
2. You are a GP. You have already seen your next patient twice this month, but you think there was nothing wrong with him/her. The last time you saw him/her, you prescribed some paracetamol. Ask the patient what his/her symptoms are. Then decide on what treatment you will give.

Work with a partner. Role play the conversations. Your partner starts conversation 1 with his own idea and words. Then you follow according to the context

Then, tell the others in class about the treatment the doctor suggested. Say if you were happy with the doctor's advice and ways of handling your case: Why?

Reading DIFFERENT CULTURES how they see some health-related issues

Exercise 8 Read these comments about some issues related to cultural issues which health professional must take into account

As I am originally from the West Indies, or the Caribbean as some people call it, I feel uncomfortable to answer intimate questions even though my doc has said that everything between us. I have been misinterpreted for the lack of eye contact when talking to people, but in my village, where I grew up, this is a sign of respect

I was born in India; I am a Hindu. In my culture, there are dietary restrictions as you may find in other cultures. As the cow is a sacred animal in my country, we do not eat beef or veal. Most Hindus prefer to die at home and not in a hospital or health institutions. The body of a dead Hindu should not be touched by non-Hindus. All adults are cremated

I am Muslim, our religion is Islam. Drinking alcohol or eating pork is prohibited. We can only eat meat which is prepared in the halal fashion. The greatest period for all Muslim is the Ramadan when we should fast during the day and avoid any sexual relations. According to Muslim rules, sick people must not fast during Ramadan and some refuse to take their medication.

My family is Jewish. There are certain dietary restrictions such as pork, rabbit and shellfish. When we eat meat, it must be prepared in the kosher fashion. There are some liberal Jews who do not follow these dietary restrictions. Regarding post mortem, they are not allowed except if they are legally required

8.a Work in pairs and underline the correct alternatives in the sentences below

1. *All / Some* Muslim will not take medicine during Ramadan
2. Beef insulin should *not be / can be* offered to Hindus
3. Making too much eye contact is a sign of *respect / disrespect* for Caribbean people
4. Pork is considered a *proper / unwanted* food for Jews and Muslims
5. Adult Hindus prefer to be *buried / cremated*

Now, give examples of aspects of your own culture. State why it is important to you

7b STUDENT B

Work on your own. Read the information for conversations 1 and 2. Decide what you want to say in each conversation

1. You are a medical doctor. Your next patient has recently moved to the neighborhood and you have not seen him/her before. First try to get as much information as possible about his/her (job, family, etc) Then, ask about his/her symptoms and decide on the correct treatment
2. You are a patient. You have been to the doctor twice this month, but you feel the doctor has not been very helpful. You were told to take some paracetamol. Decide on the symptoms you are feeling and decide if you have had these symptoms before

Work with a partner. Role play the conversations. Your partner starts conversation 1 with his own idea and words. Then you follow according to the context

Then, tell the others in class about the treatment the doctor suggested. Say if you were happy with the doctor's advice and ways of handling your case: Why?

Exercise 9 It will be good to establish a set of definitions for *health, public health* and *global health*.

Most people think of health from the individual perspective as “not being sick”. People also talk about the term global health considering that the health of people everywhere must be a concern to all of us, and finally they refer to public health only as the organization of medical and nursing service. Work on your own and match the definition according to the term

TERM	DEFINITION
1. Health	a. The science and the art of preventing disease, prolonging life and promoting physical health and mental health and efficiency through organized community efforts towards a sanitary environment
2. Public Health	b. Area of study, research and practice that places a priority on improving health and achieving equity in health for all people worldwide. A synthesis of population based prevention with individual level clinical care
3. Global Health	c. A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity

a Give examples to explain your decision

b Work on your own. Read the following *Global Health* quotes and express the one you like best and later share your ideas and feelings about them with your classmates

Of all forms of inequality, injustice in health care is the most shocking and inhumane

Martin Luther King Jr

... class differences in health represents a double injustice: life is short where its quality is poor

Richard G Wilkinson

The doctor of the future will give no medicine, but will interest his patients in the care of the human frame, in diet and in the cause and prevention of disease

Thomas A Edison

It is health that is real wealth and not pieces of gold and silver

Mohandas K. (Mahatma) Gandhi

Prevention is better than cure

Desiderius Erasmus

LISTENING TRANSCRIPTS

Unit 1

Tom: Excuse me. Are you Sheila Brown?

Sheila: Yes, I am.

Tom: Hello, I'm your new neighbor Tom. Tom Davis.

Sheila: Oh, hi Tom. Nice to meet you.

Tom: Nice to meet you too.

Sheila: Welcome to the building.

Tom: Thanks. See you later.

Unit 2

Celia: Hello

Ana: Hello, Celia

Celia: How are you?

Ana: Fine, fine, thanks. Celia, did you prepare the trolley for the ward dressings?

Celia: I'm preparing the trolley now.

Ana: Now? You must hurry, it's almost time. How are you washing it?

Celia: With soap and water.

Ana: Won't you dry it?

Celia: Yes, of course

Ana: OK. By the way, do you remember some of the things you can find in a dressing pack?

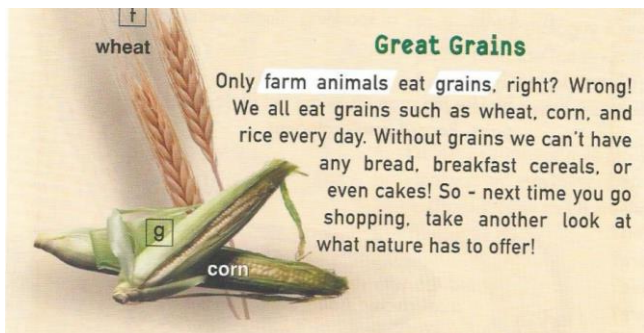
Celia: Some sterile materials.

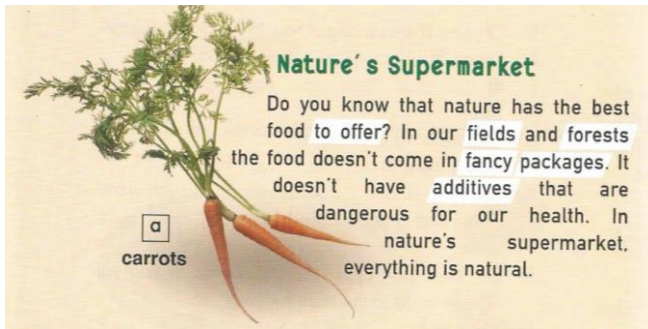
Ana: That's OK. Don't forget that Mr. Thomas's stitches should be removed today. What will you need?

Celia: Yes, cotton, dressing, towels, folded gauze, some surgical instruments, some kinds of scissors

Ana: That's right Celia. You're doing fine. Celia: Thank you.

Unit 3

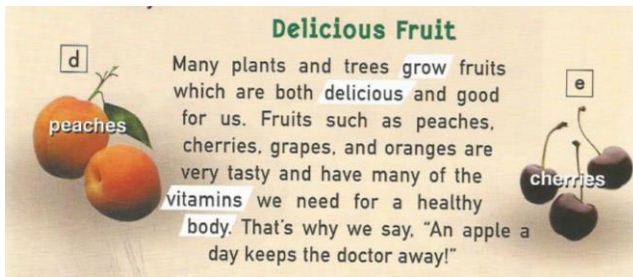




Nature's Supermarket

Do you know that nature has the best food to offer? In our fields and forests the food doesn't come in fancy packages. It doesn't have additives that are dangerous for our health. In nature's supermarket, everything is natural.

a
carrots

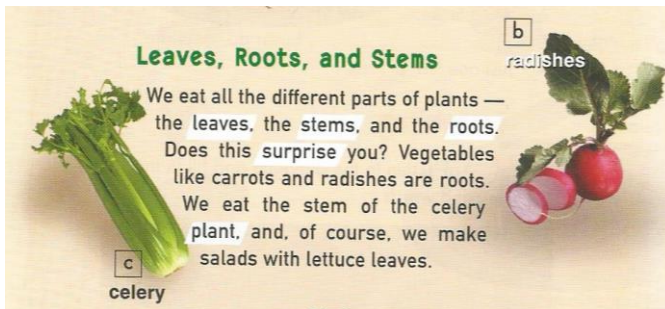


Delicious Fruit

Many plants and trees grow fruits which are both delicious and good for us. Fruits such as peaches, cherries, grapes, and oranges are very tasty and have many of the vitamins we need for a healthy body. That's why we say, "An apple a day keeps the doctor away!"

d
peaches

e
cherries



Leaves, Roots, and Stems

We eat all the different parts of plants — the leaves, the stems, and the roots. Does this surprise you? Vegetables like carrots and radishes are roots. We eat the stem of the celery plant, and, of course, we make salads with lettuce leaves.

c
celery

b
radishes

Unit 5

Conversation 1

Bob: Do you know where we can get a taxi

Carlo: Yeah, down there. See the café on the corner? There is a taxi rank opposite. You can't miss it.

Conversation 2

Dan: You should go to New York for your holiday

Tim: Really? Isn't it very noisy and unsafe?

Da: No, not at all. When we were there, we stayed in a beautiful hotel. You know the Empire State building?

Tim: the really high skyscraper?

Dan: Yes, we stayed a couple of blocks from there

Tim: Mmm, sounds good

Dan: Yes, we did loads of stuff. Went to art galleries.... They were packed! The shops.... they were amazing! It was the best holidays.

Conversation 3

Lorna: How was your trip?

Anne: Terrible. It was the worst weekend.

Lorna: Oh no. what happened?

Anne: Everything went wrong. We got to the hotel and it was closed and empty. So, we went to another hotel... it was really noisy; we went out to a restaurant in the evening; it was disgusting! It was just terrible

Conversation 4

Sam: I am looking for Mr Kay's office

Vicky: Sure. You know where the big meeting room is? Go past that and it's on the left.

Conversation 5

Bella: Excuse me, is there a good restaurant round here?

Meg: Yes, there is a great Italian restaurant about five minutes from here. Go up this hill and when you see a small bookshop, turn sharp right and it's behind there

Unit 6

Virtual Reality is already being used in many ways -in medicine, entertainment and design. But VR is not yet very realistic. As techniques improve, though, VR could seem so real that you could live a virtual life -having many of your experiences through VR. For example, virtual travel systems could take you on a virtual holiday, letting you experience other parts of the world through a VR headset

Some people even think that VR headsets might be replaced by DNI -Direct Neural Interface- that would stimulate your brain cells to give you a virtual experience. A brain implant would work in a similar way, but would give you special skills, like being able to speak a new language or play an instrument without having to learn it.

Unit 8

Laura: Well Annie, **I think** Alexander Fleming was a very outstanding personality in the world because of his discovery of penicillin.

Annie: Errr, not only because of this Laura. **In my opinion**, the discovery of the world's first antibiotic substance benzyl penicillin (Penicillin G) from the mould *Penicillium notatum* in 1928, has probably been his most outstanding result, but there were many other interesting things that happened in his life which made him become famous.

Laura: Could you please tell me more? I am very interested. I don't know much about him; I mean, what were some of those "**other interesting**" things?

Annie: To begin with, I think that he shared the Nobel Prize in Physiology or Medicine in 1945 with Howard Florey and Ernst Boris Chain. He wrote many articles on bacteriology, immunology, and chemotherapy. Besides, Fleming was knighted for his scientific achievements in 1944. In 1999, he was named in *Time* magazine's list of the 100 Most Important People of the 20th century. Another important issue is that the Royal Polytechnic Institution (now the University of Westminster) has named one of its student halls of residence *Alexander Fleming House*, which is near Old Street Underground in London.

Laura: And how do you know so many things about him? Is he one of your favourites?

Annie: To tell you the truth Laura, I love reading and I have always been very interested in science and discoveries; especially, if they are related to medicine. That's why I decided to study it.

Laura: I see. That's why you are very clever. It has been a pleasure to share with you.

Annie: Thank you. I will tell you more some other time, perhaps. Bye

Unit 9

Listening 1

Robert: Linda! Is that you?

Linda: Robert!

Robert: You look fantastic!

Linda: So do you.

Robert: I can't believe it... after all these years.

Linda: Almost fifteen.

Robert: And... Are you still living here in London?

Linda: Yes. And what about you?

Robert: I just moved back here.

Linda: Really? You're a joking!

Robert: I was told that you went to university. So, what do you do?

Linda: I'm a dentist. I work with children. And you?

Robert: Well, I'm a biomedical engineer. I work and design biomedical equipment.

Linda: That sounds very interesting.

Robert: Yes, indeed. By the way, my son Luis likes sucking his thumb when sleeping. What's your advice?

Linda: You'd better bring him to the clinic. This is my mobile number. Call me.

Robert: Thanks, Linda. It's nice to see you again.

Listening 2

Samantha: Is anything the matter, Ramon? You look terrible.

Ramon: That's because I don't feel good.

Samantha: Oh? What's wrong?

Ramon: I have a loose filling and one of my back teeth is just broken.

Samantha: Are you in pain?

Ramon: Yes, and it's bothering me.

Samantha: Why don't you go to the dentist now?

Ramon: I can't. I have an important meeting in ten minutes.

Samantha: Perhaps you should take something for the pain. I have some analgesics in my office. Want me to get them for you?

Ramon: Yes, please. Maybe it'll help. Thanks.

Unit 10

Anne: Have you read this newspaper article? It says that laughter is good for you.

Bill: Yes, everyone knows that. What makes you laugh?

Anne: Well, lots of things. Sometimes when I feel very happy I laugh for no reason!

Bill: That's good - people who feel sad or worried all the time get ill more often. I feel a bit stressed out today though - I've got my driving test tomorrow!

Anne: Have you? Good luck! Don't worry, I'm sure you'll pass without any problems.

Bill: I hope so. My friend was so nervous when she took hers that she couldn't start the car!

Unit 11

Lucy is sitting at her desk in her office. She can hear unusual footsteps in the corridor. Her co-worker, Andrew, comes into their office jumping on one leg. He looks uncomfortable and tired.

A: Oahu! (tiredly)

L: What's the matter with you?

A: Oh... I had a small accident.

L: A small accident? It looks like you broke your leg.

A: Yeah. I did break my leg.

L: How did you break your leg?

A: I fell off a skateboard.

L: Do you have a skateboard?

A: No. It was my friend's skateboard.

L: Does it hurt? (While she touches the cast on his leg)

A: Oooh! Yes. It hurts. Please, don't do that.

L: Sorry... Can I sign your cast?

A: Yes, sure. Please, be gentle. (She signs). Thank you.

Unit 12

GIVING A PHYSICAL EXAMINATION

For providers of medical care

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

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

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

of the patient's breathing.

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

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

LANGUAGE RESOURCE BANK

Way for asking for an opinion	ways of giving an opinion
What do you think about...? How do you feel about...? What is your opinion about ...?	I feel that ... I believe (that) I think people should As I see it , ... In my opinion, people.....

Ways of filling in pauses in a conversation	Usage
Well, yes I think ... I do not know much about that, you see , I have just started	Explanation pause to think
You know , it is likely that He seemed not to understand, I mean , he did not answer	Hesitation explanation
Er/Um , ... Let me see, Let me see Let me think for a moment	Hesitation at the beginning

Ways of expressing possibility and uncertainty
I am quite sure about that... It is likely that It is possible that ... You cannot be certain about ... I think that might

Ways of asking for advise	Ways of giving advise	Ways of making suggestions
What should I do? What do you think I should do?	You should probably... You´d better be... I think you ought to Do not answer immediately	Why don´t you... You could try.... Instead How about ...

Ways of expressing feelings and emotions	
How do you feel about ...? What are your feelings about ...?	I really feel bad/sad/upset/happy/glad about this This makes me feel very great/terrible/awful/ I like/dislike/prefer/hate

Ways of speculating
Perhaps/Maybe the intention was It is possible that We might/may It is difficult to say but

Ways of expressing wishes and hopes	
I wish I had more time to complete my dissertation I wish they would	I hope it will happen soon We hope to work in a place with better conditions

Eliciting further ideas	Asking for extra information
Can you please tell me more? I am not sure what you mean Do you mean that? Could you give me an example? How do you know that?	Where were they from? Why did you do it? How did you find them? What was your conclusion?

Ways of evaluating past actions/and the course of events
She shouldn't have left the child alone They should have told their relatives about their marriage She was right/wrong to do that He could have locked the door properly

Explaining what you need	
Saying you do not know the name of something	Describing what something looks like
I am sorry, I have forgotten what it is called I am sorry I don't know the word for it I can't remember what it is called	It is a type of (liquid) It has got a hole in the end They look like It is made of porcelain
Describing what something is used for	It is something for making... You use it when you want to get rid of It is a stuff for getting marks off your clothes

Reactions to entertainment	
I thought it was ... The best part was when... What I really liked was	I was really impressed by What struck me most was ... The acting was (brilliant, thrilling) The photography was (dreadful, mediocre)

Feelings about the future	
Oh, I am really (nervous, worried, anxious) about it	I am really looking forward to it I am quite confident about it I'm not that worried about it

Reporting statements, questions and responses
He stated <i>that ... (statement)</i> She told him <i>that... (statement)</i> He declared <i>that ... (statement)</i> She remarked <i>that ... (statement)</i>
She inquired <i>whether... (question)</i> He wondered <i>whether... (question)</i> They wanted to know <i>whether... (question)</i> He asked her <i>whether... (question)</i>
He replied that ... (response) He said that ... (response) He admitted that ... (response) He denied that ... (response)

Several uses of the verb GET

Get= become	Get=travel/arrive
Get lost Get angry Get fed up with something Get older Get better	Get around Get home Get to work Get to school Get back from somewhere
Get= receive/obtain	Other phrases
Get a job Get a phone call Get a present Get a degree Get a message Get something to eat/drink	Get in touch Get into trouble Get rid of something Get to know someone Get on well with patients

Prepositions with adjectives

It is very common to find some prepositions with adjectives. After the preposition we often use a noun, a pronoun or verb(ing)

Good at (drawing) Interested in (politics) Pleased with (her request) Keen on (collaborating) Fed up with (her gossips) Upset about (his service)	Bad at (skating) Concerned about (the winds) Angry with (him) Nervous about (making oral presentation) Surprised by (the sudden storm) Scared of (the thunder)
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Some Gradable and Strong adjectives

The strong adjectives usually include the degree of very (more than)

Gradable adjectives	Strong adjectives
Good	Brilliant, fantastic
Bad	Terrible
Tired	Exhausted
Big	Huge
Difficult	Impossible
Frightened	Terrified
Surprised	Amazed
Angry	Furious
Cold	Freezing
Hot	Boiling
Small	Tiny
Happy	Delighted
Dirty	Filthy
Interested	Fascinated
Beautiful	Gorgeous

We can use adverbs such as : very, extremely and incredibly with the gradable adjectives

We can also use the adverb absolutely with the string adjectives but not with gradable adjectives

The adverb really can be used with both: gradable and strong adjectives

On Travel

WordReference Random House Learner's Dictionary of American English and the Collins Concise English Dictionary on **Travel, trip, journey, voyage and tour**

Travel: to go from one place to another, as by car, train, plane, or ship. e.g. They traveled all night. They traveled the world and the seven seas.

Trip: a traveling from one place to another . Trip is the general word, indicating going any distance and returning, by walking or any means of locomotion, for either business or pleasure

Compare trip and travel. For a particular amount of traveling, the noun trip is usually used: I hope you had a pleasant trip. The trip took ten hours. The word travel is more often used as a non-countable noun to refer to the general idea of traveling. When travels is used, it refers to a journey or trip that has many stops or involves many places

Journey: a traveling from one place to another, usually taking a rather long time;

Voyage is travel by water or air, usually for a long distance and for business or pleasure

Tour: a traveling around from place to place, a long journey including the visiting of a number of places in sequence, esp. with an organized group led by a guide.

Phrasal verbs related to travel

Get around – travel to different places in the same city or town

Pick someone up – go to collect someone at a place to take him/her where the person wants

Set off – start a journey

Check in – go to a desk (reception or at the airport) to confirm you have arrived

Check out – go to the hotel reception to pay your bill before leaving
 Go away- leave your house to spend some time in another place
 See someone off – go to a place where the person is (airport, train station, etc) to say goodbye

ON WORD BUILDING

On prefixes

PREFIXES	ADJECTIVES, NOUNS OR ADVERBS
UN-	Kind, familiar, fair, friendly, qualified, forgettable, used, certain, likely
DIS-	Honest, comfort, advantage, loyal, obey, approve, satisfied
IM-	Patient, possible, probable, perfect, practical, polite, personal
IN-	Correct, complete, efficient, sane, visible, tolerant, convenient
IR-	Responsible, regular, rational, relevant
IL-	Legal, legible, literate, logical
NON-	European, fiction, member, smoker,
MIS-	Understand, calculate, pronounce, spell, informed,
UN-	Tie, do, roll, cover, lock, screw, fold,
DE-	Frost, centralize, colonize, magnetize

On suffixes

ADJECTIVES, NOUNS OR ADVERBS	SUFFIXES
Pain, harm, hope, meaning, use, success, power, care	-FUL
Water, sound, bullet, rain,	-PROOF
Young, strong, red, thirty, old,	-ISH
Break, teach, enjoy, rely, avoid, profit, understand	-ABLE
Pain, hope, top, price, home, sound, worth,	-LESS
Mother, hour, coward, day, year, week,	-LY
Poison, courage, ambition, religion,	-OUS
Music, nation, history, culture, crime, finance, profession	-AL
Hero, specify, romance, system, poet,	-IC

SYNONYMS.

Mostly used for not repeating the same word when writing or speaking. The ones on the right may be somehow considered as cognate words

Sure	Certain
behave	Act
Lucky	Fortunate
Show	Reveal
Huge	Enormous
Wonderful	Brilliant
Awful	Terrible
Approach	Attitude
Spot	Notice
Make up your mind	Make a decision
Choose	Select
By chance	Accidentally

Common collocations on containers

A bottle of	Beer, milk, olive oil, water
A bag of	Potatoes, sweets, chips (UK crisps)
A tin of	Tuna, sardines, soup, beans
A box of	Chocolate, tissues
A can of	Beer, lemonade
A carton of	Milk, orange juice, soup
a packet of	Biscuits, sweets, beans,
A jar of	Honey, jam, marmalade

Marmalade is made of citrus fruit (orange, guava, tangerines, etc)

Jam is made from soft fruits (strawberries, mango, etc)

Understanding American and British English

USA	UK
Apartment	Flat
Elevator	Lift
The John (toilet)	The loo
Garbage	Rubbish
Closet	Cupboard
Cookie	Biscuit
The Fall	Autumn
Downtown	Town centre
Dating	Going out
Baggage	Luggage
Vacation	Holidays
Zip code	Post code
Bar tender	barman
Movie theater	Cinema
Schedule	Timetable
Public school	State school
One-way ticket	Single
Mailman	Postman
Cab	Taxi
Truck	Lorry
Bus	Bus or Coach
Trailer	Caravan
Pants	Trousers
Shorts	Underpants
Suspenders	Braces
Panti-hose	Tights
Are you through?	Have you finished?
A flat	A flat tyre or puncture
YIELD	GIVE WAY
Can you give me a ride?	Can you give me a lift?

Glossary of layman and medical terminologies

By Raiza Texidor Pellón and Daniel Reyes Miranda

Layman Terms	Medical Terms
Absence of menstrual period	amenorrhea
Bad breath	halitosis
Backbone	spine, spinal cord, vertebral column
Baldness / hair loss	alopecia
Balls, nuts	testicles
Belching, farting	flatulence
Belly / tummy	abdomen / stomach
Bleeding	hemorrhage
Bowel	intestine
Breathlessness / short of breath	dyspnea
Breastfeeding	lactation
Broken bone	fracture
Bruise	ecchymosis, contusion
Canker sore	mouth ulcer
Chicken pox	varicella
Climax, to come	orgasm
Coryza	rhinitis
Deafness	loss of hearing
Difficulty in swallowing	dysphagia
Dizziness	vertigo
Earache	otalgia
Face ache	neuralgia
Fainting	syncope
Fever	pyrexia
First period	menarche
German measles	rubella
Give birth	deliver a baby
Gum	gingiva
Gumboil	abscess
Heart attack	myocardial infarction
Hay-fever	allergic rhinitis, pollinosis
High blood pressure	hypertension
Indigestion / upset stomach	dyspepsia
Itching	pruritus
Jaundice	icterus
Jawbone	maxilla
Lockjaw	tetanus

Loose motions	diarrhea
Loss of appetite	anorexia
Loss of memory	amnesia
Loss of the sense of smell	anosmia
Loss of vision	blindness
Lump	tumor
Miscarriage, spontaneous	abortion
Nail biting	onychophagia
Mumps	parotitis
New born	neonate
Painkiller	analgesic
Pain on intercourse	dyspareunia
Pass water / piss	void / urinate
Phlegm	sputum
Piles	hemorrhoids
Pink eye	conjunctivitis
Private parts	genitals
Runny nose	rhinorrhea
Sexual intercourse	coitus
Short-sight, to be short-sighted	myopia, myopic
Sleeping pill	sedative
Stool	feces
Stroke, thrombosis	apoplexy, cerebrovascular accident
Sugar	diabetes mellitus
Sweating	perspiration
Swelling	edema
The pill, oral	contraception
The itch	scabies
Tooth decay	dental caries
Vaginal discharge / whites	leukorrhea / leucorrhoea
Dizziness	vertigo
Vomiting / throw up	emesis
Wart	verruca
Waterworks	urinary tract
Weakness	asthenia
Whooping cough	pertussis
Windpipe	trachea
Womb	uterus

List of Irregular Verbs

Base form - past simple - past participle

abide	abode	abode
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born
beat	beat	beaten
become	became	become
befall	befell	befallen
beget	begot	begotten
begin	began	begun
behold	beheld	beheld
bend	bent	bent
bereave	bereft	bereft
beseech	besought	besought
beset	beset	beset
bespeak	bespoke	bespoken
bestride	bestrode	bestriden
bet	bet	bet
bid	bade/bid	bidden/bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
can	could	
cast	cast	cast
catch	caught	caught
choose	chose	chosen

dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
interweave	interwove	interwoven
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbad(e)	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
foresee	foresaw	foreseen
foretell	foretold	foretold
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept

cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn

kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant	leant
leap	leapt	leapt
learn	learnt	learnt
leave	left	left
lend	lent	lent

List of Irregular Verbs

Base form - past simple - past participle

let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
mistake	mistook	mistaken
overhear	overheard	overheard
oversleep	overslept	overslept
put	put	put
read	read	read
rend	rent	rent
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shit	shit/shat	shit/shat
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shrive	shrove	shriven
shut	shut	shut
sing	sang	sung
sink	sank	sunk

speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spin	spun	spun
spit	spat	spat
split	split	split
spoil	spoilt	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
stride	strode	stridden
strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
understand	understood	understood
undertake	undertook	undertaken
undo	undid	undone
upset	upset	upset
wake	woke	woken

sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
smell	smelt	smelt
smite	smote	smitten

wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
withstand	withstood	withstood
wring	wrung	wrung
write	wrote	written