

TRƯỜNG CAO ĐẲNG Y TẾ HÀ NỘI  
BỘ MÔN TOÁN - TIN - NGOẠI NGỮ



# **TÀI LIỆU TIẾNG ANH**

## **DÀNH CHO ĐỐI TƯỢNG CAO ĐẲNG**



**HÀ NỘI, NĂM 2012**

# *Preface*

**English for students of Hanoi Medical College** was prepared by the English teachers of Hanoi Medical College for students studying toward a bachelor's degree in Nursing. It is designed to initially provide students with English specialized terminology which is associated with the teaching medical topics in the college.

The book may have some several inevitable shortcomings due to the first edition. The group of English teachers at Hanoi Medical College would like to get valuable ideas which will be contributed from colleagues to the book. The contributions from all of audiences are of great help for the fulfillment of our book so that it will be able to meet the needs of teaching English better for nursing students at Hanoi Medical College.

**Group of English teachers**

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**PRE-READING ACTIVITY**

*Can you guess how these words are used in the text?*

thermometer

forehead

chills

take the temperature

fever

rise

***Temperature***

1 It is often wise to take a sick person's temperature, even if he does not seem to have a fever. If the person is very sick, take the temperature at least 4 times each day and write it down .

If there is no thermometer, you can get an idea of the temperature by putting the back of one hand on the sick person's forehead and the other on your own or that of another healthy person. If the

5 sick person has a fever, you should feel the difference.

It is important to find out when and how the fever comes, how long it lasts, and how it goes away. This may help you identify the disease.

For example:

- Malaria usually causes attacks of a high fever that begin with chills,
- 10 last a few hours, and come back every 2 or 3 days.
- Typhoid causes a fever that rises a little more every day.
- Tuberculosis sometimes causes a mild fever in the afternoon. At night the person often sweats, and the fever goes down.

**Note:** In newborn babies a temperature that is **unusually high or unusually low** (below 36°) may mean a serious infection.

***Studying how words are formed***

Find the word "forehead" in line 5. Can you see the two parts to this word.

You know the word "head". Can you say what the prefix "fore" means?

Form new words by adding this prefix to the bases below.

Take care! Some of the words below will not accept "fore".

Toe

foot

see

Leg

cast

finger

warn

know

tooth

Can you use all the new words you have made to describe humans?

***Identifying word types***

Line 1 - wise

Line 9 - attacks

Line 6 - lasts

Line 12 - mild

Line 7 - identify

## ***Using context to guess meaning***

1. It was winter and there was a chill in the air. Everyone had to stay inside the house to keep warm.  
a. warm breeze      b. cold air      c. rain cloud
2. The long hot climb up the hill made him sweat a lot. When he reached the top, his shirt was completely wet.  
a. chạy      b. uống      c. đổ mồ hôi

Now look for these words in the passage (lines 9 & 13) and check whether your choice makes sense.

## ***Recognizing reference words***

Line 2 - it      Line 4 - own, that  
Line 4 - the other      Line 7 - this

## ***Comprehension***

1. Do sick people always have a fever?
2. Answer True or False  
"In newborn babies, normal temperature is usually around 35 degrees."
3. Choose the best answer:  
You should take the temperature of a sick person:  
a. when he seems to have a fever.  
b. four times a day.  
c. in the afternoon.
4. Complete the following sentence:  
A person with high fever and chills probably has.....
5. List at least two traditional ways of reducing fever and say whether they are safe or dangerous.

## ***Organizing the information in the text***

Below are 4 fever patterns for various disease.

### **Childbirth fever:**

Begins a day or more after giving birth. Starts with a slight fever, which often rises later. Foul-smelling vaginal discharge. Pain and sometimes bleeding.

### **Pneumonia:**

Fast, shallow breathing.

Temperature rises quickly. Cough with green, yellow, or bloody mucus. May be pain in chest. Person's very ill.

### **Typhoid:**

Begins like a cold. Temperature goes up a little more each day. Pulse relatively slow. Sometimes diarrhea and dehydration. Trembling or delirium (mind wanders ). Person's very ill.

### **Malaria:**

Begins suddenly with rising temperature and chill . Fever lasts a few hours. Sweating begins as the temperature drops. Usually strikes every second or third day. Between fevers the sick person seems more or less well.

**PRE-READING ACTIVITY**

*Can you guess how these words are used in the text?*

Large burn	allergic reaction
Mental confusion	lukewarm drinks

***Shock***

1 Shock is a life-threatening condition that develops when the body's blood pressure drops dangerously low. It can result from great pain, a large burn, losing a lot of blood, severe illnesses, dehydration, or severe allergic reaction.

***Signs of SHOCK:***

- 5 - Weak, rapid pulse (more than 100 per minute)
- 'Cold sweat', pale, cold, damp skin
  - Mental confusion, weakness, or loss of consciousness.

***What to do to prevent or treat shock:***

At the first sign of shock; or if there is risk of shock....

- 10 - Have the person lie down with his feet higher than his head. However, if he has a severe head injury put him in a "half-sitting" position.
- If the person feels cold, cover him with a blanket.
  - If he is conscious, give him warm water or other lukewarm drinks.
  - If he is in pain, give him aspirin or another pain medicine.
- 15 - Keep calm and reassure the person.

*If the person is unconscious:*

- Lay him on his side with his head low, tilted back and to one side. If he seems to be choking, put his tongue forward with your finger.
  - If he has vomited, clear his mouth immediately. Be sure his head is low, tilted back, and to one side so he does not breathe vomit into his lungs.
- 20
- Do not give him anything by mouth until he becomes conscious.
  - If you or someone nearby knows how, give intravenous solution (normal saline) at a fast drip.
  - Seek medical help fast.

***Studying how words are formed***

Line 1 - life-threatening	Line 15 - reassure
Line 3 - reaction	Line 22 - nearby
Line 11 - half sitting	

***Identifying word types***

Line 13 - lukewarm drinks	Line 17 - tilted
Line 15 - keep	Line 17 - choking

## ***Recognizing reference words***

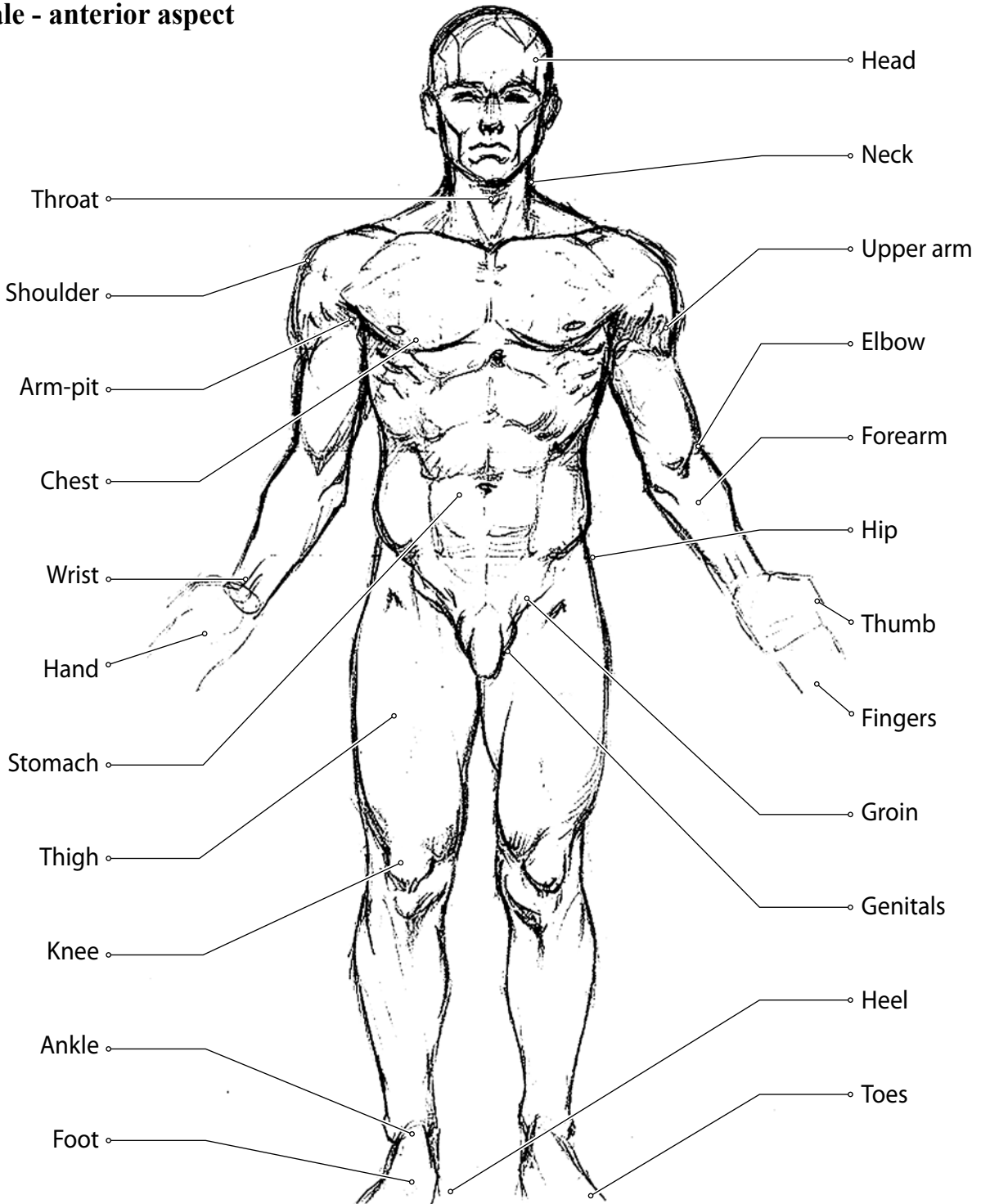
Line 2 - it

Line 22 - how

## ***Comprehension***

1. What happens when a person suffers from shock?
2. Give 3 possible causes of shock.
3. Why should the person's head be "low, tilted back, and to one side"?
4. People suffering from shock often choke. What usually causes this?

**Male - anterior aspect**



**Noun**

- A pain
- An ache
- A bruise
- A rash
- A cut
- A scar

**Noun**

- A swelling
- A graze
- A sting
- A bite

**Adj**

- Sprained
- Stiff
- Sore

**Verb**

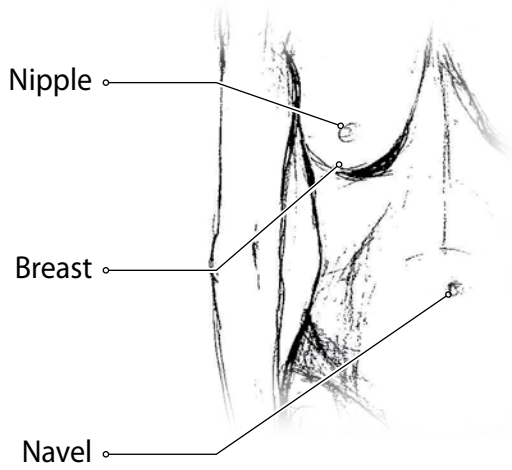
- To ache
- To hurt
- To throb
- To itch
- To irritate

I have ( I've got) a pain in my chest.  
My chest hurts.  
My chest aches.

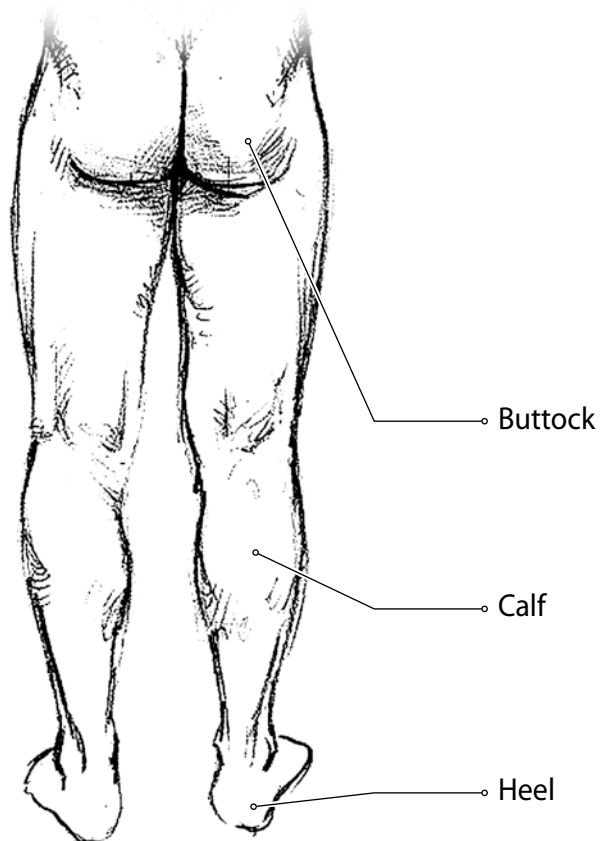
He has ( he's got) a pain in his stomach.  
His stomach hurts.  
His stomach aches.

You have ( you've got) a pain in your elbow.  
Your elbow hurts.  
Your elbow aches.

She has ( she's got) a pain in her leg.  
Her leg hurts.  
Her leg aches.



**Female - anterior aspect**



**Male - posterior aspect**



## ***Drills: Polite requests***

Come in!

Come in, please!

Will you come in, please ?

Would you come in, please ?

Would you mind standing up, please ?

Patients in hospital are usually anxious and fearful. It is important that hospital staff put them at their ease, by being polite and pleasant. The following drills teach you polite forms in English. Be careful about the way your voice rises and falls when you say these sentences. Listen to the way the teacher says the sentences.

### ***Drill 1***

Command

Come in.

Request

Come in, please!

Change these commands to polite requests. Be careful to make your voice rise and fall correctly.

1. Come in

5. Say ah

8. Lie down

2. Sit down

6. Turn over

9. Sit up

3. Stand up

7. Bend down

10. Look up

4. Turn round

### ***Drill 2***

Command

Come in

Request

Will you come in, please?

1. Raise your arm.

5. Lower your foot.

8. Bend your knees.

2. Move your head.

6. Open your mouth.

9. Touch your toes.

3. Lift your leg.

7. Put out your tongue.

10. Wriggle your fingers.

4. Arch your back.

### ***Drill 3***

Command

Come in

Request

Would you come in, please?

1. Roll your sleeve up.

4. Hold your breath in.

7. Keep your eyes shut.

2. Take your shirt off.

5. Take your trousers off.

8. Go to C.S.S.D.

3. Hold your head up.

6. Keep your mouth open.

### ***Drill 4***

Command

Stand up

Request

Would you mind standing up, please?

1. Stand up.

5. Sit up.

2. Sit down.

6. Turn round.

3. Lie down.

7. Bend down.

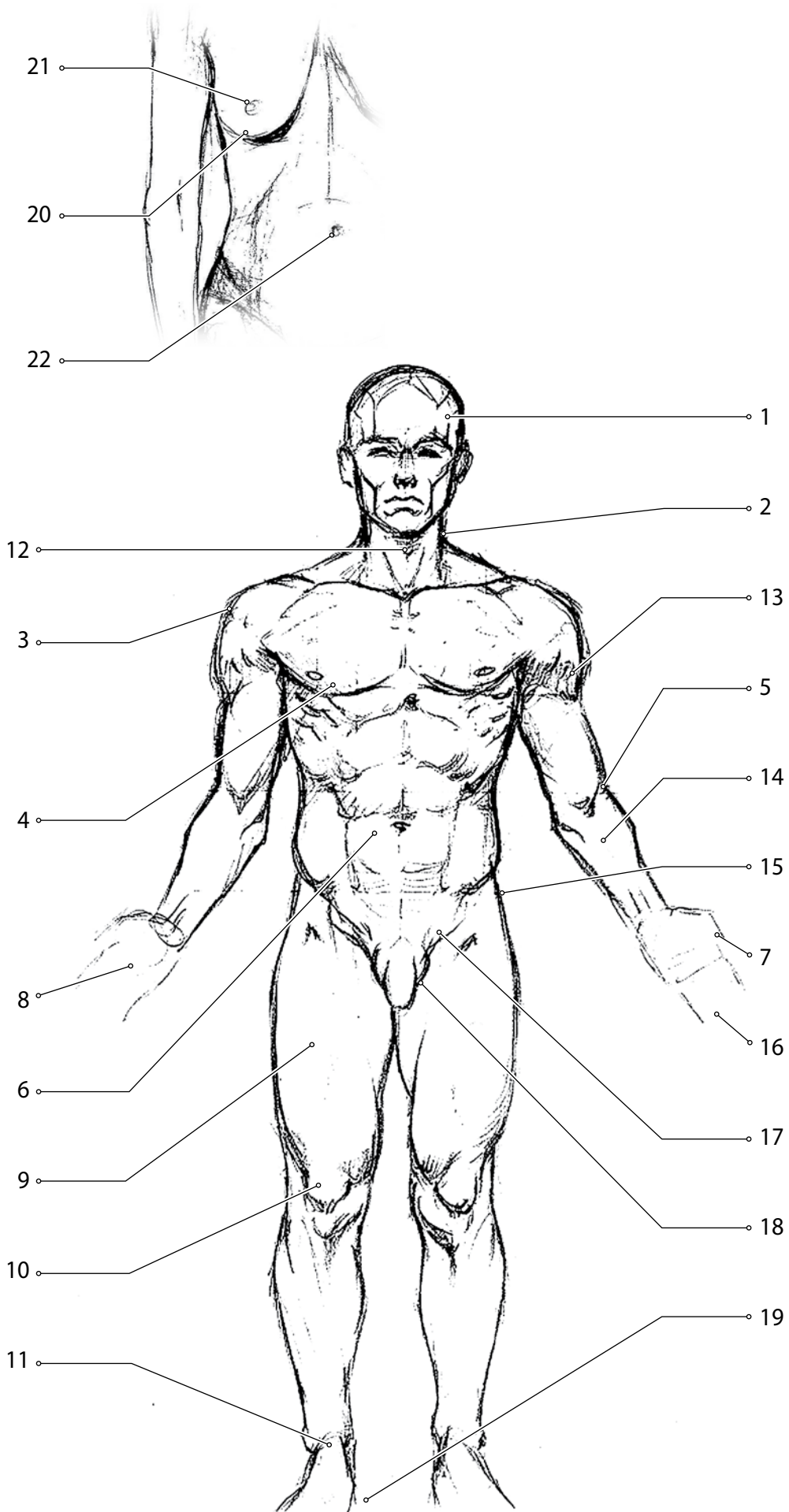
4. Turn over.

8. Roll your sleeve up.

## ***B. Where is the pain?***

Look at the figure and complete the following sentences.

1. He has a pain in his 1.....
2. He has a stiff 2.....
3. He has a sting on his 3.....
4. He has a rash on his 4.....
5. He has a graze on his 5.....
6. He has a pain in his 6.....
7. He has a cut on his 7.....
8. His 8 ..... hurts
9. He has a scar on his 9 .....
10. His 10..... aches
11. He has a sprained 11.....
12. He has a sore 12.....
13. He has a bruise on his 13.....
14. He has a swelling on his 14.....
15. He has a pain in his 15.....
16. He has a cut on his 16.....
17. He has a swelling in his 17.....
18. His 18..... aches
19. He has a pain in his 19.....
20. She has a sore 20.....
21. She has a pain in her 21.....
22. She has a rash in her 22.....



***C. Put in the correct word from this list***

*off, to, back, in, on, down, by, up, through, round, near*

1. Ask the patient to come ..... and sit .....
2. Ask the patient to stand ..... and turn .....
3. Will you lie ..... on the couch, please?
4. Would you roll ..... your sleeve?
5. Ask Mr. Smith to take ..... his coat.
6. Bend ..... and touch your toes, please.
7. Take ..... your trousers, please.
8. Ask the patient to turn his head ..... the left.
9. Will you put ..... your clothes, please?
10. Come ..... next week please.

***D. Complete the following sentences with the correct word from this list:***

*your, his, her, my, our.*

1. Tell Mrs. Smith to raise ..... right arm.
2. Would you straighten ..... left leg, please?
3. The baby has a pain in ..... stomach.
4. John has a cut on ..... thigh.
5. Ask me to lower ..... arm.
6. You have a rash on ..... shoulders
7. He's got a scar on ..... left forearm.

Jane Johnson works in a surgical ward in a London hospital. Jane does shift work, so she does not go to work at the same time everyday. When she is on an early shift, she goes on duty at 7a.m and comes off duty at 3 p.m. Late shifts start at 2 p.m. and finish at 10p.m. Jane does not like late shifts.

Jane always goes to work by bus when she is on an early shift. The bus stops outside the out-patients' department. When she is on a late shift, Jane usually walks from her home to the hospital. When she comes off duty at 10p.m she is normally quite tired and takes the bus home. Sometimes she goes to the taxi-rank outside the main entrance of the hospital and goes home by taxi.

Where does Jane Johnson work? She is a student nurse so she doesn't work in the ward everyday. On certain days she has to attend lectures on general nursing, anatomy, physiology, hygiene and various other subjects.

She wants to pass the State Final examinations and become a State Registered Nurse. As a State Registered Nurse she becomes a staff nurse and can, in time, become a sister or even a nursing officer.

**Student nurse – (state final) – Staff nurse – Sister – Ten further grades of Nursing Officer**

### *A. Answer the following questions:*

1. Where does Jane Johnson work?
2. At what time does she go on duty when she is on an early shift?
3. When does she come off duty when she is on an early shift?
4. At what time do late shifts start?
5. When do late shifts finish?
6. When does Jane go to work by bus?
7. Where does the bus stop?
8. When does Jane walk from home to hospital?
9. When does she take the bus home?
10. What lectures does Jane attend?
11. What can she become when she has passed the State Final examinations?

### *B. Read through the second paragraph of the text and underline all the words that can answer the question "How often"?*

Negatives with do and does: Look at these sentences

- |   |   |
|---|---|
| 1. Jane <b>works</b> in a medical ward.   | Jane <b>doesn't work</b> in a medical ward.   |
| 2. He <b>always goes</b> home by taxi.    | He <b>doesn't always go</b> home by taxi.     |
| 3. It <b>stops</b> outside the main gate. | It <b>doesn't stop</b> outside the main gate. |
| 4. I go to work at 7o'clock.              | I <b>don't go</b> to work at 7 o'clock.       |
| 5. We <b>always take</b> the bus home .   | We <b>don't always take</b> the bus home.     |
| 6. They <b>finish work</b> at 6.30 p.m.   | They <b>don't finish work</b> at 6.30 p.m.    |

### ***C. Put the following sentences into the negative***

1. She works in the x-ray department.
2. He usually studies hard.
3. She often walks past the operating theatre.
4. We have to stay until 10 o'clock.
5. I want to attend lectures.
6. It stops outside the hospital.
7. She does shift work.
8. You finish at 12 o'clock.

### ***Questions with do and does. Look at these sentences***

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. You do shift work.            | Do you do shift work?            |
| 2. We go on duty at 3 p.m.       | Do we go on duty at 3 p.m.?      |
| 3. I pass the surgical ward      | Do I pass the surgical ward?     |
| 4. They generally finish late.   | Do they generally finish late?   |
| 5. She wants to go home now.     | Does she want to go home now?    |
| 6. He usually does a late shift. | Does he usually do a late shift? |
| 7. It stops near the hospital.   | Does it stop near the hospital?  |

### ***D. Make questions from these sentences***

1. Jane works in a surgical ward
2. She does shift work.
3. They go on duty at 2p.m.
4. The late shift finishes at 10p.m.
5. We walk past the out-patients' department.
6. She studies hard.
7. The nurse generally walks to work.
8. The bus stops outside the main gate.
9. You have to attend lectures.
10. He usually finishes at 12 o'clock.

### ***Drill 1: I, she, he and it.***

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| I work in a hospital. - And Jane? | She works in the hospital, too. |
| I do shift work. - And Mr. Brown? | He does shift work. too.        |
1. I work in a surgical ward. - And Mary ?
  2. I go to work by bus. - And John?
  3. I come off duty at 7.30p.m. - And Jane?
  4. I walk pass the operating theatre. - And the staff nurse?
  5. I often help the sister. - And Jane?

6. I start at 7 a.m. – And the early shift?
7. I usually finish at 12 o'clock. – And Jane?
8. I usually study hard. – And Peter?
9. I attend lectures everyday. – And John?
10. I want to pass the State Finals. – And Jane?
11. I have to go home now. – And Mary?
12. I work in the x-ray department. – And Sister Smith?

### ***Drill 2: Question with do and does***

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| Ask if Jane works in a surgical ward. | Does Jane work in a surgical ward? |
| Ask if buses stop outside the gate.   | Do buses stop outside the gate?    |
1. Ask if Jane goes on duty at 7 a.m.
  2. Ask if they come off duty at 3 p.m.
  3. Ask if the patients often help the staff nurse.
  4. Ask if she usually does split shifts.
  5. Ask if he always goes to work by bus.
  6. Ask if buses stop outside the hospital.
  7. Ask if Jane works in the out – patients' department.
  8. Ask if the nurse attends lectures.

### ***Drill 3: Ask the patient***

- |                                  |                      |
|----------------------------------|----------------------|
| Ask the patients about his eyes. | Do your eyes hurt?   |
| Ask the patients about his head. | Does your head hurt? |
- Ask the patient about his

- |         |                |           |            |
|---------|----------------|-----------|------------|
| 1. back | 4. left arm    | 7 stomach | 10. finger |
| 2. foot | 5. right thigh | 8. toes   |            |
| 3. ears | 6. heels       | 9. chest  |            |

### ***Drill 4: Answer the question***

- |                             |      |                |
|-----------------------------|------|----------------|
| 1. Do your ears ache?       | No.  | No. they don't |
| 2. Do your elbows hurt?     | Yes. | Yes, they do   |
| 3. Does your stomach ache?  | Yes. |                |
| 4. Does your chest hurt?    | Yes  |                |
| 5. Does your back ache?     | No.  |                |
| 6. Does your ear hurt?      | No.  |                |
| 7. Does your leg ache?      | Yes. |                |
| 8. Does your eye ache?      | No.  |                |
| 9. Does it hurt here?       | Yes. |                |
| 10. Does it hurt there?     | No.  |                |
| 11. Do your shoulders ache? | Yes. |                |

Do you remember Jane Johnson? She and her friend Joan Chapman are both nurses. They work at Saint Peter's Hospital, a large teaching hospital in London, Joan did her training at St. Peter's and last year she passed her State Finals and qualified. She is a S.R.N. She is now working as a staff nurse in a men's medical ward.

Jane is a student nurse and is still training. Last month she worked in one of the hospital's surgical wards. She learned to set trolleys for sterile procedures such as surgical dressings, intravenous infusion and catheterization. She carried out certain procedures herself and assisted doctors with others. She often had to go to the central sterile supply department to fetch sterile dressing packs. Sometimes she took patients to the x-ray department or to the occupational therapy unit.

This month Jane is working in the same ward as Joan. She is learning to nurse patients suffering from diseases such as cardiac infarction, cerebral hemorrhage, cerebral thrombosis and pneumonia. At the moment, she is helping a staff nurse to give injections. The staff nurse is explaining to her the doses, action and side effects of the drugs they are administering.

The other nurses in the ward are carrying out various nursing duties. Some are doing bed-baths, one is helping a patient to get out of bed, and another is taking t.p.r.s. A doctor is doing a ward round and a physiotherapist is helping a pneumonia-patient to do deep-breathing exercises.



**Rectal thermometer**



**clinical thermometer**

### ***A. Answer these questions:***

1. What sort of hospital is St. Peter's?
2. Where did Joan do her training?
3. When did Joan pass her State Finals?
4. Which ward is Joan working in now?
5. Where did Jane work last month?
6. Which sterile procedures did she learn to set trolleys for?
7. Where did she go to fetch sterile dressing packs?
8. Where did she sometimes take patients?
9. Where is Jane working this month?
10. Which patients is Jane learning to nurse?
11. What is she doing at the moment?
12. What is the staff nurse explaining to her?



**Catheters**



13. What are the other nurses in the ward doing?
14. What is the doctor doing?
15. What is one nurse taking?
16. What is the physiotherapist doing?

***B. Read through the text and underline all the words and phrases that tell us “when” something happens.***

## ***Something about verbs***

### **1 The simple present tense is used for permanent truths, habitual actions and states.**

Water freezes at 320 Fahrenheit.

The sun rises in the morning and sets in the evening.

He smokes a pipe.

**It is used with such words as**

**Usually, generally, often, sometimes, frequently, rarely, never, always, normally, seldom, regularly**

**And such phrases as**

**Everyday, every week, once a day, once a week, twice a month, several times a year**

### **2 The continuous present tense is used for actions which are going on at the time of speaking. It is usually used without any adverbs of time.**

What are you doing? I'm writing a letter.

I'm trying to do these exercises.

**It is sometimes used with such words as:**

**Now, still, at present, at the moment**

### **3 The simple past is used for actions which took place in the past and are finished by the time of speaking. It is used for habitual actions and states in the past, in the same way as simple present is used for habitual actions and states in the present.**

Last year I studied medicine.

I always went to France for my holidays.

She was on an early shift every day last month.

**It is used with such words as:**

**Yesterday, last night, the other day, a few days ago, last week, last month, a few moment ago, a long time ago.**

## ***Drill 1. Simple Past***

Jane goes on duty at 7 a.m.

Yesterday -

*Jane went on duty at 7 a.m. yesterday.*

The doctor is doing a ward round

Yesterday -

*The doctor did a ward round yesterday.*

1 Jane has to work late.

Yesterday -

2 We are very tired

Yesterday -

3 They come off duty at 10 p.m.

Yesterday -

4 She is off duty until 2 p.m.

Yesterday -

5 I have to go on duty at 7.

Yesterday -

6 She is taking a patient to the x-ray department.

Yesterday -

7 She is giving a patient a bedpan

Yesterday -

8 They are giving injections.

Yesterday -

9 He is taking Mr. Smith to the E.N.T ward

Yesterday -

10 You nurse pneumonia patients.

Yesterday -

## ***Drill 2. Questions in the Simple Past***

Ask if he went home

*Did he go home?*

Ask if she did her training here.

*Did she do her training here?*

1 Ask if Jane came on duty at 2 p.m.

2 Ask if she passed her state finals.

3 Ask if she qualified last year.

4 Ask if she gave Mr. Jones an injection.

5 Ask if they learned to set trolleys.

6 Ask if she fetched the sterile dressing packs.

7 Ask if she worked in the occupational therapy department.

8 Ask if she assisted Dr Brown.

9 Ask if she found out who he was.

10 Ask if she gave him an injection.

### ***Drill 3. Present Continuous***

She always helps the staff nurse.

At the moment -

*At the moment she is helping the staff nurse.*

We usually walk past the theatre.

Today -

*Today we are walking past the theatre.*

1 She usually works in the E.N.T ward.

This month -

2 He sometimes assists me.

Now -

3 They carry out sterile procedures.

At the moment -

4 I attend lectures on physiology

This week -

5 We administer drugs.

Today -

6 She learns to nurse pneumonia - patients.

This week -

7 He shows her the way to the C.S.S.D.

Now -

8 They give urinals and bedpans to bed-patients.

At the moment -

9 She assists the physiotherapist.

This week -

10 They study hard

Now -

### ***Drill 4. Questions in the Present Continuous***

Ask if Jane is training at St. Peter's.

Is Jane training at St. Peter?

Ask if they are working in a medical ward.

Are they working in a medical ward?

1 Ask if she is learning to set trolleys.

2 Ask if the physiotherapist is helping this patient.

3 Ask if he is going to the E.N.T clinic.

4 Ask if the staff nurse is administering drugs.

5 Ask if Jane and Joan are giving injections.

6 Ask if the patients are suffering from cerebral hemorrhage.

7 Ask if this patient is suffering from pneumonia.

8 Ask if he is fetching the sterile dressing packs.

9 Ask if she is taking a patient to the x-ray department.

10 Ask if the sister is talking to the students.

### ***C. Put the verbs in brackets into the correct present or past tense***

Notice that, in some of the sentences, time-phrases indicate which tense to use.

Jane and Joan (be) ..... both nurses. They (work) ..... at Saint Peter's Hospital. Joan is a qualified nurse. Last year she (pass) ..... her State Finals. Jane (train) ..... still ..... Last month she (work) ..... in a medical ward, where she (learn) ..... to nurse patients suffering from cardiac infarction and cerebral hemorrhage. She (help) ..... the staff nurse, who (explain) ..... to her the action, side effects and doses of the drugs. This month Jane (work) ..... in one of the hospital's surgical wards. She (learn) ..... to set trolleys for sterile procedures. Sometimes she (carry out) ..... the procedures herself and sometimes she (assist) ..... the doctors. From time to time, she (take) ..... patients to the x-ray department or to the physiotherapy department. She often (have) ..... to go to the C.S.S.D to fetch sterile dressing packs. At the moment, she (help) ..... another nurse to give a bed-patient a bed-bath. Yesterday she (assist) ..... Nurse Brown with t.p.r.s. Every day last week, Jane (take) ..... the bus to work. She (be) ..... on an early shift. She (go) ..... on duty at 7 a.m. and (come) ..... off duty at 3 p.m. When she is on a late shift, she usually (walk) ..... to the hospital. She generally (meet) ..... Joan at the bus stop and they (walk) ..... to work together. Today Joan is going by bus and Jane (walk) ..... to work alone. The sun (shine) ..... so Jane (not, carry) ..... her umbrella. Last week she (carry) ..... her umbrella everyday because the weather (be) ..... bad.

A central sterile supply department is provided in most modern hospitals. The basic equipment for sterile procedures is obtained in sterile packs from the C.S.S.D. Disposable equipment is often contained in these packs, and, after use, is discarded. Non-disposable equipment is sent back to the C.S.S.D for re-sterilization.

The following items are normally included in the basic dressing pack: four cotton wool swabs, two dressing towels, four pieces of folded gauze and two gallipots. Sometimes the necessary surgical instruments are included in the dressing pack, sometimes they are supplied in separate packs. A pair of scissors and four pairs of plain dressing forceps or dissecting forceps are generally needed for dressings.



**Plain dissecting forceps**



**Scissors**

The dressing trolley and how it is prepared



The trolley is washed with soap and water or mopped with an antiseptic such as Sudol. It is then dried. The sterile equipment is put on the top shelf, and the unsterile equipment is put on the bottom shelf

### **Top shelf**

Sterile pack or bowl containing dressings

Sterile gallipots

Sterile pack or box containing instruments

Jar or cylinder containing instrument handling forceps



**Gallipot**

## Bottom shelf

Bandage tray

Bottles containing antiseptics

Jar or cylinder for used instruments

Paper container for soiled dressings



**Tray**



**Bowl**



**Cylinder**

Some items from the dressing trolley



**Cheatele's forceps**



**Syringe**

Cheatele's forceps are used for handling sterile instruments. They are sterilized by boiling and placed in a jar containing a suitable disinfectant. The blades and the lower halves of the handles are immersed in the disinfectant.

The bandage tray contains a selection of bandages, adhesive strapping, Nobecutane, a pair of bandage scissors, safety-pins and bandage clips.

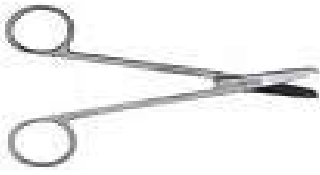


**Lister's bandage scissors**

The lotion bottles contain Cetrimide or Hibitane for cleaning the skin, and methylated ether for removing Nobecutane or marks left by adhesive tape.

The jar for used instruments contains a suitable disinfectant. Lysol 1 in 40 is often used .

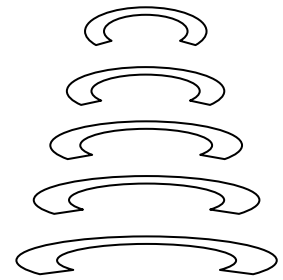
If stitches are to be removed, a pair of sterile suture scissors is added to the basic dressing equipment. If clips are to be removed, a pair of sterile clip-removing forceps is added.



**suture scissors**



**Michel's clip-removing forceps**



**Michel's clips**

If a wound is to be explored, sterile ribbon gauze, a sterile wound probe and a pair of sterile forceps are added to the basic equipment.



**Wound probe**



**Lister's curved sinus forceps**

### ***A. Answer the following questions***

- 1 From where do the wards obtain sterile equipment?
- 2 What happens to disposable equipment after it is used?
- 3 What happens to non-disposable equipment after it is used?
- 4 What items are included in a basic dressing pack?
- 5 What are dressing trolleys mopped with?
- 6 What is placed on the top shelf of a dressing trolley?
- 7 What is placed on the bottom shelf?
- 8 How are Cheatle's forceps usually sterilized?
- 9 What does the bandage tray contain?
- 10 What is methylated ether used for?
- 11 What does the used instrument jar contain?
- 12 Where are soiled dressings put?



**Mask**



**Receiver (kidney dish)**

## *More about verbs*

### **Regular verbs**

[-t]	[-d]		[-id]	
ache	stop	administer	raise	assist
ask	touch	breathe	remember	attend
dress	undress	bruise	roll	discard
fetch	walk	carry	sprain	dissect
finish	wash	catheterize	stay	fold
help	work	contain	sterilize	include
learn		dry	straighten	need
look		explain	study	provide
mop		lower	suffer	want
nurse		obtain	train	
pass		open	try	
place		prepare	turn	
smoke		quality	use	

### **Irregular verbs**

be	was/were	been
bend	bent	bent
become	became	become
come	came	come
cut	cut	cut
do	did	done
find	found	found
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
have	had	had
hurt	hurt	hurt
lie	lay	lain
put	put	put
rise	rose	risen
see	saw	seen
send	sent	sent
set	set	set
shine	shone	shone
show	showed	shown
speak	spoke	spoken
stand	stood	stood
take	took`	taken



### **The passive**

Look at these sentences, which are all in the present tense.

The basic equipment *is obtained* from the C.S.S.D.

The following items *are included* in the dressing pack

Non disposable equipment *is sent* back to the C.S.S.D.

Forceps *are generally needed* for ward dressings.

## ***B. What can you say about the trolleys which someone washes with soap and water everyday?***

*The trolleys ..... with soap and water every day.*

What can you say about the equipment which some people send back to the C.S.S.D.?

*The equipment ..... back to the C.S.S.D.*

### **Put the following sentences into the present passive**

- 1 Someone washes the trolley with soap and water.
- 2 Someone washes the trolleys with soap and water.
- 3 Someone then dries the trolleys.
- 4 Someone gives the patient an injection every morning.
- 5 Someone gives these patients injections every morning.
- 6 Someone discards the disposable equipment after use.
- 7 Someone carries out most of these procedures in the ward.
- 8 Someone mops the trolley with an antiseptic.

## ***C. Look at these sentences, with are all in the past tense:***

The dressing trolley was washed yesterday morning.

The soiled dressings were discarded.

Mr. Smith was taken to the casualty department.

His clothes were removed.

- 1 Someone took Mr. Smith to the orthopedic ward last night.
- 2 Someone told them to roll up their sleeves.
- 3 Someone asked her to take a deep breath.
- 4 Someone wheeled the trolleys into the ward.
- 5 Someone performed the operation last week.
- 6 Someone removed her stitches yesterday morning.
- 7 Someone gave the baby an injection.
- 8 Someone admitted Mr. and Mrs. Jones the day before yesterday.

### ***Drill 1: Past passive***

The patient is admitted. Yesterday  
The patient was admitted yesterday  
The injections are given. Last night  
The injections were given last night.

1. His bed-blocks are removed Yesterday-
2. The injection is given at 10 o'clock. Yesterday morning-
3. Her blood pressure is taken four-hourly. Yesterday-
4. He is examined in the casualty department. Yesterday evening-
5. They are taken to hospital ``by ambulance. Last night -
6. The operation is performed by Mr. Jones This morning -
7. His parents are asked to sign a consent form. Last night -
8. The new patient is taken to the x – ray department This morning -

### ***Drill 2: Questions***

He was placed in a specially prepared bed.  
Was he placed in a specially prepared bed ?  
She was given a suitable premeditation  
Was she given a suitable premeditation ?

1. He was given an intramuscular injection.
2. They were asked to sign a consent form.
3. They were allowed frequent sips of water.
4. Her leg was put in plaster of Paris.
5. They were told to come back tomorrow.
6. These instruments were sterilized.
7. The patient was placed on his back.
8. The injections were given at 6 o'clock.

### ***D. Complete the following sentences with the correct past or present passive forms of the verbs in brackets***

- 1 These patients (catheterize) ..... yesterday morning.
- 2 Mr. Smith (give) ..... an injection every four hours.
- 3 These jobs (do) ..... usually ..... by the student nurses.
- 4 After the dressings were carried out, the non-disposable equipment (send) ..... back

to the C.S.S.D.

- 5 These instruments (need) ..... for surgical dressings.
- 6 Many sterile procedures (carry out) ..... in the ward.
- 7 She (ask) ..... to go on duty at 6.30a.m. yesterday.
- 8 Disposable equipment (discard) ..... after use.
- 9 Those instruments (discard) ..... yesterday.
- 10 The patient (help) ..... into bed.

***E. Complete the following sentences with the correct word form this list on, by, as, from, back, off, up, of, in, for, to, with, down, out, against.***

1. He's got a pain ..... his chest.
2. Would you lie ..... on the examination couch, please?
3. She works ..... a surgical ward.
4. They always go .....work ..... bus.
5. When she's ..... an early shift, she goes ..... duty at 7 a.m.
6. This morning we are attending lectures ..... physiology and hygiene.
7. This patient has a rash ..... his stomach.
8. Mary is now working ..... a staff nurse in an ear, nose and throat ward.
9. Jane is learning to set trolleys ..... sterile procedures.
10. This patient is suffering ..... cerebral hemorrhage.
11. The sister is explaining ..... the students the doses of various drugs.
12. This equipment is obtained ..... the C.S.S.D.
13. The trolleys are mopped ..... an antiseptic.
14. Sterile equipment is placed ..... the top shelf ..... the trolley.
15. Sterile instruments are handled ..... Cheatle's forceps.
16. Ask the patient to rol ..... his sleeve, please.
17. Ask Mr. Smith to take ..... his shirt, please.
18. Now ask him to put it ..... again.

## ***Section 1: Reading comprehension***

Susan is addicted to cocaine. She first started taking it with her boyfriend. She enjoyed how it decreased her fatigue and increased her mental awareness. They would often take cocaine and then go out to dinner with some friends. Soon she started taking more and more. She started having a hard time sleeping. She became irritable and depressed. Her parents noticed this change and became worried. They did not know what to do. Finally they checked her into a drug rehabilitation centre.

At the centre Susan met Alice. They became good friends. They both want to stop their dependency on drug. Alice had smoked a lot of crack before coming to the rehabilitation centre. Alice came from home where she was abused by her father. The counselor at her school helped Alice get admitted to the centre. Alice is going to live at a halfway house when she finishes her stay at the centre. She has already visited the home. At the halfway house she will have a room of her own and her meals will be provided. She will finish up her high school courses and then she will look for a job and eventually her own apartment. Susan is planning on returning to her family after staying at the centre for several months.

Susan had a friend who committed suicide. Her friend had been taking a variety of drugs and had become so depressed that she took an overdose of pills and alcohol. Alice had a friend who took PCP. Often after taking this drug, he would act as if he were invincible. One day he walked into heavy traffic and was killed. After they leave the centre. Alice and Susan plan to stay in touch. They give each other support when one or the other has a problem.

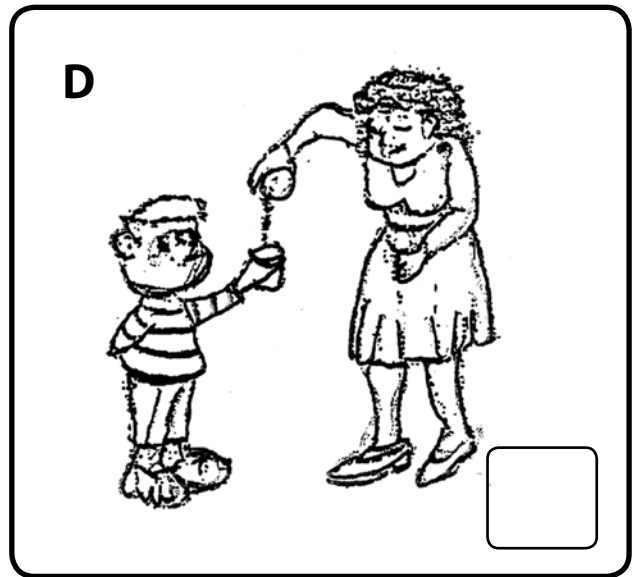
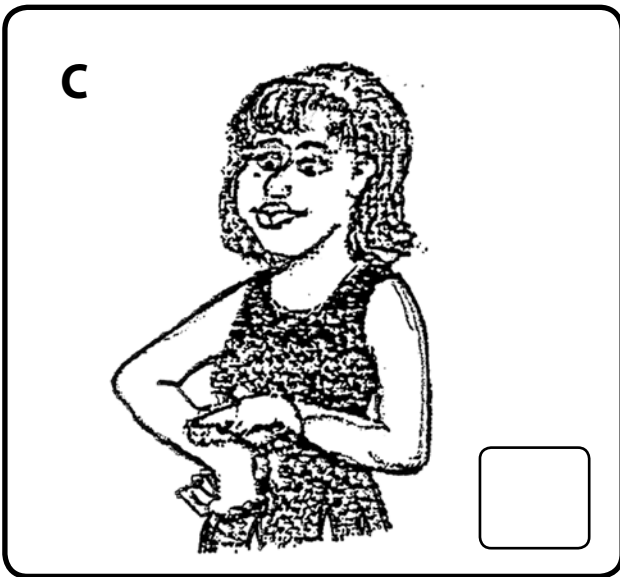
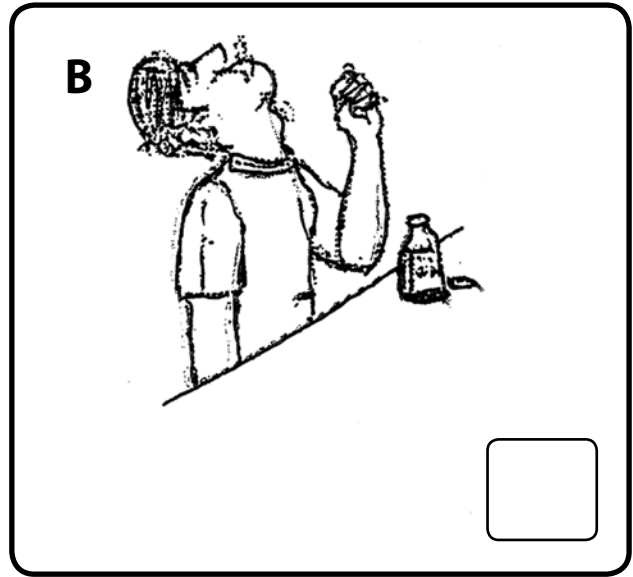
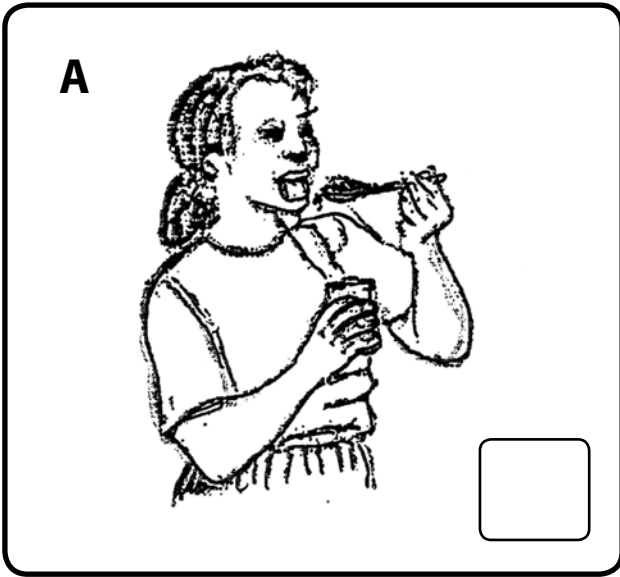
### ***Question and answers***

**Use the story on Drug Abuse to answer the following questions.**

1. What is Susan addicted to ?
2. What three changes in Susan's behavior did her parents notice?
3. Where did Susan meet Alice?
4. What is Alice addicted to?
5. Which young woman was abused by her father?
6. Where is Alice going to live after she leaves the rehabilitation center?
7. Do you know someone who has a drug problem? Write a couple of sentences about his / her problem.
8. How do you think Alice and Susan might stay in touch after leaving the centre?

## Section 2: Speaking

### EXERCISE 1



These people are following the instructions on their medicine labels  
Match the instructions with the pictures.

1. Directions:  
*Apply to the affected  
area as required*

2. Directions:  
*Gargle for at least 30 seconds.  
Do not swallow*

3. *Take in water or fruit  
juice or directly from  
the dropper*

4. *Usual recommended dose: Place  
one teaspoon of dry granules in  
your mouth*

## EXERCISE 2

Number the instructions in order from 1 to 5

- A. Follow the instructions
- B. Check that you're taking the right dosage
- C. Take three times daily
- D. Keep out of reach of children
- E. Remember to shake the bottle first

**Practice: Read the leaflet on taking medicine and circle the instruction words**

### IMPORTANT THINGS TO REMEMBER WHEN TAKING MEDICINE

Medicine improve the lives of thousands of Australians every day, but they can be harmful if not used as intended. To avoid this, talk to your doctor and pharmacist about your health and about how your medicine will work.

- A. Make sure you understand how to take your medicine
- B. Ask your doctor or pharmacist about possible side – effects
- C. Check where there are any precautions you should take when using medicine, such as not drinking alcohol
- D. Tell your doctor or pharmacist about any problems you have had with taking the medicine, and any effects it has caused

**What emergency service does Radinka call?**

**Operator:** Emergency. Which service, please?

**Radinka:** Yes, ambulance, please.

**Operator:** Just a minute. I'll put you through to the central switchboard.

**Receptionist:** Ambulance emergency.

**Radinka:** Hello. I need an ambulance to take my mother to hospital

**Receptionist:** What's the problem?

**Radinka:** She's hurt her back and she's in a lot of pain and she can't move.

**Receptionist:** Is she conscious?

**Radinka:** Yes, she is.

**Receptionist:** Where are you? What's the address?

**Radinka:** Flat 16 number 11 Estelle Road, Five Dock.

**Receptionist:** Can you spell the street, please?

**Radinka:** E – S – T – E – double L – E, Estelle.

**Receptionist:** And what's the nearest cross road?

**Radinka:** Um, it's Larson Street.

**Receptionist:** Is it a ground floor flat?

**Radinka:** No, it's on second floor.

**Receptionist:** Is there a lift?

**Radinka:** No, only stairs.

**Receptionist:** Ok, well, keep your mother still and we'll have an ambulance there in less than ten minutes.

**Radinka:** Ok. Thank you very much.

**Receptionist:** All right. Bye.

**Radinka:** Bye.

### Group Decision

Work in groups of five. Decide what supplies to use for each of the following emergencies. Report your decisions to the class.

Bee sting                      broken arm                      splinter  
Sprained ankle                      gash

### Community Activity

Answer these questions with your class. Find out the missing information and report to the class.

1. What is the name of the closest hospital in your neighborhood?
2. Does the hospital have an emergency room? Where is it?
3. Did you ever go to the emergency room? Why?
4. Does your insurance cover emergency room visits?
5. What number do you call for emergencies?

## Section 3: Grammar and vocabulary practice

### Passive of past continuous tense

I He She It	was	being	lifted driven assisted used
You We They	were		taken carried given

Put the following sentences into the present continuous passive.

1. At the moment she is helping the staff nurse.
2. Now they are carrying out sterile procedures.
3. He is showing her the way to the C.S.S.D.
4. They are giving urinals and bedpans to bed-patients.
5. She is assisting the physiotherapist.
6. I'm going to the E.N.T clinic.
7. The staff nurse is administering drugs.
8. He is fetching the sterile dressing packs.
9. A nurse is taking a new patient to the X-ray department.
10. A nurse is giving him an intramuscular injection of Pethidine.

I He She It	Should Will can	be	taken given kept
You We They	must		examined

**Put the following sentences into passive.**

1. The victim should (keep) ..... warm and comfortable until help arrives.
2. When the operation is completed, the patient will (take) ..... to the orthopaedic.
3. Body temperature can (measure) .....by using a thermometer.
4. The patient should (help) .....if he vomits.
5. Can malaria (prevent) .....?
6. Women should (encourage) .....to breast feed their infants on demand as often as is feasible.
7. Women who use birth control pills should (advise) ..... of certain complications that can occur from usage.
8. The diarrhea can also (cause) ..... by parasites or bacteria.
9. HIV can also (transmit) .....from an infected mother to a child during pregnancy.
10. The room must (clean) ..... right now.

**Put the verbs in brackets into the correct passive form.**

Before a patient has an operation he should carefully (prepare) ..... for it both mentally and physically. He should be as clean as possible both internally and externally.

The night before the operation he should (give) ..... a warm bath and a day or two earlier, a shampoo. His teeth should (brush) ..... twice a day and the mouth rinsed with an antiseptic solution three times a day.

The patient should (not give) ..... anything to eat in the morning of the operation, and probably a very small amount of food the night before.

He usually (give) ..... a warm cleansing enema to empty his colon and just before he goes to the operating theatre he should (give) ..... a urinal or bedpan to empty his bladder. The area that is to (operate) ..... on must ..... carefully (shave) ..... These precautions make the operation easier for the surgeon.

The patient (take) ..... to the operating theatre about twenty minutes before the anesthetic (administer) ..... His jewelry and dentures (remove) ..... and labeled with his name.



**Use each word once to fill in the blanks**

hair                      any                      operating theatre                      urine                      enema  
ready                      surgeon                      anesthetist                      antiseptic solution belongings

1. The patient is taken to the ..... for the operation.
2. The patient is operated on by the .....
3. Patient's mouth is rinsed with an .....
4. The patient should not be given .....food for several hours before the operation.
5. For internal cleanliness an .....is given.
6. The patient should pass .....before.
7. ....must be removed from the part of the body to be operated on.
8. The patient should be .....in mind and body for the operation.
9. The anesthetic is administered by the .....
10. The patient's personal .....are removed and labeled.

**Rewrite the following sentences as shown**

Eg: **The urologist examined the patient**  
**The patient was examined by the urologist**

1. The pharmaceutical company produced a new drug.
2. The surgeon sutured the wound
3. Doctors attend many congress.
4. The professors tell the students to pay attention.
5. They say he is the best surgeon in town.
6. The nurses are caring for the patients.
7. The biologists are carrying out research.
8. A car knocked the boy down.
9. The doctor will take out the stitches next week.
10. Lack of hygiene causes infection.

**Match the words with similar meanings**

1. \_\_\_\_\_ decrease
2. \_\_\_\_\_ increase
3. \_\_\_\_\_ irritable
4. \_\_\_\_\_ depressed
5. \_\_\_\_\_ rehabilitation
6. \_\_\_\_\_ want
7. \_\_\_\_\_ depend
8. \_\_\_\_\_ fatigue
9. \_\_\_\_\_ counselor
10. \_\_\_\_\_ courses
11. \_\_\_\_\_ variety
12. \_\_\_\_\_ invincible
13. \_\_\_\_\_ support
14. \_\_\_\_\_ mental

Blue
Classes
Recovery
Diversity
Expand
Unconquerable
Reduce
Cerebral
Aid
Cranky
Adviser
Desire
exhaustion
rely

Use each adjective once to fill in the blanks.

Good	helpful	clean	lung	contaminated
Sore	car	heavy	drinking	designated
Painful	early	prompt	malignant	dangerous

1. The counselor is \_\_\_\_\_
2. He is the \_\_\_\_\_ driver.
3. My mother was in a \_\_\_\_\_ accident.
4. \_\_\_\_\_ diagnosis is important.
5. He is a \_\_\_\_\_ drinker
6. My glands are \_\_\_\_\_
7. \_\_\_\_\_ treatment is necessary.
8. It is \_\_\_\_\_ to drink and drive.
9. The needle is \_\_\_\_\_
10. My father has a \_\_\_\_\_ problem.
11. A mammogram is not \_\_\_\_\_
12. That halfway house is very \_\_\_\_\_
13. She is a \_\_\_\_\_ friend
14. My aunt has a \_\_\_\_\_ tumour
15. She has \_\_\_\_\_ cancer.

**Write the passage again beginning by "Yesterday....."**

Today, Hoa has a medical check-up. She fills in the medical records and waits in the waiting room. After a few minutes, the nurse calls Hoa's name and takes Hoa to the doctor's office. The doctor asked Hoa a few questions. Then she weighs Hoa and measures her height. After that she takes Hoa's temperature. Next, she listens to Hoa's heart. Then she checks Hoa's eyes and ears. Every thing is normal. Finally, Hoa leaves the office. She feels very happy.

Yesterday,.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Section 1: Reading comprehension**

Julie’s grandmother was 56 years old when she had a stroke. It happened on Julie’s birthday. They had been at her grandmother’s house. Her grandmother was cutting the cake. All of a sudden she dropped the knife. She said her hand and arm felt numb. They took her to the hospital. Her grandmother had had a stroke. In the hospital the stroke became worse. The entire left side of her body became paralyzed. She stayed in the hospital for several weeks. At first she could not talk well. She slurred her words. After a couple of weeks her speech improved. While her grandmother, Doris, stayed in the hospital, a therapist taught her exercises so her left arm and leg would not get any worse.

When Doris came home from the hospital she used a walker. For the past 7 years she has used a cane. Since she was left – handed, she has to learn how to do everything with her right hand. Often Julie pushes her grandmother in a wheelchair when they go shopping.

Doris has high blood pressure and high cholesterol. A couple of days before her stroke, she has been stirring soup when her hand became numb for a while. That was the only warning sign she had. Some people do not have any warning symptoms. In most cases, the disability reaches its maximum within minutes, but occasionally, as in the case of Julie’s grandmother, it can take several hours. Doris’s stroke was caused by a blood clot in her carotid artery. The carotid artery is in the neck and leads to the brain.

Julie’s dad recently stopped smoking since smoking can add to the risk of a stroke.

He has started an exercise program to help bring down his high blood pressure. Now he is learning about eating a low fat diet. This will also help reduce the risk of a stroke.

**Questions and Answers**

Use the story on Stroke to answer the following questions.

1. How old was Doris when she had her stroke?  
.....
2. Why was Doris at risk of a stroke?  
.....
3. What does Doris use to help her walk?  
.....
4. What type of handicap does Doris have?  
.....
5. What caused Doris’ stroke?  
.....
6. Why did Julie’s dad stop smoking?  
.....
7. What are three things Julie’s dad did to help reduce the risk of a stroke?  
.....
8. How did the therapist help Doris?  
.....
9. Do you know anyone who has had a stroke? If so, write a couple of sentences about this person.  
.....  
.....

Write a sentence with each of the following words

- cut 1.....
- drop 2.....
- numb 3.....
- hospital 4.....
- worse 5.....
- stroke 6.....
- paralyze 7.....
- therapist 8.....
- cane 9.....
- warning 10.....
- symptoms 11.....
- maximum 12.....
- disability 13.....
- artery 14.....

## ***Section 2: Speaking***

**Dr. Wales:** Good morning, Mr. Davis. Please, sit down. Your family doctor says that you've been troubled by headaches. When did all this start?

**Dr. Davis:** I suppose I've had headaches all my life, but they've been much worse recently. I've had to take a few weeks off work and my boss is on to me.

**Dr. Wales:** ***How often do you get them?***

**Mr. Davis:** Nearly everyday. Much more so if I'm tired.

**Dr. Wales:** any particular time of days?

**Mr. Davis:** They are much worse in the afternoons and early evening.

**Dr. Wales:** ***What are the headaches like?***

**Mr. Davis:** It's a continuous throbbing feeling, mainly at the front. It hurts if I move my head and I often feel sick.

**Dr. Wales:** Does any thing you do make the headaches better or worse?

**Mr. Davis:** I find lying down for a while eases the pain, and also having a sleep.

**Dr. Wales:** Well, we'd better have a good look at you. Okay? Let's start with a general check-up.

### ***Language study***

- REQUESTING INFORMATION ABOUT **FREQUENCY**

How often do you get them?

Frequency of the pain? (.....come on ?)

Frequency of the attacks? (.....get these attacks?)

Frequency of the this dizziness? (.....occur?)

Frequency of your bowel movements?(.....appear?)

Frequency with which this lump appears(.....appear?)

Frequency with which the baby kicks? (.....feel the baby kicks?)

- Requesting **descriptions**

**What.....like?** ( the doctor ask the patient to describe the headaches)

**What** are the headaches **like**?

*Dull pain (đau âm ỉ)*

*Sharp pain (đau nhói)*

*Colicky pain (đau quặn)*

*Knife-like pain (đau như bị dao đâm)*

*Bursting pain (đau như xé)*

*throbbing pain (đau từng cơn)*

*stabbing pain (đau nhói, như bị dao đâm)*

*constant pain (đau dai dẳng)*

*tearing (splitting) pain (đau như xé)*

*excruciating pain (đau dữ dội)*

- Describe the taste
- Describe the stomach pain.
- Describe the appetite
- Describe the child's breathing.
- Describe your first pregnancy ( use "was")
- Describe your baby's cough
- Describe the hand cut.
- Describe the pain in the chest.

- **GIVING ADVICE**

**HAD BETTER**

We'd better have a good look at you.

- It would be advisable for you to stay in bed
- It would be advisable for you to lose a little weight
- It would be advisable for him to take more exercise
- It would be advisable for her to discontinue taking those tablets
- It would be wise for you to stop smoking
- It would be wise for them to run the tests again
- It would be wise for you to stop drinking so much

- **REQUESTING GENERAL INFORMATION**

What about.....?

What about your job?

- Tell me about your drinking habits. (.....alcohol?)
- Tell me about your smoking habits (.....tobacco?)
- Tell me what your wife thinks about it (.....your wife's feeling on the matter?)
- Did you or did you not follow my advice? (.....that advice I gave you?)
- Described any changes you've noticed as a result of taking that medicine I prescribe (..... those green and black capsules I gave you?)
- I want information about the patient's glycosuria (.....his glycosuria?)

## Section 3: Grammar and vocabulary practice

### The Past Perfect Tense

Active		Passive			
I	had	gone	I	had been	told
You		heard	You		asked
He		assisted	He		taken
She		seen	She		seen
It		come	It		used
We		helped	We		shown
They		asked	They		sent

**The past perfect tense is used for an action in the past which happened before another action, also in the past, for example.**

1. The doctor told them that John had sustained a fracture.
2. The nurse took John's pulse and blood pressure after she had admitted him.
3. Soon after John had returned to the ward, he began to regain consciousness.
4. The past perfect is often used with.

**Before, after, as soon as, until, when.**

**Complete the following sentences with the past perfect tense**

1. We (give).....him first aid by the time the ambulance arrived.
2. The doctor wanted to know what the nurse (do).....
3. Mary didn't get home until after her parents (go).....to bed
4. I found my way to the clinic after I (ask).....the theatre sister the way.
5. You lost your new gloves soon after you (buy).....them, didn't you.
6. When John (recover).....from his operation, he was sent home.
7. The doctor did not arrive until the patient (finish).....their breakfast.
8. As soon as the surgeon (examine).....the x-rays he started the operation.

**Complete the following sentences with the correct past simple or past perfect tense of the verb in bracket.**

**Remember, the past perfect marks the earlier of the actions.**

1. The nurse who admitted John (ask).....what (happen).....to him.
2. He (tell).....her that he (be knocked).....down.
3. Mary (work).....at the hospital for six months before she(meet).....Jane.
4. When the nurse(set).....the trolley, she (take).....it into the ward.
5. After the disposable instruments (be used).....they (be thrown).....away.
6. After the surgeon (examine).....the patient, he (tell).....him there was nothing to worry about.
7. Jane's headache (not, get).....better until she (take).....several Aspirins.
8. The radiographer(tell).....the patient not to move until she (take).....the x-ray.
9. When she (take).....the x-ray, the radiographer (take).....the patient back to the ward.
10. After they (have).....their dinner, they (go).....to the cinema.

11. The surgeon who (perform).....his operation (visit).....John next morning.

**Use a suitable past tense**

1. Before being admitted to hospital, she (try) ..... every sort of treatment but it (not/help) ..... her at all.
2. She (say) ..... she (have) ..... a lump which she (notice) ..... about a month before.
3. He (fit) ..... until a month ago when he (begin) ..... to feel unwell.
4. Yesterday she (wake) .....up full of pains. She (get) ..... wet the previous day on the way home from work.
5. His neighbor (find) ..... him on the floor yesterday evening but he (fall) ..... earlier in the day.
6. My doctor(think..... I (overdo) .....things and (advise) ..... me to rest.
7. The doctor (ask).....him whether he (take).....the tablets he (prescribe) .....  
.....
8. During the night she (call) ..... the nurse because she not (feel) ..... well since she (go) ..... to bed.
9. The child almost (die) .....because she (swallow) ..... a large number of sleeping pills while her mother (work) .....in the kitchen.
10. He (see) .....no improvement although he (follow) ..... his doctor's advice.

**Put the verbs into the correct form**

1. Does it hurt you to pass water?  
- Not today but yesterday it (hurt).....a lot.
2. Are you still taking the tablets?  
- No, I (stop).....taking them about a month ago.
3. Does anyone in your family suffer from heart disease ?  
- My father (suffer).....from angina for over six years before he (die).....
4. Where's the patient in bed 4?  
- They (transfer).....him early this morning to the intensive care unit.
5. Do you often bring up food?  
- I (bring).....up what I (eat).....last night.
6. Is the patient conscious?  
- Yes, he (come round).....two hours ago.
7. Do you still smoke?  
- No, I (give up).....smoking a year ago.
8. Any new patients?  
- A patient with a bleeding ulcer (come).....in last night.
9. Is your mother still alive?  
- No, she (die).....when I (be).....a child.
10. Is there any hope for that patient ?  
- Yes, he (open).....his eyes last night and (ask).....for something to eat.



Section 1: Reading Comprehension

Judy started smoking when she was in college. Smoking helped her to keep going while studying. She enjoyed smoking with friends between classes. When she was worried about grades or relationship, smoking helped her to relax. By the time she was a senior, if she was not smoking a cigarette, she was very much aware of it.

A couple of years after graduation, she was hiking with some friends and realized she was having a hard time keeping up. She was the only smoker in the group and found herself out of breath and more tired than the others.

Her mother smoked more than two packs a day and had died of lung cancer at the age of 52. Judy still remembers her mom’s continual cough and complaints about chest pain. Her mother had finally gone to the doctor when she started coughing up blood. The doctor had told her she had lung cancer. She died several months later.

After the hike, Judy started thinking about how she might quit smoking. A good friend of hers, Sharon, who was pregnant also wanted to stop. Sharon had read that pregnant women who smoke have a higher number of miscarriages or premature babies than nonsmokers.

Judy decided she would use the “cold turkey” method to quit. Sharon chose to quit gradually. They circled Judy’s birthday as quitting day. They told their friends and family they were quitting. A week before quitting day they did two things: they switched to a brand of cigarettes they didn’t like and they started an exercise program. They would meet in the evenings and walk for a half hour. Next Judy hid all her cigarettes, matches and ashtrays. They made sure they had plenty of carrot sticks and chewing gum. When the quitting day arrived, Judy never smoked another cigarette. Sharon smoked one less cigarette each day.

Two months later they have both completely quit. During this time they have talked on the telephone a lot. Often one can hear the other munching on a carrot. They still meet in the evenings for their half hour walk.

Judy said quitting smoking was the best birthday present she’d received. Smoking does not only cause lung cancer but is linked to heart disease, stroke, and other cancers. Sharon said quitting smoking was a good present to give to her baby.

Questions and Answers

Use the story on **Smoking** to answer the following questions. Answer in complete sentences

- 1. Why did Judy start smoking?  
.....
- 2. Why did Judy decide to quit smoking?  
.....
- 3. What did Judy’s mother die from?  
.....
- 4. Why is smoking dangerous for an expectant mother?  
.....

5. What does "cold turkey" mean?

.....  
6. What are two things Judy and Sharon did before they quit smoking?

.....  
7. What is the best birthday present Judy received?

.....  
8. How many of your friends smoke?  
.....

## ***Section 2: Speaking***

Make sure you understand the meaning of these words

1. abscess
2. braces
3. cavity
4. cleaning

5. dental hygienist
6. dentist
7. dentist's chair
8. extraction

9. gums
10. anesthetic
11. receptionist
12. waiting room

### **PRACTICE**

#### **Patient: Colin**

One of my teeth is broken  
This tooth at the back hurts a bit  
Sometimes my gums bleed

#### **Dentist**

Open wide for me  
I'll have a look around  
You have a mild gum infection  
That back tooth has a bit of decay  
You've got a loose filling  
I'll have to take that tooth out  
You need a filling

#### **Colin**

So floss is good for my gum, is it?  
Do I need another appointment?

#### **Partner Interview**

Practice these questions with your teacher. Then ask your partner

1. Do you go to the dentist? What is your dentist's name?
2. Where is your dentist's office?
3. Do you like your dentist? Why or why not?
4. Did you ever have a toothache? What did you do?
5. Did you ever wear braces? When?
6. Did you ever have a filling? Did it hurt? Did you have an anesthetic?
7. How do you feel when you leave the office?
8. How often do you visit the dentist?
9. What does the dentist (or the hygienist) do?

## Cross- Cultural Exchange

In your country, when do people go to the dentist? What kinds of feelings do people get?

### Partner Role Play

You have a toothache and can't eat. Make a "telephone call" for an appointment with the dentist. Present your conversation to the class.

### What could they say?

Match what they want with what they say

The dentist wants you...

1. to open your mouth. She says
2. to wash out your mouth. She says

A. Just look straight ahead

B. You can get dressed now

C. Now let's have a look

D. Could you give me a little sample in this bottle?

E. Have a rinse.

The doctor wants...

3. to take your blood pressure. He says
4. to check your pulse. He says
5. to listen to your chest. He says
6. to check your eyes. He says
7. to check your throat. He says
8. to check your urine. He says
9. to take off most of your clothes. He says
10. to put your clothes on. He says

## Section 3: Grammar and vocabulary practice

### Purpose

Look at these sentences

1. The beds are arranged so that patient can have as much fresh air as possible.
2. There must be adequate space between beds to prevent cross – infection.
3. Furniture and fitting have been designed to permit easy cleaning.
4. John's leg was x – rayed so that the surgeon could see the exact site and extent of the fracture.

### Complete the following sentences with "so that" or a suitable infinitive with "to"

1. A day room is provided..... ambulant patients have somewhere to relax.
2. The patient was given an antibiotic.....the onset of infection.
3. The doorways are always wide enough.....patients in wheelchairs enter with ease.
4. Some side wards have their own basins and lavatories..... suitable accommodation is provided for infectious patients.
5. The beds are arranged.....patients can be observed without difficulty.
6. Hospital planners have used bright colors.....a cheerful atmosphere.
7. The patient was given an injection of morphine.....shock and pain.
8. Jane studied hard.....she could pass her examinations.
9. Furniture and fitting are designed..... They can be cleaned easily.
10. Mary made notes at the lecture.....she could remember the important points.

### Complete the following sentences with the appropriate words

1. Physician is another name for.....
2. Someone who is under a doctor's care is called a.....

3. A prescription drug can be purchased only in a.....
4. A disease which spreads from one person to another is a.....
5. Laboratory technicians use a.....to examine blood specimens.
6. The Salk and Sabin.....have greatly reduced the threat of polio.
7. In 1895 Roentgen discovered the.....which makes it possible to diagnose problems in the skeleton and internal organs.
8. A doctor who specializes in heart problem is a.....
9. The cost of health care is so high that.....is necessary for most people.
10. The study of the human called.....was greatly advanced when dissection was first used in 1515.

**Use each word once to fill in the blanks**

smoking	senior	lung	pain	relationship
college	gum	cough	blood	cigarettes
quit	breath	chest	matches	complaints

1. It is dangerous to play with.....
2. She smokes ten.....a day.
3. She wants to.....smoking.
4. He will be a.....in college.
5. His grandmother died of.....cancer.
6. My sister has a.....in her chest.
7. She chews.....instead of smoking cigarettes.
8. After walking up the stairs, she was out of.....
9. The doctor hears many.....everyday.
10. He has a very deep.....
11. He has been.....since he was sixteen years old.
12. They plan to attend a.....near their home.
13. Jeff plans to donate.....
14. When he is worried about his.....with his girlfriend, he smokes.
15. When she coughs her.....hurts.

**Comprehension check**

The main function of a hospital is to provide care and treatment for the sick and injured. Its staff, that includes consultants, doctors, registrars, trainee doctors, surgeons, nurses, sisters, social auxiliaries, social workers, health visitors, physiotherapists, occupational therapists, speech therapists, dieticians, chaplains and so on, carries out many activities. Scientific research is important especially in university hospitals. "Prevention is better than cure" as the old saying tell is and so nowadays the Health Service is encouraging preventive medicine, which not only helps to reduce human suffering, but also reduces government expenditure.

**Say whether the following sentences are true(T) or false(F)**

1. Only doctors and nurses work in a hospital
2. University hospitals do only scientific research
3. Dieticians tell people what they must eat
4. Trainee doctors are specialists
5. Preventive medicine is a waste of money

Section 1: Reading comprehension

Grace decided she needed to change her family’s diet. They are too much fast food and frozen dinners. Grace has high blood pressure and knows these foods contain a lot of salt. Her doctor had told her salt is bad for high blood pressure. Her husband has high cholesterol and many fast food contain a lot of fat. Plus she does not want her children to have problems with heart disease when they get older.

Grace began her family’s new diet by serving breakfast. Before, she and her husband would just have a cup of coffee and the children would have a glass of orange juice. Often by ten o’clock in the morning Grace felt tired and irritable. Her body had gone too long without food. She started serving cereal with milk, toast, and orange juice for breakfast. It was not a difficult meal to make. She did have to get up earlier but she found she had more energy during the day. Her children would have preferred sugar coated cereals but she tried to stay away from those.

Since neither Grace nor her husband are able to be home when the children arrive from school, she decided to start having healthier snacks in the house for the children. She stopped buying chips, cookies and soda. Instead she made sure there was food for sandwiches, fruit and milk. Grace also started eating healthier snacks. She takes fruit to work for a snack between meals.

Grace went to the library to get a cookbook on easy healthy meals. She started cooking with olive oil. It has less cholesterol. Cholesterol can accumulate in the walls of blood vessels which gradually narrows them. This condition may lead to a heart attack or stroke. She and her family started eating more rice and pasta dishes and less red meat. Along with this, they eat salads, fruits, and vegetables.

Grace is feeling better and has more energy. Besides eating healthier meals she and her family eat healthier snacks. They no longer drink sodas but instead of drinking water. She is glad they have changed their diet.

Questions and Answers

Use the story on Nutrition to answer the following questions. Answer in complete sentences.

- 1. What health problem does Grace have?
2. What health problem does her husband have?
3. Name two health problems that can cause heart disease.
4. Grace stopped eating fast foods and frozen dinners because they often contain high quantities of what two ingredients?
5. After Grace started her family’s new diet, which meal did they begin eating?
6. Instead of soda, what did Grace’s family begin to drink?
7. What healthy snacks do Grace’s children eat?
8. Where did Grace go to get a cookbook on easy healthy meals?

## ***Section 2: Speaking***

Dialogue: Asking about symptoms

Mrs. Smith has been taken into hospital because of persistent pain and sickness. The doctor asks her some questions about her health.

Doctor: Hello, Mrs. Smith. How are you today?

Patient: I'm a bit down because I don't think I'm making good progress.

Dr: I see, *are you still having pain?*

Pt: It's very bad at the moment, it makes me feel sick too. You see, I'm not getting any rest at all. It wakes me up even at night. I go to sleep for about an hour and then I'm awake again.

Dr: Show me where it hurts.

Pt: Down here.

Dr: *Can you describe the pain?*

Pt: It's a sort of dull pain, sometimes it moves up and down.

Dr: *You're taking something for the pain, aren't you?*

Pt: Yes, I am. They're giving me a lot of medicines.

Dr: *Did you have fever last night?*

Pt: I didn't have a fever last night, but today it is going up again, that's why I am very upset.

Dr: Don't worry. We'll try to bring your temperature down. *Are you eating well?*

Pt: I often get indigestion. I can't eat a lot.

Dr: *Does any particular food upset you?*

Pt: If I eat fatty food I feel very sick.

Dr: Do you work?

Pt: I work in a bank. I've been off work a lot lately.

Dr: *What about your bowels? Is there any blood in your stools?*

Pt: No. there isn't.

Dr: *What about your kidneys? Are you urinating more frequently than usual?*

Pt: Not really, although sometimes I have to get up during the night to pass water.

Dr: *And do you get any pain when you urinate?*

Pt: No, no pain at all.

Dr: *Do you often get a cough?*

Pt: Only when I have a cold or a sore throat. It usually happens in water or in damp weather.

Dr: *Do you suffer from breathlessness?*

Pt: Not really. I sometimes get breathless when I climb the stairs or I rush about.

Dr: Are you a smoker?

Pt: I don't smoke too much, just four or five cigarettes a day.

Dr: *Do you get palpitations?*

Dr: From time to time. When I am anxious I feel my heart thumping.

Dr: Any pain in your chest?

Pt: No.

Dr: *Do you get giddy at all?*

Pt: Sometimes in the morning when I get up but it doesn't last long.

Dr: Do you suffer from headaches?

Pt: Quite a lot lately.

Dr: Do you take anything for them?

Pt: Every now and then a pill.

Dr: *Is your hearing good?*

Pt: I think so.

Dr: I see you wear glasses?

Pt: Yes, I'm short-sighted.

Dr: I see, try to keep calm.

### Partner Role Play

You are visiting the doctor for the first time. One partner is the doctor. The other is the patient. Write a conversation. Present your conversation to the class. Try to manipulate all questions necessary to ask about symptoms.

## Section 3: Grammar and vocabulary practice

### Question – tags

**With a positive statement, we have a negative tag.**

1. She is a gynecologist, isn't she?
2. You have seen the treatment room, haven't you?
3. He likes ice-cream, doesn't he?
4. She will come, won't she?
5. They often visit him, don't they?

**With a negative statement, we have a positive tag.**

1. She isn't a gynecologist, is she?
2. You haven't seen the treatment room, have you?
3. He doesn't like ice-cream, does he?
4. She won't come, will she?
5. They don't visit him often, do they?

**Supply the missing question tags.**

1. The syringe is sterile,.....?
2. He has his injection,.....?
- 3 He's not a consultant,.....?
4. They are radiographers,.....?
5. You're not going,.....?
6. They did it,.....?
7. This is the dispensary,.....?
8. This isn't the preparation room,.....?
9. They weren't staff nurses,.....?
10. John was admitted yesterday,.....?
11. She went home last week,.....?
12. You will help me,.....?
13. It won't hurt,.....?
14. It doesn't hurt,.....?
15. There are enough beds,.....?
16. She can walk,.....?
17. It wasn't difficult to find,.....?
18. You found them,.....?
19. He will get better,.....?
20. This equipment isn't sterile,.....?
21. You have given her a bedpan,.....?
22. She is on duty,.....?
23. Nurse Brown admitted him,.....?
24. You will come tomorrow,.....?

## ***Drill***

Supply questions tags to make your voice rise and fall correctly

Statement This isn't disinfectant.

With tag This isn't disinfectant, is it?

1. This isn't disinfectant.
2. The treatment room wasn't large.
3. The sluice is tiled.
4. Ward flowers can be attractive.
5. Contaminated bed linen must be destroyed.
6. The doctor can scrub up here.
7. Doorways ought to be wide.
8. Supper isn't ready yet.

### ***Use each word once to fill in the blanks***

decided	frozen	diet	cereal	prefer
sandwich	contain	breakfast	difficult	snack
fast	husband	irritable	energy	between

1. She eats.....for breakfast.
2. She eats fruit for a.....
3. Many frozen foods.....a lot of salt.
4. When he is hungry he is.....
5. I.....orange juice with my breakfast.
6. My.....had high blood pressure.
7. Many.....foods contain a lot of fat.
8. When she eats healthy food, she has more.....
9. He does not eat.....meals.
10. It is.....to diet.
- 11.....is my favorite meal of the day.
12. He.....to join Weight Watchers.
13. She eats a.....for lunch.
- 14.They plan to change their.....
15. The fish is still.....

### ***Sum up your problem in one word, taken from the following:***

Diarrhea, insomnia, constipation, anorexia, incontinence, atrophy, lumbosciatalgy, depression, apnoea, obesity, diplopia.

E.g. Your bowels are loose = diarrhea

1. You weigh 108 kg =
2. You can't sleep well and wake up frequently =
3. You can't control your bladder =
4. You are in low spirits, you feel nervous and =
5. You have difficulty in moving your bowels =
6. You have no appetite =
7. You have pain in your back and legs =
8. You get out of breath =
9. You see things double =
10. Your muscles are withering and becoming weak =



**PRE-READING ACTIVITY**

You will read about different medical specialists in this lesson. Discuss the topic with your teacher and classmates. Also, answer the following questions.

- What is medicine?
- What are the names of some diseases?
- How can you prevent disease?
- How many kinds of doctors do you know?

***Medical Specialists***

Doctors, nurses, and other medical people are all part of health care. They all work together to give good medical care.

Doctors have two important jobs. First, they make sick people healthy. They often use machines and new drugs to heal patients. Second, doctors try to prevent disease. They often give vaccinations to stop disease. Vaccinations prevent diseases like smallpox, cholera, polio, and measles. Not many people die from these diseases now. Vaccinations save many lives. Doctors also try to prevent disease with good advice. They tell their patients to eat the right kind of food and to exercise daily.

Many doctors specialize in only one kind of medicine. For example, ophthalmologists are eye specialists. They treat eye diseases and try to prevent blindness. Dentists take care of people's teeth and treat diseases of the mouth.

Some patients need operations. Surgeons use operations to take care of problems inside the body. For example, there are many operations on the heart. Anesthesiologists are specialists who help surgeons with operations. They put patients to sleep during surgery. Then the patients do not feel pain.

Obstetrician are specialists who care for pregnant women. They check women before the birth of their babies and deliver the babies. Pediatricians are physicians who care for children.

Family practice is a new specialization. A family doctor cares for the whole family. This doctor cares for patients who have all kinds of illness. A family practice doctor takes care of babies and old people, but the family physician usually sends very sick patients to other specialists.

Emergency medicine is another specialty. Most hospitals have an emergency room. People sometimes have accidents at home or at work, or they sometimes become ill suddenly. Ambulances, and sometimes helicopters, take people to hospital emergency rooms. Emergency specialists give immediate treatment

There are many other medical specialists. These specialists, doctors, nurses, and other medical people, all work together to help their patients. They not only heal people who are sick, but also they try to prevent disease.

**EXERCISES****What is the main idea?**

The main idea is the general idea of the reading. It is usually at the beginning or the end of a paragraph. In a long reading, it is usually in the first or last paragraph. Put an X beside the statement with the main idea from "Medical Specialists."

- \_\_\_\_\_ a. Vaccinations save many people's lives.
- \_\_\_\_\_ b. Doctors are not medical specialists.
- \_\_\_\_\_ c. Medical specialists work together to help patients and prevent disease.

### Did you understand the reading?

Write T by each statement if it is true or correct. If it is false, write F . Do not look at the reading. See the example.

- \_\_\_T\_\_\_ 1. Doctors and nurses are medical specialists.  
\_\_\_\_\_ 2. Doctors have only one job. They heal sick people.  
\_\_\_\_\_ 3. Disease prevention is an important job.  
\_\_\_\_\_ 4. Patients usually die from vaccinations.  
\_\_\_\_\_ 5. Some doctors specialize in only one kind of medicine.  
\_\_\_\_\_ 6. There are many different medical specializations.  
\_\_\_\_\_ 7. Doctors have two jobs. They prevent disease and they help sick people.

### Did you understand these words in context?

The italicized words in the exercises are from the reading. You probably understood them in the context. The context is the words and sentences around a word. Try to understand a new word from the context. This skill is an important part of reading better. Study these example.

1. The verb **to be** gives a definition.

Doctors are *physicians*

2. The word **or** often gives a synonym. A **synonym** is a word with the same meaning as another word.

Doctor use drugs, *or* medicines, to heal their patients.

3. A synonym may be given in the sentences before or after the new word.

Doctors try to *prevent* disease. Vaccinations stop diseases like smallpox.

**Read the following sentences. Study the italicized word and its context. Circle the letter of the word with the same meaning as the italicized word. If you are not sure, go back to the reading for more context, but do not use your dictionary. Guess! See the example.**

1. Doctors make sick people healthy. They try to cure their *patients* with drugs or surgery.  
a. doctors                      b. heal                              c. sick people                      d. healthy
2. Ophthalmologists take care of eyes. They *treat* eye disease.  
a. help                              b. have                              c. give                              d. take care of
3. Eye disease sometimes makes people *blind*.  
a. They cannot see.  
b. They cannot hear.  
c. They wear glasses.  
d. They need surgery.
4. People sometimes have accidents or get sick suddenly. Then they go to the emergency room for *immediate* care.  
a. emergency                      b. slowly                              c. accidental                      d. sick
5. Anesthesiologists are *specialists* who help surgeons with operation.  
a. surgeons.                      b. operations                      c. helpers                              d. special doctors
6. Obstetrician care for *pregnant* women. They help the women with the birth of their babies.  
a. women.  
b. women who are doctors  
c. women who are sick  
d. women who will have babies

7. Vaccinations **save many lives**.
  - a. People die because of vaccinations.
  - b. People live because of vaccinations.
  - c. Vaccinations make people sick.
  - d. Vaccinations cure disease.
8. Doctors treat **illnesses**, or diseases, with new drugs and new machines.
  - a. machines
  - b. drugs
  - c. diseases
  - d. doctors
9. Anesthesiologists put patients to sleep during operations. Then the patients **feel no pain**.
  - a. Patients hurt.
  - b. Patients do not hurt.
  - c. Patients operate.
  - d. Patients do not sleep.

**What do these sentence patterns mean?**

***Some of these sentence patterns may be new to you. You probably understand the general idea. Sometimes you can understand a sentence better if you recognize the sentence pattern. For example, the word to with a verb often answers the question why. Look at the following example.***

1. Why do doctors use new drugs and machines?
2. Doctors use new drugs and machines in order to heal patients.
3. Doctors use new drugs and machines to heal patients.

***Read the following sentences. Put a check (V) in front of the sentences with the same meaning as the first. You may check more than one sentence. See the example.***

1. Doctors and nurses work together to give good medical care.
  - V  a. Doctors want to give good care.
  - V  b. Nurses want to give good care.
  - c. Doctors and nurses are good.
2. Doctors often give vaccinations to stop diseases.
  - a. Vaccinations stop disease.
  - b. Doctors give diseases.
  - c. Vaccinations are diseases.
3. Surgeons use operations to take care of problems inside the body.
  - a. Operations take care of problems inside the body.
  - b. Doctors have problems inside their bodies.
  - c. Operations are problems inside the body.
4. Specialists work together to heal patients.
  - a. Specialists heal patients.
  - b. Specialists work together.
  - c. Specialists are patients.

***The word who often replaces a noun. Two sentences about the same person or thing can make one sentence.***

- Doctors cure people who are sick.
- Doctors cure people. People are sick.

**Read the following sentences. Put a check (V) in front of the sentences with the same meaning as the first. You may check more than one sentence.**

5. Family doctors care for patients who have all kinds of diseases.  
\_\_\_\_\_ a. Doctors have diseases.  
\_\_\_\_\_ b. Patients have diseases.  
\_\_\_\_\_ c. Family doctors are patients.
6. Anesthesiologists are specialists who help surgeons.  
\_\_\_\_\_ a. Surgeons are anesthesiologists.  
\_\_\_\_\_ b. Anesthesiologists help surgeons.  
\_\_\_\_\_ c. All specialists help surgeons.
7. Pediatricians are physicians who care for children.  
\_\_\_\_\_ a. Pediatricians are doctors.  
\_\_\_\_\_ b. Pediatricians take care of children.  
\_\_\_\_\_ c. Pediatricians are often children.

### **How do these words function?**

*Different kinds of words work in different ways in sentences. Verbs are words like is, care for, die, and prevent. Every sentence in English has a verb. Nouns are words like health, medicine, doctor, and vaccination. Look at the following italicized words from the reading. Write N for nouns and V for verbs.*

- \_\_\_\_\_ 1. Doctors give medicine to sick people.  
\_\_\_\_\_ 2. Physicians heal patients.  
\_\_\_\_\_ 3. Obstetricians deliver babies.  
\_\_\_\_\_ 4. Accidents happen at home or at work.  
\_\_\_\_\_ 5. People sometimes die from disease.  
\_\_\_\_\_ 6. The heart and lungs are inside the body.  
\_\_\_\_\_ 7. Family practice doctors sometimes send patients to specialists.  
\_\_\_\_\_ 8. Ophthalmologists want to prevent blindness.

### **Can you put these sentences in order?**

Words like first, then, after, before, at last, and finally are called sequence words because they show order. Pay attention to these words in your reading. They help you understand the order of ideas. The sentences in this exercise are not in order. The purpose of the exercise is to put the sentences in order. Use the sequence words to help you. Number the sentences in the correct order.

People must study a long time to become doctors. Their education is long, difficult, and expensive. It costs a lot of money. It happens in this order.

- \_\_\_\_\_ Then they go to a medical school for another four years.  
\_\_\_\_\_ After their residency, most doctors choose a specialization.  
\_\_\_\_\_ They must study their specialization for another year or more.  
\_\_\_\_\_ Men and women must study many years to become doctors.  
\_\_\_\_\_ First, they must study for four years at a college or university.  
\_\_\_\_\_ Finally, they are ready to begin their own practice.  
\_\_\_\_\_ They are residents for at least one year.  
\_\_\_\_\_ After medical school, they work in a hospital as residents.

Read these sentences again. Circle all the sequence words.

### Do you know these specialists?

The reading "Medical Specialists" described these specialists. Write the letter of the sentence at the right for the specialty on the left. The purpose of this exercise is to review the names of doctors. Reread parts of the reading if necessary. See the example.

- |                                 |   |
|---------------------------------|---|
| 1. ____ Family Practice Doctors | a. They take care of eyes.                              |
| 2. ____ Dentists                | b. They care for children.                              |
| 3. ____ Obstetricians           | c. They take care of pregnant women and deliver babies. |
| 4. ____ Anesthesiologists       | d. They use operations to help patients.                |
| 5. ____ Surgeons                | e. They take care of people of all ages.                |
| 6. ____ Ophthalmologists        | f. They put people to sleep for operations.             |
| 7. ____ Pediatrician            | g. They take care of people's teeth.                    |

**PRE-READING ACTIVITY**

*You will read about nurses and their work. In order to preview some of the ideas and vocabulary, discuss the following questions with your classmates and teacher.*

What are the duty of nurses?

What is the difference between nurses and doctors?

Nurses are a necessary part of health care. Like doctors, they have two jobs. They heal sick people and take care of patients. Most nurses who work in hospitals are general – duty nurses. They supervise the care of the patients and assist doctors. However, many nurses work in other places, such as clinics schools, factories, and private homes. There are also jobs in the offices of doctors and dentists. Therefore, there are many different kinds of nursing jobs.

There are two kinds of nurses: professional and practical. Professional nurses are registered nurses (RN's). They have two to five years of medical education. Both kinds of nurses study and learn in classes and in clinics. In their classroom studies, nurses learn about the anatomy of the body, chemistry, the nutrition of foods, drugs and medicines, and psychology. They also learn about general nursing care. In their clinical studies, they work with patients. They learn to take a patient's temperature, blood pressure, and pulse rate. They learn to care for all kinds of patient. They also learn about different jobs in hospitals.

Practical nurses are another kind of nurse. These nurses also study about nursing care, but they study for a year or two. Practical nurses usually help professional nurses with the patients. Professional nurses, on the other hand, usually assist doctors.

Most nurses continue their education. They learn about new medicines, new machines, and new treatments. Some nurses continue their education to become specialists. For example, some nurses specialize in surgery, emergency care, or pediatrics. In surgery, nurses assist doctors during operations. In emergency rooms, nurses treat people with injuries from accidents. In pediatrics, they care for sick children.

Nursing jobs are difficult, but most nurses want to help sick people. They work hard to heal sick patients and to prevent illness. Nurses are an essential part of health care.

**EXERCISES****What is the main idea?**

*The main idea is the general idea in the reading. It is usually stated at the beginning of the end of a paragraph. In a long reading, it is usually stated in the first or last paragraph. Put an X beside the statement with the main idea of "Nursing."*

- \_\_\_\_\_ a. Professional nurses help doctors.
- \_\_\_\_\_ b. Nurses are necessary to health care.
- \_\_\_\_\_ c. Professional nurses work only in hospitals.

**Did you understand the reading?**

Write T by the statement if it is true. If false, write F. **Do not look at the reading.** See the example.

- \_\_\_\_\_ 1. Nurses help doctors.
- \_\_\_\_\_ 2. Only professional nurses work in hospitals.
- \_\_\_\_\_ 3. There are two kinds of nurses.
- \_\_\_\_\_ 4. Nurses never specialize.
- \_\_\_\_\_ 5. Professional nurses study one year in school.
- \_\_\_\_\_ 6. Nurses take care of patients.
- \_\_\_\_\_ 7. Professional and practical nurses work in hospitals.
- \_\_\_\_\_ 8. Only doctors become specialists.

## Do you understand these signal words?

Some words in English join two ideas. They tell the relationship between the ideas. These words are important because they help you understand the ideas.

Look for these signal words when you are reading. Words like **first, second, last, finally or then** tell you about the order of something. And joins two ideas equally. It adds ideas. Read the following example.

Nurses supervise the care of patients, and they assist doctors.

**But** shows differences between ideas.

Many nurses work in hospitals, but many other nurses work in schools and factories.

**Or** shows a choice between two ideas.

People sometimes have accidents, or they become sick suddenly.

**So** shows the result.

The patient had a smallpox vaccination, so he did not get smallpox.

**For example** explains a statement with a word picture.

Some nurses specialize in one kind of medicine. For example, some specialize in pediatrics.

Look at each of the italicized word in the following sentences. Circle the letter of the words with the same meaning as that word. Look back at the reading if you want. But do not use your dictionary. Use the context to guess the meaning.

1. *Like* doctors, nurses sometimes specialize.
  - a. Both doctors and nurses.
  - b. Only doctors.
  - c. Doctors but not nurses
  - d. Doctors like nurses
2. A nurse's job is difficult. *However*, most nurses want to help sick people.
  - a. and
  - b. but
  - c. or
  - d. for example
3. Vaccinations prevent diseases *like* smallpox, cholera, or measles.
  - a. and
  - b. but
  - c. for example
  - d. so
4. Nurses work in many different places. They work in hospitals, factories, schools, or doctors' offices. *Therefore*, there are many different kinds of nursing jobs.
  - a. and
  - b. but
  - c. so
  - d. or
5. Nurses sometimes study medical specialties, *such as* pediatric nursing or surgical nursing.
  - a. and
  - b. however
  - c. so
  - d. for example
6. Practical nurses help professional nurses. *On the other hand*, professional nurses assist doctors.
  - a. however
  - b. for example
  - c. or
  - d. so

## What do these words mean?

**Pronouns**, such as *he, she, their, these, who*, take the place of nouns. You will understand the reading better if you understand pronouns and their nouns. Look at the sentences in the following exercise. A pronoun or possessive is italicized. Look at the first sentence. Do the others in the same way.

1. Nurses are part of health care. *They* have two jobs.
2. Most nurses in hospitals are general-duty nurses. *They* supervise patients and assist doctors.
3. In *their* classroom studies, nurses learn about the body, nutrition, and drugs.
4. Most nurses *who* work in hospitals are general-duty nurses.
5. Practical nurses are another kind of nurse. *These* nurses also study about nursing care.

### How do these words function?

Like nouns and verbs, adjectives are important words. An **adjective** tells about a noun. Read the following examples.

1. A nurse's job is *difficult*.
2. They heal *sick* people
3. There are many *different* kinds of nursing jobs.

In the following sentences, look at the italicized word. Write *N* if it is a noun. *V* if a verb, and *Adj* if an adjective.

- \_\_\_ 1. *Professional* nurses are RN's.
- \_\_\_ 2. Nurses in emergency rooms treat people who *have* accidents.
- \_\_\_ 3. Nurses *are* part of health care.
- \_\_\_ 4. They learn about *new* medicines and machines.
- \_\_\_ 5. There are *jobs* in doctors' offices.
- \_\_\_ 6. *Education* is important for a nurse.
- \_\_\_ 7. Some nurses work in *private* homes.
- \_\_\_ 8. That doctors is a *surgeon*.
- \_\_\_ 9. Nurses are *necessary* to health care.
- \_\_\_ 10. There are two kinds of *nurses*.

### How well do you understand?

**The purpose of this exercises is to test your general understanding of vocabulary, grammar, and ideas. In the following paragraph, every sixth work is missing. Fill in the blank with a word that completes the meaning and that is grammatically correct. This is a test. Do not look back at the reading until you are finished. Then you may look to check your answers. More than one answer may be correct for some blanks. See the example.**

### Doctors and nurses

Doctors and nurses are part (1)\_\_\_\_\_ health care. They have two (2)\_\_\_\_\_ jobs. They heal sick patients, (3)\_\_\_\_\_ they try to prevent disease. (4)\_\_\_\_\_ study eight to twelve years. (5)\_\_\_\_\_ doctors specialize. There are two (6)\_\_\_\_\_ of nurses: professional and practical. Practical (7)\_\_\_\_\_ study two to five years. (8)\_\_\_\_\_ nurses study up to five (9)\_\_\_\_\_. Both doctors and nurses sometimes (10)\_\_\_\_\_. There are many specialties, such (11)\_\_\_\_\_ surgery, dentistry, and ophthalmology. Doctors (12)\_\_\_\_\_ specialize in surgery are called (13)\_\_\_\_\_. Nurses who care for children (14)\_\_\_\_\_ pediatric nurses. Doctors and nurses (15)\_\_\_\_\_ to cure sick people and (16)\_\_\_\_\_ stop disease.

### Reading for Understanding

**In this short reading, you will read a little about the history of sterilization. The purpose of this exercise is to read for understanding. For this reason, it is a little more difficult than the reading in the lesson. For example, there is no preview exercise or any help with the vocabulary. Therefore, you must read carefully but quickly. Then do the exercise.**

**Look at the reading again if necessary, but do not look at your dictionary.**

### Sterilization during Surgery

In the past, no one knew how disease spread from person to person. However, in the 1800s, several doctors and scientists proved that microscopic bacteria caused diseases, although they could not be seen without a microscope. The names of some of these famous people were van Leeuwenhoek, Semmelweis, Pasteur, and Lister.



Joseph Lister was a surgeon in England in the 1800s. He worried about the number of infections during operations. At that time, almost one half of all people who had an operation died from infection. Lister wanted to prevent these infections. Lister knew about Pasteur's work with bacteria. He thought that perhaps bacteria caused the infections after surgery. He knew that there were many bacteria in dirty places. He decided to make the operating room cleaner. First, he sprayed the air in the operating room with chemicals to kill germs. The spray was not enough. Too many patients still had infections after surgery. Next, he looked at the instruments. He boiled them in hot water to sterilize them. He used only very clean instruments. Fewer patients got infections. Then he sterilized everything else. For example, he made sure that all medical workers in the operating room washed their hands well and wore clean clothes.

At first, other surgeons did not believe in Lister's ideas. However, Lister's surgery patients rarely died from infections after their operations. The number of deaths fell from 50% to 2 or 3%. Then other surgeons began to sterilize the operating rooms, and surgery became much safer for all.

### **Did you understand the reading?**

Write *T* for true and *F* for false.

- \_\_\_\_\_ 1. Bacteria is visible without a microscope.
- \_\_\_\_\_ 2. Bacteria cause disease.
- \_\_\_\_\_ 3. Joseph Lister was not a doctor.
- \_\_\_\_\_ 4. Fifty percent of all surgery patients died before Lister began to sterilize the operating room.
- \_\_\_\_\_ 5. Lister believed bacteria caused infection after operations.
- \_\_\_\_\_ 6. Sterilize means to make clean.
- \_\_\_\_\_ 7. Many of Lister's patients died from operations.
- \_\_\_\_\_ 8. Only two or three of Lister's patients died.
- \_\_\_\_\_ 9. Lister sterilized the operating room, the instruments, and the workers' hand and clothes.
- \_\_\_\_\_ 10. Other surgeons never believed Lister's sterilization prevented infections.

# WORDLIST

## Unit 1

1. take one's temperature			đo nhiệt độ cho ai
2. have a fever			bị sốt
3. at least			ít nhất
4. thermometer	n	[θə'mɒmɪtə]	nhiệt kế
5. forehead	n	['fɔ:rid, 'fɔ:hed]	trán
6. difference	n	['dɪfrəns]	sự khác biệt
7. identify	v	[aɪ'dentɪfaɪ]	xác định
8. malaria	n	[mə'leəriə]	bệnh sốt rét
9. attack	n	[ə'tæk]	cơn
10. childbirth	n	['tʃaɪldbə:θ]	sinh nở
11. foul	n	[faʊl]	hôi
12. discharge	n	[dɪs'tʃɑ:dʒ]	dịch chảy ra từ cơ thể
13. vaginal	n	[və'dʒaɪnəl]	(thuộc) âm đạo
14. bleeding	n	['bli:diŋ]	chảy máu
15. pneumonia	n	[nju:'mɒniə]	viêm phổi
16. shallow	adj	[ʃæləʊ]	nông
17. cough	n/v	[kɒf]	ho
18. chill	n	[tʃɪl]	cơn ón lạnh
19. typhoid	n	['taɪfɔɪd]	thương hàn
20. tuberculosis	n	[tju:.,bə:kju'ləʊsɪs]	lao
21. mild	adj	[maɪld]	nhẹ, không trầm trọng
22. sweat	v	[swet]	mồ hôi
23. infection	n	[ɪn'fekʃn]	sự nhiễm trùng
24. unusually	adv	[,ʌn'ju:zəli]	bất thường
25. below	prep	[bi'ləʊ]	dưới
26. low # high	adj	[ləʊ] / [haɪ]	thấp / cao
27. bloody	adj	['blʌdi]	có máu
28. mucus	n	['mju:kəs]	nước nhày đờm dãi
29. pulse	n	[pʌls]	mạch
30. relatively	adv	['relətɪvli]	tương đối
31. diarrhea	n	[,daɪə'riə]	tiêu chảy
32. trembling	n	['treɪblɪ]	run
33. delirium	n	[dɪ'lɪrɪəm]	mê sảng

## Unit 2

1. life-threatening	adj	[laif'θretəniŋ]	có thể làm chết người; hiểm nghèo
2. result from	v	[ri'zʌlt]	do bởi, do mà ra; xảy ra như một kết quả
3. burn	n	[bə:n]	vết cháy, vết bỏng
4. dehydration	n	[,di:hai'dreɪʃn]	sự khử nước
5. allergic	adj	[ə'lə:dʒɪk]	dị ứng; do dị ứng gây ra
6. reaction	n	[ri:'ækʃn]	sự phản tác dụng, sự phản ứng lại
7. rapid	adj	['ræpɪd]	nhanh, nhanh chóng, mau lẹ
8. damp		'dæmp	sự ẩm ướt; không khí ẩm thấp
9. risk	n	[rɪsk]	sự rủi ro, sự nguy hiểm
10. injury	n	['ɪndʒəri]	tổn thương thực thể cho một sinh vật
11. cover	v	'kʌvə]	vỏ, vỏ bọc
12. blanket	n	['blæŋkɪt]	mền, chăn, lớp phủ
13. conscious	adj	['kɒŋʃəs]	tỉnh táo
14. unconscious	adj	[ʌn'kɒŋʃəs]	bất tỉnh, ngất đi
15. reassure	v	[,ri:ə'ʃuə]	cam đoan một lần nữa, đoan chắc một lần nữa
16. tilt	v	[tɪlt]	vị trí nghiêng; trạng thái nghiêng
17. choke	v	[tʃoʊk]	ngheñ thở
18. vomit	v	['vɒmɪt]	nôn, mửa (thức ăn.. từ dạ dày ra)
19. intravenous	adj	[,ɪntrə'vi:nəs]	trong tĩnh mạch
20. solution	n	[sə'lu:ʃn]	sự hoà tan, dung dịch;
21. normal saline	n	['nɔ:məlseɪlɪn]	nước muối thường, nước muối đẳng trương
22. drip	n	[drɪp]	sự chảy nhỏ, nước chảy nhỏ giọt

## Unit 3

1. body	n	['bɒdi]	cơ thể, thân thể
2. male	n/adj	[meɪl]	nam
3. anterior	adj	[æn'tɪəriə]	(thuộc) phía trước, đằng trước
4. aspect	n	['æspekt]	bề ngoài, mặt
5. shoulder	n	['ʃouldə]	vai
6. arm - pit	n	['ɑ:mpɪt]	nách
7. chest	n	[tʃest]	ngực
8. stomach	n	['stʌmək]	dạ dày
9. hand	n	[hænd]	bàn tay
10. thigh	n	[θaɪ]	đùi
11. knee	n	[ni:]	đầu gối
12. ankle	n	['æŋkl]	mắt cá chân

13. foot	n	[fut]	bàn chân
14. toes	n	[tous]	ngón chân
15. heel	n	[hi:l]	gót chân
16. genitals	n	['dʒenitlz]	bộ phận sinh dục
17. groin	n	[grɔɪn]	bẹn
18. finger	n	['fɪŋgə]	ngón tay
19. thumb	n	[θʌm]	ngón tay cái
20. hip	n	[hip]	hông
21. fore - arm	n	['fɔ:ra:m]	cẳng tay
22. elbow	n	[elbou]	khuỷu tay
23. upper - arm	n	['ʌpə- a:m]	cánh tay
24. ache	n	[eɪk]	đau, đau nhức
25. pain	n	[peɪn]	đau khổ, đau đớn
26. swell	v	[swel]	xưng lên, tấy lên
27. swelling	n	['sweliŋ]	vết xưng, vết tấy
28. sprain	v	[spreɪn]	làm cho bong gân
29. sprained	adj	[spreɪnd]	bị bong gân
30. graze	n	[greɪz]	chỗ sây da, xước da
31. stiff	adj	[stɪf]	cứng, cứng đờ
32. bruise	n	[bru:z]	vết bầm tím
33. sting	n	[stɪŋ]	vết đốt
34. sore	adj/n	[sɔ:]	viêm, vết thương
35. throb	v	[θrɒb]	đập nhanh, dồn dập
36. rash	n	[ræʃ]	chứng phát ban, nốt mụn
37. bite	n/v	[baɪt]	cắn, đốt
38. cut	n	[kʌt]	vết chém, vết mổ
39. itch	v	[ɪtʃ]	ngứa, làm cho ngứa
40. irritate	v	['ɪrɪteɪt]	làm đau, làm tấy
41. female	n	['fi:meɪl]	nữ
42. nipple	n	['nɪpl]	đầu vú
43. breast	n	[brest]	vú
44. navel	n	['neɪvl]	rốn
45. posterior	adj	[pɔ'stəriə(r)]	(thuộc) đằng sau, phía sau
46. buttock	n	['bʌtək]	mông
47. calf	n	[kɑ:f]	bắp chân, bụng chân
48. patient	n	['peɪfnt]	bệnh nhân, người bệnh
49. anxious	adj	['æni]	lo lắng, lo âu, băn khoăn, lo ngại
50. fearful	adj	['fiəfʊl]	sợ sệt
51. staff	n	[sta:f]	cán bộ, nhân viên
52. ease	n	[i:z]	sự thanh thản, thoải mái

53. rise	v	[raiz]	lên, nâng lên
54. fall	v	[fɔ:l]	xuống, rơi xuống
55. turn	v	[tə:n]	lật, quay
56. arch	v	[ɑ:tʃ]	làm cong, uốn cong
57. lower	v	['louə]	hạ thấp, làm cho thấp
58. wriggle	v	['rigl]	ngoe nguẩy, ngoẹo nguẩy
59. roll	v	['roul]	cuốn, vắn, lăn
60. figure	n	['figə]	hình dạng, thân hình
61. couch	n	[kaʊtʃ]	đi văng, trường kỷ, giường
62. straighten	v	['streitn]	thẳng ra, làm cho thẳng ra, duỗi thẳng ra
63. scar	n	[ska:]	vết sẹo
64. to have a pain in to have got a pain in			làm đau
65. to put something			
66. to change something at her (his) ease			làm cho ai thoải mái
67. to be careful about			cẩn trọng, thận trọng về ..
68. to raise one's arm			nâng tay lên
69. to move one's head			quay (xoay) đầu
70. to lift one's leg			nâng chân lên
71. to put out one's tongue			thè lưỡi ra
72. to bend one's knees			gập đầu gối lại
73. to touch one's toes			sờ vào ngón chân
74. to wriggle one's finger			ngoe nguẩy ngón chân
75. to roll one's sleeve			xắn tay áo lên
76. to hold one's head up			ngẩng đầu lên
77. to bend down			cúi xuống
78. to arch one's back			uốn cong lưng
79. to hold one's breath in			nín thở
80. to take one's trousers off			cởi quần ra
81. to keep one's mouth open			há miệng ra
82. to keep one's eyes shut			nhắm mắt lại
83. to lie on the couch			nằm lên giường
84. to turn over			lật, giở
85. to turn one's head round			quay đầu

## Unit 4

1. shift	n	[ʃɪft]	sự thay đổi, ca, kíp
2. duty	n	[ˈdju:ti]	nhiệm vụ, phận sự, phiên trực nhật
3. rank	n	[ræŋk]	hàng ngũ, xếp thành hàng
4. main	n	[meɪn]	chính, chủ yếu
5. entrance	n	[ˈentrəns]	cổng, lối vào
6. qualify	v	[ˈkwɒlɪfaɪ]	làm cho đủ tư cách, làm cho đủ trình độ
7. attend	n	[əˈtend]	tham dự, dự, có mặt
8. qualified	adj	[ˈkwɒlɪfaɪd]	có trình độ chuyên môn
9. attend	n	[əˈtend]	tham dự, dự, có mặt
10. lecture	n	[ˈlektʃə]	bài giảng
11. nurse	v	[nɜ:s]	chăm sóc (bệnh nhân), nuôi dưỡng
12. nursing	n	[ˈnɜ:sɪŋ]	việc chăm sóc bệnh nhân
13. anatomy	n	[əˈnætəmi]	giải phẫu học
14. physiology	n	[,fɪziˈɔlədʒi]	sinh lý học
15. hygiene	n	[ˈhaɪdʒi:n]	vệ sinh
16. pass	v	[pɑ:s]	qua, vượt qua, đi qua
17. final	adj	[ˈfaɪnəl]	cuối cùng, sau cùng
18. sister	n	[ˈsɪstə]	y tá trưởng ở khoa
19. nursing officer	n	[ˈnɜ:sɪŋ - ˈɔfɪsə]	y tá trưởng bệnh viện
20. further	adj	[ˈfɜ:ðə]	xa hơn
21. grade	n	[greɪd]	mức độ, cấp độ
22. split	n/v	[splɪt]	làm phân rã, chia nhỏ
23. split	adj	[splɪt]	làm chia nhỏ, phân nhỏ ra
24. to do shift work			làm theo ca (kíp)
25. to be on early shift			làm ca sớm
26. to be on late shift			làm ca muộn
27. to go on duty			đi trực
28. to come off duty			hết trực, thôi trực, trực xong
29. taxi - rank		[ˈtæksi - ræŋk]	bến xe taxi
30. staff nurse		[stɑ:f - nɜ:s]	y tá biên chế
31. state final examination		[steɪt - ˈfaɪnəl - ɪg,zæmiˈneɪʃn]	thi tốt nghiệp quốc gia
32. to do a split shifts			làm những ca trực nhỏ

## Unit 5

1.train	v.	[treɪn]	đào tạo, rèn luyện
2.set	v.	[set]	sắp đặt, đặt
3.trolley	n.	['trɒli]	xe đẩy
4.procedure	n.	[prə'si:dʒə]	thủ tục, quy trình
5.dressing	n.	['dresɪŋ]	đồ băng bó, sự băng bó
6.intravenous	adj.	[,ɪntrə'veɪnəs]	(thuộc) tĩnh mạch
7.infusion	n.	[ɪn'fju:ʒn]	sự tiêm truyền
8.fetch	v.	[fetʃ]	nhận về, đem về
9.suffer	v.	['sʌfə]	chịu đựng, đau đớn
10. niggly	adv.	['nɪɡli]	vụn vặt, tỉ mỉ
11. confiscate	v.	['kɒnfɪskeɪt]	tịch thu, xung công, tước
12. smuggle	v.	['smʌɡl]	đưa chui vào, đưa lậu vào
13. sheet	n.	[ʃi:t]	khăn trải giường, ga trải giường
14. cardiac	adj.	['kɑ:diæk]	(thuộc) tim
15. infarction	n.	[ɪn'fɑ:kʃən]	sự nhồi máu
16. cerebral	adj.	['serɪbrəl]	(thuộc) về não
17. hemorrhage	n.	['hemərɪdʒ]	sự chảy máu, xuất huyết
18. thrombosis	n.	[θrɒm'bɔ:sis]	chứng nghẽn mạch máu
19. pneumonia	n.	[nju:'mɔ:nɪə]	viêm phổi
20. administer	v.	[əd'mɪnɪstə]	cho thuốc, cho uống thuốc
21. rectal	adj.	['rektəl]	(thuộc) ruột thẳng, hậu môn
22. thermometer	n.	[θə'mɔ:mɪtə]	thermometer
23. catheter	n.	['kæθɪtə(r)]	ống thông, que thăm
24. bedpan	n.	['bedpæn]	bô dẹt
25. indicate	v.	['ɪndɪkeɪt]	chỉ ra, chỉ, biểu thị
26. urinal	n.	['juərɪnəl]	bô, vệt đựng nước tiểu
to set trolley			xếp (đặt) dụng cụ (đồ) lên xe đẩy
27. dressing pack			hộp đựng bông băng, túi đựng bông băng
28. sterile procedures			các thủ tục (quy trình) khử trùng (tiệt trùng)
29. intravenous infusion			tiêm tĩnh mạch
30. to assist somebody with something			giúp ai làm cái gì
31. cardiac infarction			nhồi máu cơ tim
32. cerebral hemorrhage			xuất huyết não
33. cerebral thrombosis			tắc nghẽn mạch máu não
34. to do bed-bath			tắm tại giường
35. to take T.P.Rs (temperature pulse respiration)			lấy nhiệt độ, mạch, nhịp
36. to do a ward round			đi buồng, đi bệnh phòng

37. to do breathing exercises	tập thở sâu, thực hiện thở sâu
38. side effect	tác dụng phụ
39. to attend lecture on	dự nghe giảng về
40. from time to time	thỉnh thoảng

## Unit 6

1. provide	v.	[prəvaɪd]	cung cấp
2. basic	adj.	[beɪsɪk]	cơ bản
3. equipment	n.	[i'kwɪpmənt]	trang bị, thiết bị
4. obtain	v.	[əb'teɪn]	nhận, nhận được, thu được
5. disposable	adj.	[dɪs'pəʊzəbl]	có thể bỏ đi, có thể thải ra
6. contain	v.	[kən'teɪn]	chứa, chứa đựng
7. discard	v.	[dɪskɑ:d]	bỏ, vứt bỏ, loại bỏ
8. non-disposable	adj.	[nɒndɪs'pəʊzəbl]	không thể vứt bỏ, không thể bỏ đi
9. cotton	n.	['kɒtən]	bông, vải bông
10. wool	n.	[wʊl]	len
11. cotton wool	n.		bông mộc, bông xơ
12. swab	n.	['swɒb]	miếng gạc
13. cotton wool swab			gạc bông
14. fold	v.	['fəʊld]	gấp, gập, cuộn
15. towel	n.	['tauəl]	khăn tắm, khăn mặt
16. dressing towel	n.	['dresɪŋ tauəl]	khăn băng bó
17. gauze	n.	[ɡɔ:z]	gạc (dùng buộc vết thương)
18. gallipot	n.	[ɡɑ:lɪpɒt]	bình, chén (đựng thuốc)
19. separate	adj.	['sepəreɪt]	riêng biệt, tách biệt
20. scissors	n.	['sɪz əz]	cái kéo
21. forceps	n.	[fɔ:seps]	cái kẹp, cái banh
22. plain	adj.	['pleɪn]	đơn sơ, trơn
23. dressing forceps	n.	[dresɪŋ fɔ:seps]	cái kẹp bông băng
24. dressing trolley	n.	[dresɪŋ trɒli]	xe đẩy dùng cho băng bó
25. mop	v.	[mɒp]	lau chùi, tẩy
26. antiseptic	n.	[,ænti'septɪk]	thuốc sát trùng
27. sudol	n.	['sʊdɒl]	thuốc sát trùng sudo
28. dry	v.	[draɪ]	sấy khô, lau khô, làm cho khô
29. top	n.	[tɒp]	đỉnh
30. bottom	n.	['bɒtəm]	đáy
31. top shelf	n.	['tɒp ʃelf]	giá trên
32. bowl	n.	['bəʊl]	bát
33. unsterile equipment	n.	[ʌnstəreɪl i:kwɪpmənt]	dụng cụ chưa tiệt trùng



34.jar	n.	[dʒɑ:]	bình, vại
35.cylinder	n.	[ˈsilɪndə]	bình hình trụ, ống trụ cảm panh
36.tray	n.	[trei]	khay
37.used instrument	n.	[ˈju:zd ˈɪnstrʊmənt]	dụng cụ đã sử dụng
38.soiled dressing	n.	[ˈsɔɪld ˈdresɪŋ]	bông băng bẩn
39.cheatle's forceps	n.	[tʃi:tlz ˈfɔ:seps]	kéo cong
40.disinfectant	n.	[dɪsɪnˈfektənt]	thuốc tẩy uế
41.blade	n.	[ˈbleɪd]	lưỡi dao, lưỡi kéo
42.handle	n.	[hændl]	tay cầm, cán
43.select	v.	[si:ˈlekt]	chọn, chọn lựa
44.selection	n.	[siˈleɪʃn]	sự lựa chọn, sự chọn
45.adhesive	adj.	[ədˈhi:sɪv]	dính, bám chắc
46.immerse	v.	[ɪmɜ:z]	chìm, nhấn chìm, ngâm
47.adhesive strapping	n.	[ədhi:sɪv stræpɪŋ]	băng dính
48.nobecutane	n.	[ˈnoubækju:teɪn]	da nhân tạo nobecutane
49.bandage	n.	[ˈbændɪdʒ]	băng
50.bandage scissors	n.	[bændɪdʒ ˈsɪzə:z]	kéo cắt băng
51.safety-pin	n.	[ˈseɪftɪpɪn]	gim dính băng
52.clip	n.	[ˈklɪp]	cái gim, cái kẹp (khâu da)
53.bandage clip	n.	[ˈbændɪdʒ klɪp]	cái kẹp băng
54.skin	n.	[skɪn]	da
55.methylate	v.	[meθiˈleɪt]	tắm mêtanol, pha methanol
56.methylated ether	n.	[meθiˈleɪt iθə/]	ete mêtin
57.mark	n.	[mɑ:k]	vết, dấu vết
58.stitch	n.	[ˈstɪtʃ]	mũi khâu
59.suture	n.	[ˈsju:tʃə]	chỉ khâu, đường khâu, sự khâu
60.suture scissors	n.	[ˈsju:tʃə sɪz ə:z]	kéo khâu
61.clip-removing forceps	n.	[ˈklɪp rɪˈmu:vɪŋ ˈfɔ:seps]	panh tháo kẹp
62.explore	v.	[ɪksplɔ:]	chắc dß, thăm dò, thám hiểm
63.ribbon	n.	[ˈrɪbən]	băng, dải
64.ribbon gauze	n.	[ˈrɪbən ɡɔ:z]	gạc băng
65.wound	n.	[wʊnd]	vết thương
66.probe	n.	[ˈprəʊb]	cái thông, cái dò (vết thương)
67.curve	v.	[ˈkɜ:v]	làm cho cong, bẻ cong, uốn cong
68.curved	adj.	[ˈkɜ:vd]	cong
69.receiver	n.	[rɪˈsi:və]	đĩa, khay
70.sinus	n.	[ˈsaɪnəs]	xoang, hốc, dò
71.curved sinus forceps	n.		panh xoang cong
72.kidney	n.	[ˈkɪdni]	thận
73.kidney dish	n.	[ˈkɪdni dɪʃ]	khay quả đậu, đĩa quả đậu

74.mask	n.	['mask]	khẩu trang
75.to be included in			được bao gồm
76.to be sterilized			được khử trùng, được sát trùng
77.to be immersed in			được ngâm vào
78.to be removed			được tháo ra, được vứt bỏ
79.to be going to do something			sắp sửa (sửa soạn) làm gì
80.to give someone an injection			tiêm cho ai
81.to be sent back to			được chuyển về, được gửi trả lại

## Unit 7

1.abuse	n	[ə'bjʊ:s]	sự lạm dụng
2.drug abuse		[drʌg ə'bjʊ:s]	sự lạm dụng thuốc
3.addicted	adj.	[ə'diktɪd]	say mê, nghiện
4.cocaine	n	[kə'keɪn]	côcain
5.fatigue	n	[fə'ti:g]	sự mệt mỏi, mệt nhọc
6.decrease	v	['di:kri:s]	giảm bớt, làm suy giảm
7.increase	V	['ɪnkri:s]	tăng lên, tăng thêm
8.mental	adj.	['mentl]	(thuộc)tâm thần, thần kinh
9.mental illness		['mentl'ɪlnɪs]	bệnh tâm thần
10.awareness	n	[ə'weənɪs]	sự nhận thức, sự hiểu biết
11.irritable	adj.	['ɪrɪtəbl]	đễ cáu, cáu kỉnh
12.depressed	adj.	[di'prest]	chán nản, buồn phiền
13.rehabilitation	n	[ri:ə,bɪli'teɪʃn]	sự phục hồi
14.dependent	adj.	[di'pendənt]	phụ thuộc, lệ thuộc
15.dependency	n	[di'pendənsɪ]	sự phụ thuộc, sự lệ thuộc
16.counselor	n	['kaʊnsələ]	người khuyên bảo, cố vấn
17.apartment	n	[ə'pɑ:tmənt]	buồng, căn hộ
18.suicide	n	['su:saɪd]	sự tự tử
19.commit suicide		[kə'mɪt 'su:saɪd]	tự tử
20.variety	n	[və'raɪəti]	sự đa dạng, nhiều thứ, đủ loại
21.dose	n	[dɔ:s]	liều lượng thuốc, liều
22.overdose		['oʊvədɔ:s]	sử dụng quá liều
23.act	n	[ækt]	hành động
24.invincible	adj.	[ɪn'vɪnsəbl]	vô địch, không thể bị đánh bại
25.traffic	n	[træfɪk]	sự đi lại, giao thông
26.touch	n	[tʌtʃ]	sự giao thiệp, quan hệ
27.behavior	n	[bi'heɪvjə]	cách đối xử, tư cách đạo đức
28.affect	v	[ə'fekt]	ảnh hưởng, tác động
29.gargle	v	['gɑ:gl]	xúc(miệng, họng)

30.swallow	v	['swɔləu]	nuốt
31.dropper	n	['drɒpə]	ống nhỏ giọt
32.recommend	v	[,rekə'mend]	khuyến bảo, dặn , đề nghị
33.teaspoon	n	['ti:spu:n]	thìa cà phê
34.granule	n	['grænju:l]	hột nhỏ
35.shake	v	[ʃeik]	rung, lắc
36.intended	adj.	[in'tendɪd]	được dự định, mong đợi
37.side-effect	n	['saɪd i'fekt]	tác dụng phụ
38.adverse- effect	n	['ædvə:s i'fekt]	tác dụng không mong muốn
39.switchboard	n	['swɪtʃbɔ:d]	tổng đài
40.crossroads	n	['krɒsrəʊdz]	ngã tư, hai đường cắt nhau
41.still	adj.	[stɪl]	yên, giữ yên
42.sting	v	[stɪŋ]	(sự) đốt, cắn
43.bee sting		[bi: stɪŋ]	ong đốt
44.splinter	n	['splɪntə]	gãy, vỡ
45.sprained ankle	n	[spreɪn 'æŋkl ]	bong gân ở mắt cá
46.gash	n	[gæʃ]	vết thương dài và sâu
47.discard	v	[di,skɑ:d]	loại bỏ, vứt bỏ, thải hồi
48.soiled dressing	n	[sɔɪld 'dresɪŋ]	bông băng bẩn
49.casualty department		['kæʒjuəlti di'pɑ:tmənt]	phòng cấp cứu
50.stitch	n	[stɪtʃ]	mũi khâu
51.artificial	adj.	[,ɑ:ti'fɪʃəl]	nhân tạo
52.intramuscular	adj.	[,ɪntrə'mʌskjʊlə]	bên trong cơ
53.intramuscular injection		[,ɪntrə'mʌskjʊlə ɪn'dʒekʃn]	tiêm bắp
54.urinal	n	['juərɪnəl]	bô, lọ đựng nước tiểu
55.pharmaceutical	adj.	[,fɑ:mə'sju:tɪkəl]	(thuộc) dược, mua bán thuốc
56.congress	n	['kɒŋɡres]	đại hội, hội nghị
57.recovery	n	[ri'kʌvəri]	sự bình phục, sự khỏi bệnh
58.diversity	n	[daɪ'və:sɪti]	tính đa dạng
59.suture	n	['su:tʃə]	khâu vết thương, vết mổ
60.hooked	adj.	['hʊkt]	có móc, hình móc câu
61.unconquerable	adj.	[,ʌn'kɒŋkərəbəl]	không thể thắng, không thể chế ngự
62.cerebral	adj.	['serɪbrəl]	(thuộc) về não
63.aid	v	[eɪd]	trợ giúp
64.cranky	adj.	['kræŋki]	cáu kỉnh; ốm yếu; kỳ quặc, gàn dở, lập dị
65.exhaustion	n	[ɪg'zɔ:stʃn]	tình trạng mệt lả, kiệt sức
66.exhausted	adj.	[ɪg'zɔ:stɪd]	kiệt sức, mệt lả
67.rely	v	[ri'laɪ]	tin cậy, dựa vào

## Unit 8

1.stroke	n	[strouk]	đột quỵ
2.numb	adj	[nʌm]	tê cóng
3.entire	adj	[in'taiə]	toàn bộ, toàn thể
4.paralyze	v	['pærəlaiz]	liệt, tê liệt
5.slur	v	[slə:]	nói líu nhíu, nói lắp
6.walker	n	['wɔ:kə]	khung tập đi
7.cane	n	[keɪn]	gậy
8.left-handed	adj	['left'hændɪd]	thuận tay trái
9.stir	v	[stə:]	quấy, khuấy
10. disability	n	[,disə'biliti]	sự tàn tật
11. maximum	n	['mæksɪmə]	cực đại, lượng tối đa
12. clot	n	[klɒt]	côc, khối, hòn
13. carotid	n	[kə'rɒtɪd]	động mạch cảnh
14. throbbing	adj	[θrɒbɪŋ]	nhói từng cơn
15. ease	v	[i:z]	làm dịu
16. bowel	n	['bauəl]	ruột
17. move one's bowels		[mu:v wʌns'bauəl]	ỉa, đại tiện
18. dull	adj	[dʌl]	âm ỉ, cảm thấy không rõ rệt
19. sharp	adj	[ʃɑ:p]	buốt, nhói
20. colicky	adj	['kɒlɪki]	quặn bong
21. stabbing	adj	['stæbɪŋ]	nhói như bị dao đâm
22. constant	adj	['kɒnstənt]	liên miên, dai dẳng
23. tearing	adj	['teəriŋ]	dữ dội, cuồng mạnh
24. splitting	adj	['splɪtɪŋ]	rất nhức
25. bursting	adj	[bɜ:stɪŋ]	vỡ ra, xé
26. excruciating	adj	[esk'kru:ʃieɪtɪŋ]	rất đau đớn
27. capsule	n	['kæpsju:l]	thuốc con nhộng
28. glycosuria	n	[,glikou'sju:riə]	đường niệu
29. angina (pectoris)	n	[æ'n'dʒaɪnə]	chứng đau thắt ngực
30. ulcer	n	['ʌlsə]	chỗ loét
31. handicap	n	['hændɪkæp]	

## Unit 9

1. relationship	n	[ri'leiʃnʃɪp]	mối quan hệ
2. senior	n	['si:niə]	sinh viên năm cuối
3. aware	(adj)	[ə'weə]	nhận thức, biết được
4. graduation	(n)	[,grædʒu'eɪʃn]	(sự, lễ) tốt nghiệp
5. breath	(n)	[breθ]	thở
6. out of breath			thở dốc, thở hổn hển
7. quit	(v)	[kwɪt]	từ bỏ, ngừng
8. miscarriage	(n)	[mis'kæri:dʒ]	sảy thai
9. premature	(adj)	['premətʃuə(r)]	sớm trước thời gian
10. premature babies			trẻ đẻ non
11. cold turkey		[kould 'tə:ki]	sự cai nghiện bằng cách cắt nguồn cung cấp
12. method		['meθəd]	phương pháp
13. circle	(v)	['sə:kl]	khoanh tròn
14. switch to sth	(v)	[swɪtʃ]	chuyển sang
15. hide	(v)	[haɪd]	trốn, giấu
16. carrot stick		['kærət stɪk]	miếng cà rốt
17. munch	(v)	[mʌntʃ]	nhai tóp tép
18. present	(n)	['preznt]	món quà
19. abscess	(n)	['æbsɪs]	áp xe
20. brace	(n)	[breɪs]	kẹp răng
21. cavity	(n)	['kævɪti]	lỗ, hốc, khoang
22. extraction	(n)	[ɪks'trækʃn]	nhổ răng
23. gums	(n)	[gʌm]	lợi
24. anesthetic	(n)	[,ænis'θetɪk]	thuốc gây mê gây tê
25. cross-infection	(n)	[krɒs ɪn'fekʃn]	nhiễm trùng chéo
26. onset	(n)	['ɒnset]	sự bắt đầu
27. lavatory	(n)	['lævətəri]	toilet
28. basin	(n)	['beɪsn]	chậu rửa
29. specimen	(n)	['spesɪmən]	mẫu xét nghiệm
30. threat	(n)	[θret]	sự đe dọa
31. polio	(n)	['pouliou]	bệnh bại liệt
32. skeleton	(n)	['skelɪtn]	bộ xương
33. dissection	(n)	[di'sekʃn]	sự mổ xẻ
34. registrar	(n)	[,redʒɪs'tra:]	bác sĩ thực tập chuyên khoa
35. auxiliary	(n)	[ɔ:g'zɪljəri]	người giúp đỡ, người phụ tá
36. dietician	(n)	[,daɪi'tɪʃn]	chuyên gia dinh dưỡng
37. chaplain	(n)	['tʃæplɪn]	giáo sĩ
38. preventive medicine		[pri'ventɪv 'medsɪn]	y học dự phòng
39. expenditure	(n)	[ɪks'pendɪtʃə]	sự chi tiêu

# Unit 10

1.cereal	n	['siəriəl]	thức ăn làm từ ngũ cốc
2.serve	v	[sə:v]	phục vụ
3.coated	adj	[kəʊtɪd]	bọc, phủ
4.olive oil		['ɒlɪv'ɔɪl]	dầu ôliu
5.accumulate	v	[ə'kjʊ:mjuleɪt]	tích lại, gom lại
6.vessel	v	['vesl]	ống, mạch
7.pasta	n	['pæstə]	mỳ ống, mỳ sợi, món mỳ
8.triangle	n	['traɪæŋɡl]	hình tam giác
9.food triangle		[fu:d 'traɪæŋɡl]	tháp dinh dưỡng
10. dairy product	n	['deəri, 'prɒdʌkt]	sản phẩm làm từ bơ sữa
11. persistent	adj	[pə'sɪstənt]	liên tục, dai dẳng
12. indigestion	n	[,ɪndɪ'dʒestʃn]	chứng khó tiêu
13. upset	v	[ʌp'set]	làm khó chịu
14. stools	n	[stu:lz]	phân (ĩa)
15. urinate = pass water	v	['juərɪneɪt]	đi đái , đi tiểu
16. breathlessness	n	['breθlɪsnɪs]	thở hổn hển
17. palpitation	n	[,pælpɪ'teɪʃn]	đánh trống ngực (tim)
18. tremble	v	['treɪbl]	run
19. edgy	adj	['edʒɪ]	bực mình, cáu kỉnh
20. giddy	adj	['ɡɪdɪ]	chóng mặt, choáng váng
21. short-sighted	adj	['ʃɔ:t'saɪtɪd]	bị cận thị
22. manipulate	v	[mə'nɪpjuleɪt]	(y) nắn, bóp; vận dụng
23. dispensary	n	[dɪs'pensəri]	phòng khám bệnh và phát thuốc
24. sluice	n	[slu:s]	cửa cống, cống
25. tiled	adj	[taɪld]	được lợp, lát
26. linen	n	['lɪnɪn]	vải lanh
27. scrub	v	[skrʌb]	lau chùi, cọ; rửa tay
28. insomnia	n	[ɪn'sɒmniə]	chứng mất ngủ
29. constipation	n	[,kɒnstɪ'peɪʃn]	chứng khó tiêu
30. anorexia	n	[,ænou'reksɪə]	chứng biếng ăn, lười ăn
31. incontinence	n	[ɪn'kɒntɪnəns]	không cầm đợc (ĩa đùn, đái dầm)
32. atrophy	n	['ætrəfi]	sự teo (cơ)
33. apnoea/ apnea	n	[æp'ni:ə]	sự ngừng thở
34. obesity	n	[ou'bi:sɪti]	chứng béo phì
35. diplopia	n	[dɪ'plɒpiə]	chứng nhìn đôi
36. wither	v	['wɪðə]	héo mòn, teo
37. analgesic	n	[,ænæl'dʒesɪk]	thuốc giảm đau, chấn thương
38. antacid	n	[ænt'æsɪd]	thuốc giảm độ axit trong dạ dày
39. antihypertensive	adj	[,æntɪhaɪpə'tensɪv]	chống tăng huyết áp

40. trauma	n	['trɔ:mə]	chấn thương
41. anti-inflammatory	adj	['æntiɪn'flæmətəri]	kháng viêm, chống viêm
42. anti-arrhythmic	adj	['æntiə'riθmɪk]	chống loạn nhịp tim
43. anticoagulant	n	[,æntikəʊ'ægjʊlənt]	thuốc chống đông tụ máu
44. gluco corticoid	n	['glu:kou, 'kɔ:tikɔɪd]	chất làm chuyển hoá tinh bột
45. insulin	n	['ɪnsjʊlɪn]	(hoá học) insulin
46. estrogen=oestrogen	n	['i:stredʒən]	nội tiết nữ

## Unit 11

1. heal	v	[hi:l]	chữa khỏi (bệnh...), làm lành (vết thương...)
2. vaccination	n	[,væksɪ'neɪʃn]	sự chủng ngừa, sự tiêm chủng
3. cholera	n	['kɒlərə]	bệnh dịch tả, bệnh tả
4. polio	n	['pɒliu]	bệnh nhiễm khuẩn (do virus bệnh bại liệt)
5. measles	n	['mi:zlz]	bệnh sởi
6. smallpox	n	['smɔ:lpɒks]	bệnh đậu mùa
7. specialize	v	['speʃəlaɪz]	làm thành đặc trưng; chuyên môn hoá
8. specialization	n	[,speʃəlaɪ'zeɪʃn]	sự chuyên môn hoá
9. ophthalmologist	n	[,ɔfθæl'mɒlədʒɪst]	bác sĩ khoa mắt
10. obstetrician	n	[,ɒbstə'trɪʃn]	bác sĩ khoa sản
11. deliver	v	[di'livə]	phân phát; giao, đỡ đẻ
12. pediatrician		[pi:di'ætrɪʃn]	bác sĩ nhi khoa
13. pregnant	adj	['pregnənt]	có thai
14. anesthesiologist	n	[ænis'θesiɒlədʒɪst]	bác sĩ gây mê

## Unit 12

1. supervise	v	['su:pəvaɪz]	giám sát
2. therefore	adv	['ðeəfɔ:]	bởi vậy, vì thế
3. psychology	n	[saɪ'kɒlədʒi]	tâm lý
4. professional	adj	[prə'feʃənl]	chuyên nghiệp
5. specialist	n	['speʃəlist]	chuyên gia, chuyên khoa
6. specialize (in)	v	['speʃəlaɪz]	thành chuyên gia về
7. essential	adj	[ɪ'senʃəl]	cần thiết, thiết yếu
8. smallpox	n	['smɔ:lpɒks]	bệnh đậu mùa
9. cholera	n	['kɒlərə]	bệnh dịch tả
10. sterilization	n	[,sterɪlaɪ'zeɪʃn]	sự khử trùng
11. spread	v	[spred]	trải rộng, lan truyền
12. prove	v	[pru:v]	chứng minh
13. microscope	n	['maɪkrəskɒp]	kính hiển vi
14. bacteria	n	[bæk'tɪəriə]	vi khuẩn
15. spray	v	[spreɪ]	phun, xịt
16. germ	n	[dʒə:m]	vi trùng

