

OXFORD ENGLISH FOR CAREERS

NURSING¹

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Practice File

OXFORD

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1 The hospital team

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 Surgeons *performs / performing / perform* operations.
- 2 I'm a midwife, I *delivers / I'm delivering / deliver* babies.
- 3 The paramedic is unavailable. He *responds / 's responding / respond* to an emergency.
- 4 **A** Do you work in a hospital? **B** Yes, I *work / do / does*.
- 5 I *want / wanting / wants* to qualify as a physiotherapist.
- 6 I like to *working / working / work* with people.
- 7 *Do you / You are / Are you* taking the patient to surgery?
- 8 I *do / 'm doing / to do* a night shift this week.

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 _____ are on the bottom grade.
- 2 _____ often work in administration.
- 3 The new job is a _____ for her.
- 4 Psychiatric nurses _____ in mental health.
- 5 You can do a _____ course while you work.
- 6 You need to send a CV when you _____.
- 7 Contact with patients can be very _____.
- 8 We are looking for well _____ staff.

qualified
nursing officers
promotion
part-time
apply for a job
auxiliary nurses
rewarding
specialize

READING AND VOCABULARY

A big hospital is like a small town; it needs thousands of people to make it work. All these people are organized into teams and each person in each team has a rank and often a specialism. In the past, the health care team's chain of command was simple: doctors made decisions and gave senior nurses orders. Senior nurses then instructed junior nurses, and so on. Things are changing. In many countries nurses have much more responsibility than they once had.

One thing is not changing; it is still a doctor who is in charge of a patient's treatment. In Britain, that doctor is called a consultant. Next in line to the consultant is the registrar. Consultants and registrars train the junior doctors who are called house officers or interns. Junior doctors work the same long, unsocial hours that nurses do on the wards. The most senior nurses are nursing officers; they are administrators. Then come ward managers who supervise staff nurses and students.

It is not only doctors and nurses who deliver treatment and care; there are many other specialists too. For example, there are physiotherapists who specialize in exercises to treat injury or dysfunction and occupational therapists who help patients manage every-day living. There are also many people the patient does not meet like lab technicians doing the tests and pharmacists dispensing medicines.

Like any town, a hospital has teams of office staff and ancillary workers such as porters, orderlies, technicians, drivers, cleaners, receptionists and cooks. Every team is essential for the delivery of treatment and care. This includes the volunteers who, without pay, raise money for the hospital and run shops, cinemas, libraries and restaurants.

3 Comprehension

Use the information in the text to complete the sentences with a, b or c.

- 1 A hospital is like a small town because _____.
 a it's busy.
 b it's full of different kinds of people.
 c there are so many buildings.
- 2 The difference between now and the past is that _____.
 a nursing is easier.
 b nurses make more decisions.
 c nurses work harder.
- 3 Consultants and nursing officers are both _____.
 a senior staff.
 b house officers.
 c in charge of a patient's treatment.
- 4 Ward managers are _____.
 a nurses.
 b office workers.
 c senior doctors.
- 5 Lab technicians and pharmacists _____.
 a deliver treatment and care.
 b work in the background.
 c help the specialists.
- 6 Hospital volunteers are _____.
 a sometimes needed.
 b paid well.
 c essential.

4 Words from the text

Match each verb 1–7 to a suitable phrase a–g. The first one is done for you.

- | | |
|--------------|-----------------------------|
| 1 specialize | a new staff |
| 2 train | b unsocial hours |
| 3 make | c a busy department |
| 4 dispense | d injuries and dysfunctions |
| 5 run | e quick decisions |
| 6 work | f in paediatrics |
| 7 treat | g medicines |

5 Further vocabulary practice

Underline the correct words in *italics* to complete the sentences. The first one is done for you.

- 1 The nurse understands the treatment / to treat.
- 2 You can *consult* / *consultant* the doctor about it.
- 3 I want to see a *specialist* / *specialize* / *specialism*.
- 4 I'm working in *reception* / *receptionist*.
- 5 The director *manager* / *management* / *manages* the hospital.
- 6 A registrar helps to *trainer* / *train* / *training* junior doctors.
- 7 He is *nursing* / *nurse* full time now.

6 Write your profile

- why you became a nurse
- what you are doing now
- your career plans.

When I was a child I wanted to be an accountant because mathematics was my favourite subject at school. I was no good at science and not very good with people, so I thought that nursing was not for me. But when I was sixteen my grandmother got very ill. I watched the nurses care for her as she slowly died, and I realized that I wanted to be like them.

When I left school I applied to train as a nurse. A training college accepted me and I started the course two years ago. I am still training and getting experience. I know that nursing is not right for everyone, but personally I love it.

For the past two months I have been working in a children's ward. It's a wonderful experience and I'm going to specialize in paediatrics as soon as I can. I'm ambitious and I want to go as high in my chosen career as possible.

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2 In and around the hospital

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 Walk *into / over / through* the doors at the end of the corridor.
- 2 Turn *left / away / on* after Pathology.
- 3 There's a sign *under / over / at* the door.
- 4 It's easiest to take the lift *up to / on the top / into* Surgery.
- 5 The Pharmacy is the second door *on / at / opposite* the right.
- 6 The car park is *in front / inside / opposite* the main entrance.
- 7 Go straight at *the bottom of / under / towards* the stairs.
- 8 Your ward is *by / opposite / next* to Physiotherapy.

2 Key words from the unit

Complete the sentence with the words below.

- 1 The pharmacy _____ medicines.
- 2 Take the _____ to get to the next floor.
- 3 Go along this _____ and through the doors.
- 4 We use _____ for patients who can't sit up.
- 5 _____ is next to the main entrance.
- 6 Each bed produces 4.5 kilos of _____ each day.
- 7 Dead patients are taken to the _____.
- 8 Porters _____ heavy equipment.

transport
waste
lift
dispenses
mortuary
reception
stretchers
corridor

READING AND VOCABULARY

Some hospitals specialize in particular conditions like cancer or psychiatric illness. Other hospitals specialize in particular types of patients like geriatrics, children or the terminally ill. However, the best known type of hospital is the general hospital which deals with almost everything, has ambulance crews and beds for both intensive care and long stay.

A big general hospital has many different specialist departments. Identifying departments can be confusing because different hospitals use different names for the same thing. For example, one hospital may have a 'children's unit' which a different hospital calls 'Paediatrics'. 'Accident and Emergency' (A&E) in one hospital is called 'Casualty' in another.

There are many other examples. The department that specializes in heart problems, is sometimes called 'Coronary Care'. Others call it 'Cardiology' or 'Cardiovascular medicine'. Nephrology, the department that treats illnesses of the kidney is sometimes called 'the Renal Unit'. Gastroenterology (digestive system) is sometimes 'the Department of Hepatology'.

Hospital staff often use abbreviations for departments. For example, they refer to 'Obs and Gynae'. This is a department combining Obstetrics (pregnancy), and Gynaecology (women's reproductive organs). They call Otolaryngology, 'ENT' (ears, nose & throat), mostly because it is much easier to say.

3 Comprehension

a What three types of hospitals are mentioned in the text?

b Which is the most common type of hospital?

c Why are hospital department names confusing?

d Which two departments mentioned in the text, deal with the gastrointestinal tract?

e How many departments is 'Obs & Gynae'?

f What is a common name for the Otolaryngology Department?

4 Vocabulary

Find terms in the text that mean the same as a-g.

The first one is done for you.

a mental health problems psychiatric illness

b elderly people _____

c people who are dying _____

d paramedics _____

e treatment for critically ill patients _____

f stomach and intestines _____

g uterus, ovaries and fallopian tubes _____

5 Further vocabulary practice

Match department names 1-6 with parts of the body a-f.

Department name	Parts of the body
1 Coronary Care	a tonsils
2 Gynaecology	b cervix
3 Obstetrics	c bowel
4 Gastroenterology	d heart
5 ENT	e kidneys
6 Nephrology	f placenta

3 Hospital admissions

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 The patient *is arriving / arrives / arrived* at 9.45 p.m. last night.
- 2 We *didn't called / didn't call / calling* an ambulance, because it wasn't necessary.
- 3 Did you *catch / caught / caught* your cold at school?
- 4 I *walked / am walking / was walking* when the dog attacked me.
- 5 **A** Did she interview the patient? **B** Yes, she *did / interviewed / do*.
- 6 What were you doing *while / when / during* you broke your leg?
- 7 She *didn't / wasn't / were* concentrating while she was driving.
- 8 They *were / was / been* in a fight.

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 A triage nurse makes an initial _____.
- 2 A snake bite can be _____.
- 3 Sometimes it is difficult to read _____.
- 4 Receptionists make _____ for patients.
- 5 Arms and legs are called _____.
- 6 The doctor decides on the correct _____.
- 7 The patient is _____ to certain antibiotics.
- 8 Go into the _____ to get undressed.

cubicle
life-threatening
prescriptions
treatment
allergic
assessment
appointments
limbs

READING AND VOCABULARY

There are three ways to admit a patient to hospital: either as an outpatient, a day patient or an inpatient. An outpatient needs treatment but not a bed. A day patient needs a bed for a few hours, but doesn't need to stay overnight. An inpatient needs at least one overnight stay.

Hospitals need to plan for patient admissions. They have to predict how many beds they will need. It is quite easy to predict referrals from doctors like General Practitioners, but a larger number of patients come through A&E, and it is more difficult to plan for them.

It is very important to keep accurate records of patients' treatment, from admission through to discharge and follow-up. These include personal details such as marital status, occupation and next of kin, as well as medical history such as past illnesses and treatments, family history and lifestyle.

Medical staff record all treatments, test results and correspondence. They try to record these things at the time they happen. This is important, and not only to ensure the correct treatment. Medical records are sometimes used for research, or in a court of law.

3 Comprehension

According to the text, are the following statements true (T) or false (F)?

- 1 Admissions to hospital are all inpatients. _____
- 2 There are more emergency admissions than referrals. _____
- 3 Hospital records stop at discharge. _____
- 4 Personal details are part of medical records. _____
- 5 Staff should record treatments at the end of their shift. _____
- 6 Only medical staff can look at medical records. _____

4 Vocabulary

Match the words or phrases 1–7 to a suitable definition a–g.
The first one is done for you.

- | | |
|-------------------------|---|
| 1 <i>overnight stay</i> | a when a patient is sent to hospital |
| 2 admission | b normal, everyday behaviour |
| 3 referral | c treatment after a patient has been discharged from hospital |
| 4 discharge | d <i>time as an inpatient</i> |
| 5 follow-up | e letters, emails and messages |
| 6 correspondence | f the moment when a patient enters hospital |
| 7 lifestyle | g when a patient is told they can leave hospital |

5 Further vocabulary practice

Underline the correct words in italics to complete the sentences.
The first one is done for you.

- 1 We don't need beds for out / *in* / *day* patients.
- 2 Who is your *family history* / *next of kin* / *occupation*?
- 3 What is your *marital status* / *past illnesses* / *personal details*?
- 4 The new patient is a *referral* / *admission* / *discharge* from Cardiology.
- 5 We need you to come back to the hospital for *discharge* / *follow-up* / *admission* tests.
- 6 If you don't stop smoking and drinking so much, your *lifestyle* / *test results* / *medical history* may kill you.
- 7 After you sign the *discharge* / *correspondence* / *record* form, you can go home.

WRITING

6 Writing an admission summary

Read the example summary of an admission and use the information in the box to write a similar summary.

Example Summary

Jim Grady is a 58-year-old man. He is a retired farmer. His wife is dead and his son is his next of kin. Mr Grady was bitten by a snake while walking with his dog, and admitted to hospital as a day patient. He has a medical history of high blood pressure and he smokes 20 cigarettes per day.

Patient admission information

Surname: Ghazi

First name: Mariam

Reason for admission: Fever

Age: 6 months Gender: F

Next of kin: Father Mohammed

Medical history: Cough at 6 weeks, breathing difficulties at 2 months

Family history: Asthma and allergies

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4 Accidents and emergencies

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 *Take / get / do* your medication three times a day with food.
- 2 Do I *should / have to / shouldn't* bandage the wound?
- 3 Shall I / you / he take his pulse?
- 4 Don't *to remove / remove / removing* burnt clothing.
- 5 *Make sure / Make / Make you sure* the patient is comfortable.
- 6 Don't *let him leaves / let him leave / to let him leave* the hospital until the doctor sees him.
- 7 Don't *to forget / forget / forgetting* to sterilize the needle.
- 8 How I *do / are / do I* apply the pads?

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 You should puncture a _____ with a needle.
- 2 You can _____ equipment with alcohol.
- 3 First check there are no _____ in the wound.
- 4 You should _____ a wound with iodine.
- 5 Give CPR to a patient who has had a _____.
- 6 Traffic accidents can cause major _____.
- 7 _____ needles are used for injections.
- 8 Confusion and unconsciousness are signs of _____.

swab
shock
hypodermic
sterilize
cardiac arrest
trauma
foreign bodies
blister

READING AND VOCABULARY

- A Every day of the year people come through the doors of A&E departments. Some walk and some come on stretchers. They may be victims of road traffic accidents, violence, accidents at home, self-harming, poisoning, burns, and so on.
- B A&E is for people who are seriously injured, perhaps unconscious or losing a lot of blood. Hospitals usually say that A&E departments are only for critical or life-threatening situations.
- C Some people go to A&E with minor injuries like sprains, insect bites, cuts and nose bleeds. They should not be there. Usually they have to wait a long time before they are examined and sometimes staff will send them away.
- D When A&E departments have multiple casualties, after a major incident like a train crash, they have to decide who is a priority and who can wait. To do this they use a procedure called triage.
- E They sort patients into groups. There are those who need immediate surgery, those who are stable but need hospital care, and those who only need first aid. People who are going to die are not a priority for medical care.
- F Nursing in A&E is fast moving and interesting. The high level of stress can sometimes mean that staff suffer emotional problems. A&E staff are well known for their dark sense of humour – they say it helps to deal with the stress of the job.

3 Comprehension

Match each paragraph A–F with the correct heading 1–6.

- 1 Triage categories _____
- 2 The purpose of triage _____
- 3 The purpose of A&E _____
- 4 A&E staff are victims _____
- 5 Patients who present to A&E _____
- 6 Non-emergencies _____

4 Vocabulary

Complete the sentences with the words in the list.

- 1 Use a stretcher to bring in the next _____ – she can't walk.
- 2 This patient's condition is _____ at the moment, but she needs to see a doctor soon.
- 3 He has _____ injuries, but they are not life-threatening.
- 4 This patient is in serious danger – his condition is _____.
- 5 She has cuts and bruising to her face – I'm sure she's a _____ of violence.
- 6 This child is seriously ill – he's a _____ for immediate treatment.

victim
critical
minor
casualty
stable
priority

5 Further vocabulary practice

Choose the word or phrase from the list which has the same meaning as the underlined words in sentences 1–6.

- 1 The patient is conscious – you can talk to her now. _____
- 2 Remove the pads from his chest. _____
- 3 Make sure you keep his head still – you might injure his spine. _____
- 4 He needs treatment immediately. _____
- 5 If the procedure is not successful, you may have to do it again. _____
- 6 Her condition is serious, but not life-threatening. _____

awake and alert
critical
immobilize
take off
right now
repeat

5 Pain

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 A fracture is *least serious* / *painful* / *less serious* than a break.
- 2 My rash is *more itchy* / *red* / *itchier* today than yesterday.
- 3 Do kidney stones hurt *more* / *most* / *least* than childbirth?
- 4 You look much *best* / *better* / *good* today?
- 5 A migraine is the *most* / *least* / *more* severe headache you can have.
- 6 Operations are *most successful* / *successful* / *more successful* these days than before.
- 7 *Less* / *Least* / *Most* illnesses are curable, if treated early.
- 8 This medication will make you feel less *painful* / *pain* / *dull* in your arm.

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 _____ is often given during labour.
- 2 A _____ is a severe headache.
- 3 Hypnosis is an alternative form of _____.
- 4 _____ or slight pain is not severe.
- 5 Local _____ are often given for operations.
- 6 He has a pain in the chest when he _____.
- 7 The terrible pain her arm is _____.
- 8 Women feel _____ after giving birth.

migraine
mild
sore
anaesthetics
coughs
gas and air
agonizing
pain relief

READING AND VOCABULARY

Pain is important because it tells us that we are injured or ill. However, we don't all feel pain in the same way. Researchers are trying to learn more about this fact. Their experiments show that children are more sensitive to pain than adults, and that men can tolerate more pain than women.

Pain is also difficult to measure and describe. This is a problem because it is an important symptom and medics (medical staff) need information from patients about it. It is therefore common practice to give patients lists of words and ask them to say which words best describe three things: the type of pain they are suffering, its intensity (how bad it is) and its frequency (how often they feel it).

With some patients, such as children, words don't work very well to describe intensity, so medics use smiley faces or sometimes colours. For example, blues mean a mild pain and reds mean severe pain. Some medics prefer a range of numbers; 0 is no pain and 10 is unbearable pain.

Pain does not always show where an injury is. Internal organs, for example, do not have many pain-receiving nerve endings, so internal injuries often cause pain in a different part of the body. This is called 'referred pain'. One example of referred pain is when someone suffering a heart attack feels pain in their left shoulder, arm or hand.

3 Comprehension

Use the information in the text to complete the sentences with a, b or c.

- 1 Researchers are trying to find out why _____.
 - a people experience pain differently.
 - b people feel pain.
 - c pain is important to people.
- 2 Experiments show that _____.
 - a pain is worse for men than women.
 - b men can take more pain than women.
 - c children feel less pain than adults.
- 3 Nurses need to measure a patient's pain because _____.
 - a pain is a problem.
 - b pain is a symptom.
 - c patients can't describe it.
- 4 Medics ask patients for a number to describe _____.
 - a the kind of pain they have.
 - b how bad the pain is.
 - c how often they're in pain.
- 5 To describe pain, medics ask children to _____.
 - a point to a smiley face.
 - b think of some numbers.
 - c say how it feels.
- 6 You experience referred pain _____.
 - a only in your internal organs.
 - b long after an injury.
 - c in a different place from an injury.

4 Vocabulary

Write 'F' next to the sentences which are about *frequency* of pain.

Write 'T' next to the sentences which describe *types* of pain (T).

- 1 He says his toe is throbbing. _____
- 2 It's wearing off now and it's just an occasional ache. _____
- 3 The shooting pains are getting worse. _____
- 4 He complains of frequent headaches. _____
- 5 She has a stabbing pain in her side. _____
- 6 She was in constant pain, but now it's gone. _____

5 Further vocabulary practice

Give these patients' pain a score from 1 to 6. 1 is the lowest pain, 6 is most severe.

- a 'It's moderately painful when you touch it.' _____
- b 'It's agonizing, I can't bear it.' _____
- c 'There is a very mild pain when I move.' _____
- d 'It feels very sore.' _____
- e 'There's a severe stabbing pain in my head.' _____
- f 'It's not bad today, thank you.' _____

6 Symptoms

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 Who *prescribed* you / *did prescribe* you / *do prescribe* you that medication?
- 2 *Do you can* / *Can you* / *You can* move your fingers?
- 3 Has he *been* / *was* / *is* like this for a long time?
- 4 *Is the swelling* / *The swelling is* / *Do the swelling* going down?
- 5 You won't try to move, *will you* / *won't you* / *do you*?
- 6 *How long are you* / *How long have you been* / *What are you* waiting for your appointment?
- 7 The pain is in your arm, *hasn't* / *is* / *isn't* it?
- 8 *Could you to tell* / *Could you tell* / *Tell me* where it hurts?

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 She suffered _____ and vomiting.
- 2 _____ is an external symptom.
- 3 She had a _____ abdomen.
- 4 _____ are a typical symptom of chicken pox.
- 5 A deep cut needs _____ to heal properly.
- 6 A _____ can cause itching.
- 7 He found a _____ above his ankle.
- 8 Her extreme _____ are difficult to live with.

stitches
nausea
mood swings
rash
bruising
swollen
lump
spots

READING AND VOCABULARY

Signs and symptoms are the tools for making a diagnosis, but what is the difference between the two?

The *signs* of an illness are the things that a doctor or nurse can see and measure. Signs are things like spots and bleeding. Temperature, heart rate, blood pressure and respiration rate are all signs because you can measure them. *Symptoms* are the things which a patient experiences, but others can't always see. Dizziness and nausea are examples of symptoms.

The symptoms which make a patient seek medical help in the first place are called the presenting symptoms. Medics describe them in terms of being either *strong*, *mild* or *weak*. Sometimes the symptoms of serious illnesses like cancer and diabetes are weak. They stay weak for a long time and the illness remains undiagnosed.

Many illnesses have the same symptoms. These symptoms are called *non-specific*. Fatigue is an example of this. It's a symptom of many kinds of illness, both chronic and acute, and of both physical and mental disorders.

Doctors ask patients about the onset of the symptoms, what they feel like, what relieves them and what makes them worse. The more detail they have, the faster they can make a diagnosis.

3 Comprehension

Decide whether these statements are true (T) or false (F) according to the text.

- 1 You need signs and symptoms for a diagnosis. _____
- 2 You can't see symptoms. _____
- 3 Patients presenting symptoms are either strong, mild or weak. _____
- 4 Killer diseases can have weak symptoms. _____
- 5 Non-specific symptoms help a lot with diagnosis. _____
- 6 Too much information slows up diagnosis. _____

4 Vocabulary

A nurse wants to know about symptoms and asks the questions a–g.

Write the number of the correct symptom 1–7 after each question.

The first is done for you.

- 1 diarrhoea
 - 2 spots
 - 3 ~~numbness~~
 - 4 fever
 - 5 swelling
 - 6 nausea
 - 7 dizziness
- a Can you feel this? 3
 - b Do you have them on your back too? _____
 - c How high is it? _____
 - d When you have an attack, do you fall over? _____
 - e Was there any blood in it? _____
 - f Do you still feel sick? _____
 - g How long has it been this big? _____

5 Further vocabulary practice

Underline the correct words in italics to complete the sentences.

The first one is done for you.

- 1 I have aches and pains / *in pain* / *painful* all over my body.
- 2 My pulse is up to 150 per minute and I feel *dizzy* / *dizziness* / *to be dizzy*.
- 3 I've got an *itchy* / *itchiness* / *itch* rash on the back of my hand.
- 4 My leg is cut and *bruising* / *bruised* / *bruise* from the accident.
- 5 He feels *nauseous* / *nausea* / *nauseating* and needs to sit down.
- 6 She has a small *lump* / *lumpy* / *lumps* on her breast.
- 7 Her spine is *deform* / *deformed* / *deformity*.

WRITING

6 Writing a symptom report

Read the example report about the fatal symptoms of one patient.
Use the notes in the box to write a similar report about a patient with symptoms of an angina attack.

Example Report

The victim was a 60-year-old man. Two days ago he complained of a bad cough and said he felt nauseous. Yesterday his ankles and feet were swollen and he told his wife that his fingers were numb. At two o'clock in the afternoon he felt dizzy, fell over and lost consciousness. He died of heart failure in the ambulance.

NOTES

<u>Patient:</u>	55-year-old woman
<u>Admitted to hospital:</u>	Monday 13 th June 18.35
<u>Presenting symptoms:</u>	burning pain in the centre of chest, nausea, numbness in fingers
<u>Diagnosis:</u>	angina attack
<u>Treatment:</u>	rest & glyceryl trinitrate
<u>Follow-up:</u>	Tuesday 11.00 : No symptoms, vital signs normal 14.00: Discharged

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7 Caring for the elderly

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 He *will to / wills / will* feel better after a short sleep.
- 2 *Do you will / Will you / You will* / visit me again tomorrow?
- 3 I'm afraid your grandfather *won't / not will / isn't* remember your name.
- 4 *I help / I'll help / I'll to help* / Mavis have her bath.
- 5 I hope I *won't put / don't put / put* my parents in a bad care home.
- 6 It's possible that, you *are having / will have / have* arthritis when you are old.
- 7 **A** Will he need a hearing aid? **B** No, he *won't / will / doesn't*.
- 8 I *'s / 'll is / 'll be* happy to see you tomorrow.

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 She likes to have a _____ after lunch.
- 2 Alzheimer's causes a loss of _____ function.
- 3 Sufferers often have a _____ gait.
- 4 The mind needs _____ to stay fit.
- 5 He is quite _____ but he can see well.
- 6 She is _____ so she needs a power chair.
- 7 Loss of _____ is frustrating for the elderly.
- 8 With a _____ she can visit the shops.

shuffling
immobile
mobility aid
nap
independence
deaf
stimulation
cognitive

READING AND VOCABULARY

Any healthy person reading this has a good chance of living past their one hundredth birthday. However, that is not necessarily good news, because (1) e.

The main problem with old age is boredom. Boredom, and (2) _____. Depression can increase mental and physical decay, especially if it is made worse by the loss of a wife or husband.

Elderly people depend a lot on nursing care and (3) _____. They can be inattentive, have disorganized thoughts and speech, and they sometimes show strange behaviour. Many of them are bedridden and (4) _____.

It is possible to grow old and die without losing your faculties. However, (5) _____. It usually shows as confusion and forgetfulness.

Immobility is common problem for elderly people. This is often caused by diseases such as arthritis and osteoporosis. Another problem is incontinence, which (6) _____.

But there is a positive side to geriatric nursing. Care of the elderly is usually long-term, and so (7) _____ relationships with their patients, which can be very rewarding.

3 Comprehension

Choose the correct phrase a–g to go into the spaces in the Reading and Vocabulary text. The first one is done for you.

- a nurses have time to develop
- b intellectual impairment is very common
- c they can be very demanding to nurse
- d a sense of uselessness, produce depression
- e ~~not everyone looks forward to old age~~
- f suffer from sleep disorders and eating problems
- g causes a great deal of distress

4 Vocabulary

Choose the right equipment a–g for each of the geriatric problems 1–7. The first one is done for you.

- a glasses
- b artificial hip
- c bath lift
- d ~~walking stick~~
- e incontinence pad
- f commode
- g hearing aid

- 1 Patient needs a little help with mobility. d
- 2 This lady cannot focus well. _____
- 3 She needs help in the bathroom. _____
- 4 You have to shout, he's very deaf. _____
- 5 Patient's joint has degenerated because of arthritis. _____
- 6 She occasionally wets herself. _____
- 7 He needs a toilet by his bed. _____

5 Further vocabulary practice

Write these words in the correct places in the report. The first is done for you.

This lady is proud of her (1) independence. However, arthritis has taken away her (2) _____ and she is now (3) _____ to her room. This (4) _____ is making her depressed. She is also very (5) _____, but her (6) _____ is only a problem when she forgets to wear her hearing aid. The first thing she needs in order to get her (7) _____ again is a wheelchair.

confined
deaf
independence
mobility
confinement
mobile
deafness

WRITING

6 Writing a letter

Use the patient's record to complete the letter about her to a physiotherapist (Mr. Martin). Describe the patient and her problems.

**City Hospital
Department of Psychiatry**

Patient's record

Patient's name: Mrs Yasmina Said **Age:** 87

Medical history: 7th September – admitted for assessment

Cognitive functions: occasional confusion & loss of memory

Mobility: mobile but shuffling gait. Uses walking frame.

Requirements: physiotherapy

Aims: improve balance, mobility, independence with ADLs

Dear Mr Martin,

This letter introduces _____. She is _____ and was admitted _____ on the 7th of September. Mrs Said suffers _____. She is mobile but _____ to get around. She requires _____ in order to _____, increase _____ and _____.

Yours sincerely,

8 Nutrition and obesity

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 *You should / should you / should* cut down on the calories you eat.
- 2 He *not should / don't should / shouldn't* smoke so much.
- 3 *Why I should / I / should I* eat oily fish?
- 4 *Do you should have / should you have / you have* sugar in your tea and coffee?
- 5 To be healthy you should *eaten / eating / eat* a balanced diet.
- 6 She could die of anorexia, so she *must eat / should eat / eats* something.
- 7 *It should be / would be / would* a good idea to try adding some vegetables to your diet.
- 8 If I were you, *I should / I'd / I* drink fewer fizzy drinks.

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 He injects himself because he is _____.
- 2 Meat and fish are sources of _____.
- 3 _____ provide the body with energy.
- 4 A _____ advises people how to eat healthily.
- 5 Pizzas and burgers are examples of _____.
- 6 Morgan Spurlock had _____ for fast food.
- 7 A balanced _____ is healthy.
- 8 He is _____ to fast foods.

addicted
protein
carbohydrates
cravings
diet
nutritionist
junk food
diabetic

READING AND VOCABULARY

Nutritionists classify food by groups. They say that the human body requires a balanced mixture of food from all the main food groups: carbohydrates, protein, fats, vitamins, fibre and minerals. The secret of good health is to eat a balanced diet, with the right amount of food, and to take plenty of physical exercise.

When there is an imbalance – for example if you eat too little or too much, or when one of the food groups is missing from your diet – this can cause vitamin deficiency, illness, and even death. If there is no treatment and the diet does not change, death is a possibility. One example of this is the problem of obesity – this is when a person is dangerously overweight. Obesity is most common in developed countries. The imbalance comes from eating a diet which is high in fat, sugar and salt, and in not eating enough fruit, vegetables and fibre, and not burning the extra calories through physical exercise.

In the case of eating disorders such as anorexia nervosa and bulimia, the imbalance leads to weight loss, when a person eats less than they need. Sufferers are mostly teenage girls – they either starve themselves in order to lose weight, or eat a lot of food at once (binge-eating) and vomit up all the food later. They often end up in hospital, and after emergency life-saving treatment they receive psychiatric help and counselling.

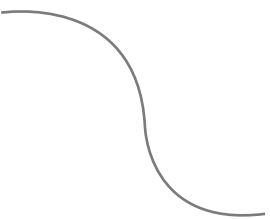
3 Comprehension

Answer these questions according to the text.

- 1 What kind of diet does the human body need? _____
- 2 What is obesity an example of? _____
- 3 Where is the obesity problem common? _____
- 4 What imbalance causes anorexia nervosa? _____
- 5 Who usually suffers from eating disorders? _____
- 6 What is the treatment for eating disorders? _____

4 Words from the text

Make word combinations. The first one is done for you.

- | | |
|---------------|--------------|
| 1 physical | a loss |
| 2 balanced | b overweight |
| 3 weight | c disorder |
| 4 vitamin | d groups |
| 5 food | e diet |
| 6 eating | f exercise |
| 7 dangerously | g deficiency |
- 

5 Further vocabulary practice

Use the correct form of the word in brackets to complete the sentences 1–7.
The first one is done for you.

- 1 Obesity causes many illnesses. (*obese*)
- 2 He has an uncontrollable _____ for fast food. (*crave*)
- 3 Her fast food _____ is serious. (*addict*)
- 4 Everyone needs to eat a _____ diet. (*balance*)
- 5 Being overweight _____ her a lot. (*depress*)
- 6 His diet makes him constantly _____. (*constipation*)
- 7 She _____ weight easily. (*loss*)

Reply to this post on an internet forum. Explain what you think is the problem and give the writer some advice about what to do. Use the notes below to help you.

I need some advice. A year ago my teenage daughter was bright, successful and happy. But something has changed. She has lost interest in studying. All she does is stay in her room. She is very thin, but she buys big bags of sweets and biscuits, eats them all at once, and then spends hours in the bathroom.

I don't know what's wrong with her and she refuses to see a doctor because she says there isn't a problem. I've tried to talk to her but she just shuts me out and I feel like it's my fault. I don't know what to do or say to her.

*signs you describe = typical of eating disorder like bulimia nervosa (binge eating and vomiting)
quite common in teenage girls*

important at the moment = get your daughter to accept she has a problem

get her to speak to a doctor or a trained counsellor – do this before things get worse

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

9 Blood

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 If you *will give / to give / give* blood, you'll help a lot of people.
- 2 If blood stops moving, it *will be / is / be* a bad sign.
- 3 If your infection is treated, it *'ll heal / heals / 'll heals* quickly.
- 4 *If / If not / Unless* she takes her medication, she'll never get better.
- 5 If you *don't know / won't know / will know* what to do, ask the matron.
- 6 Blood *will clots / clots / clot* when it is exposed to air.
- 7 *You will work / Work you / Will you work* here when you have finished training?
- 8 If you don't eat less sugar, you *get / 'll get / getting* diabetes when you are older.

2 Key words from unit

Complete the sentences with the words from the list.

- 1 Pulmonary _____ take blood to the lungs.
- 2 Blood contains red and white _____.
- 3 _____ take blood to the heart.
- 4 A _____ of blood can tell the police a lot.
- 5 Platelets help blood to _____.
- 6 _____ is a protein.
- 7 Use a _____ to take a blood sample.
- 8 Put this slide under the _____ and have a look.

arteries
cells
microscope
veins
drop
clot
haemoglobin
syringe

READING AND VOCABULARY

The prefix *haem-* means blood. The study of blood is *haematology*, *haemophilia* is a disease of the blood and a *haemorrhage* is a bruise. In humans, blood forms in the bone marrow by a process called haemogenesis. Blood circulates around the body through the cardiovascular system of arteries, veins and capillaries.

Blood has many functions. It distributes oxygen, keeps the body warm, and removes waste. More than half of the blood in the body is a fluid called *plasma* – plasma is mostly water. The rest of the blood is made up of red cells which carry oxygen, white cells which protect against disease, and platelets which heal wounds.

When someone loses a lot of blood they need a transfusion. There are different types of human blood and medics usually use the ABO system which puts blood into four main groups: A, B, AB, and O. The donor blood must be compatible with the blood of the recipient, because a transfusion of the wrong blood can be fatal.

Medical conditions affect blood in many ways, so a blood test is a good way to get information about a patient's state of health. The shape, size, behaviour and number of blood cells can provide information about kidney and liver function, about levels of hormone, glucose and cholesterol, and about a patient's immune system.

3 Comprehension

Decide whether the following statements are true (T) or false (F) according to the text.

- 1 Bone marrow is formed by haemogenesis. _____
- 2 Blood cells are mostly water. _____
- 3 ABO is a method of transfusion. _____
- 4 Recipients' blood is given in transfusions. _____
- 5 A blood test is good for a patient's health. _____
- 6 Blood cells can tell us about internal organs. _____

4 Vocabulary

Put the correct word or phrase into the spaces 1–6 in the text.

The detective noticed several (1) _____ on the floor. Then he saw more. 'That's very interesting,' he thought. 'It has obviously come from someone's (2) _____, and there is quite a lot of it. But whose blood is it?' He needed to get a (3) _____, and he needed it quickly. He used a swab to get a sample of the blood and put it safely into a (4) _____.

Later, back at the laboratory, a police scientist prepared a (5) _____ and switched on the high-powered (6) _____. The detective would soon know the answer to his question.

forensic analysis slide wound test tube drops of blood microscope

5 Further vocabulary practice

Underline the correct words in italics to complete the sentences. The first one is done for you.

- 1 In healthy blood the red cells are circular / circulate.
- 2 I just want a *drop* / drip of blood from you.
- 3 The platelets cause blood to *clotting* / clot.
- 4 Blood cells are *microscopic* / microscope.
- 5 Blood *flows* / flies through veins and arteries.
- 6 He is *bleeding* / bloody badly and needs a transfusion.
- 7 We need to *analyse* / analysis your blood.

10 Death and dying

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 *Maybe / May / Might* I should take him to hospital.
- 2 *Do she could / She could / Could she* die from this illness?
- 3 She *couldn't / mayn't / mightn't* recover after her operation tomorrow.
- 4 **A** Could the accident be fatal? **B** Yes, it *could / be / might*.
- 5 It *'s possible / 's possibly / 's possible* that he will not come out of the coma.
- 6 She *may to get / get / gets* worse before she gets better.
- 7 She can't sleep. *It's possible that she's sick / She's sick it's possible that / It's perhaps she's sick*.
- 8 What treatment *could to help / would help / help* his condition?

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 Music _____ can help children.
- 2 Prepare the _____ before the relatives come.
- 3 A _____ can be painful to organize.
- 4 The patient lost _____ at 10 a.m.
- 5 Some people prefer _____ to burial.
- 6 _____ does not affect the body.
- 7 A hospice _____ will visit your home.
- 8 We have a quiet room for _____ relatives.

dementia
consciousness
cremation
carer
grieving
funeral
body
therapy

READING AND VOCABULARY

- A We have to accept death and the dying process. This is why palliative care does not try to cure people with terminal illnesses, but tries to relieve symptoms, alleviate pain and prepare relatives.
- B Drugs are not the only way to manage pain. Hospices now use a variety of other methods. Massage, relaxation therapy, acupuncture and music can be useful too.
- C It is very hard to watch someone go through a long, painful, debilitating illness. Some grieving relatives and other carers will help a person they love end their life, if that's what they want. However, in most countries this is illegal and the process of dying takes its natural course.
- D It is not always easy to say exactly when someone is actually dead, especially now that mechanical aides can keep patients alive artificially. But for most doctors, a person is dead when all brain activity, breathing, metabolism and pulse have stopped.
- E Sometimes there is an autopsy after someone dies. But in most cases, post-mortem care involves making careful records and preparing the body for a funeral. This usually means a burial or cremation, according to religion and belief.
- F Bacteria and acids begin the process of decomposition almost immediately after death. The body goes pale, its temperature drops, and a short time later the limbs go stiff. The rate of decomposition varies according to climate, but a body will eventually disappear completely.

3 Comprehension

In which paragraphs (A–F) in the text can you find answers to the following questions? Write the number of the paragraph next to each question.

- 1 What alternatives are there to painkillers like morphine? _____
- 2 What happens to a body after death? _____
- 3 Does palliative care mean giving up? _____
- 4 What do hospital staff do with a body? _____
- 5 How do you know when someone is dead? _____
- 6 Isn't helping someone die the same as murder? _____

4 Vocabulary

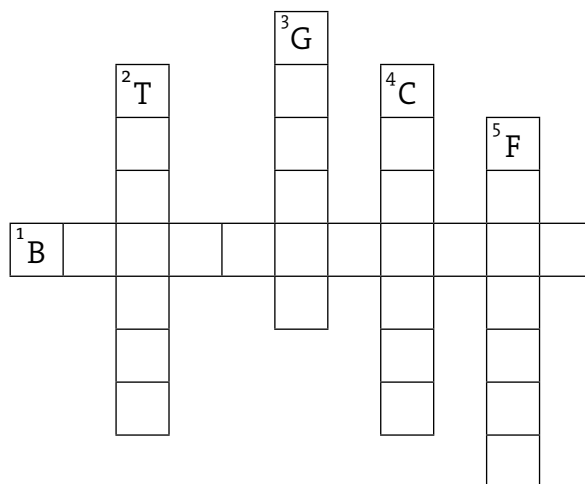
Complete the crossword puzzle with words from the text.

Across

- 1 Loss of a loved one

Down

- 2 Treatment
- 3 To feel great sorrow for a dead person
- 4 To burn a dead person
- 5 Ceremony for a dead person



5 Further vocabulary practice

Write these words in the correct places in the sentences 1–7. The first one is done for you.

- 1 There is no cure – the condition is fatal.
- 2 He is now unconscious and in a _____.
- 3 We switched off the _____ system.
- 4 He's _____ fast.
- 5 He _____ at four o'clock.
- 6 The body is kept in the _____ until the funeral.
- 7 The _____ examination is this afternoon.

mortuary
coma
post-mortem
passed away
going downhill
life support
fatal

Read the example summary of Death Certificate 1. Use the information in Death Certificate 2 to write a similar summary.

Post-mortem: none

Mrs Aswad was diagnosed with a terminal illness two months ago and she finally died at home yesterday at 2.00 a.m. Her carer, Mrs Sidiq, who visited Mrs Aswad every day, was with her at her death. Her two siblings have been contacted. There will not be a post-mortem.

Post-mortem: *none*

[illegible]

11 Hygiene

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 Visitors *have / must / has* wash their hands before entering the ward.
- 2 Cleaners *has / have / don't have* to wash the floors four times a day.
- 3 *Need I to / Do I need to / I need* use a sterile swab.
- 4 *You don't have to / You mustn't / You needn't* touch patients with dirty hands.
- 5 You *have to / must / need* clean the door handles?
- 6 You *must / mustn't / have* to use this medication with this patient.
- 7 The rubbish *needs to collect / collect / collecting*.
- 8 The doctor *need / needs / must* to see this patient as quickly as possible.

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 The common cold is not caused by _____.
- 2 VRSA means Vancomycin _____.
- 3 _____ can spread by hand.
- 4 _____ agents kill micro-organisms.
- 5 A virus is a type of _____.
- 6 A _____ house is actually too clean.
- 7 The young and old are _____ to illness.
- 8 The _____ needs disinfecting.

bin
resistant
bacteria
spotless
susceptible
infection
pathogen
antimicrobial

READING AND VOCABULARY

- A When the microscope was invented it became possible for scientists to see microscopic organisms. For the first time they were able to confirm that it was pathogens and not smelly gases that caused illness. They developed the Germ Theory of disease.
- B Germ Theory changed attitudes to hygiene. It has made towns very different from the dirty places they were before. In hospitals, Florence Nightingale applied Germ Theory to nursing practices and made new hygiene rules. She showed that clean sewers, ventilation and disinfected wards were equally as important as the treatment of patients.
- C Once they knew that germs existed, scientists could work on ways to kill them. Germ Theory led to medicines which were called antibiotics. One of the first antibiotics was penicillin. Methicillin is a modern development of penicillin.
- D Although antibiotics kill bacteria, they don't kill all bacteria. Some bacteria are drug-resistant. They can survive the antibiotics and they also produce more bacteria that are also resistant.
- E One problem is that antibiotics are used too much. Firstly, they have been used to treat viral illnesses, even though antibiotics do not kill viruses. They are also used in farming and we take a lot of antibiotics into our bodies through our food.
- F One bacterium that can resist methicillin is MRSA, otherwise known as Methicillin Resistant Staphylococcus Aureus. When MRSA is present in a hospital full of sick people with weak immune systems it can cause deaths.

3 Comprehension

Match the following topics 1–6 with the correct paragraph A–F.

- 1 The history of antibiotics. _____
- 2 The misuse of antibiotics. _____
- 3 The problem with antibiotics. _____
- 4 A drug-resistant bacterium. _____
- 5 The true cause of illness. _____
- 6 A theory that changed lives. _____

4 Vocabulary

Write 'P' next to the things that prevent the spread of bacteria and 'H' next to the things that help bacteria spread. The first one is done for you.

- 1 Antibiotic resistance. H _____
- 2 Spillage of bodily fluids. _____
- 3 An anti-microbial agent. _____
- 4 A disinfected ward. _____
- 5 Contaminated dressings. _____
- 6 The immune system. _____
- 7 Susceptibility to infection. _____

5 Further vocabulary practice

Match the beginnings of the sentences 1–7 with the ends.

The first one is done for a–g.

- | | |
|---------------------------------|----------------------------|
| 1 The waste disposal bag | a must be kept full. |
| 2 Fill a bucket | b of disposable gloves. |
| 3 You must use a mop to | c need to be replaced. |
| 4 The paper towels are gone and | d needs emptying. |
| 5 You need two pairs | e clean up any spillage. |
| 6 The liquid soap dispenser | f detergent for the floor. |
| 7 We need a strong | g with clean hot water. |

WRITING

6 A warning notice

There is a contamination of MRSA on your ward.

Write a warning notice to visitors.

Include in the notice:

- A short explanation about what MRSA is
- Hand hygiene instructions
- A short explanation about why MRSA is not dangerous to healthy people

[illegible]

12 Mental health nursing

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 Lee won't be at work today. He *'s broken / broke / 've broken* his leg.
- 2 Mrs Kitano *has had / have / had* a baby girl yesterday.
- 3 Virginia Woolf *suffered / has suffered / did suffer* from depression when she killed herself.
- 4 I *'ve ever / 've never / never* visited a Psychiatric Unit before.
- 5 She has been here *for / since / during* six months already.
- 6 He *didn't respond / hasn't responded / isn't respond* to treatment yet.
- 7 She *had / has / has had* a bath already today but she might want one later.
- 8 **A** Did she have another episode? **B** Yes, she *had / did / did have*.

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 _____ patients can be dangerous.
- 2 I worked in the hospital _____ unit.
- 3 Tourette sufferers often have vocal _____.
- 4 The patient committed _____.
- 5 Some medication has had _____.
- 6 _____ disorder was called manic depression.
- 7 Student nurses go on _____ to learn.
- 8 She had a _____ experience and became depressed.

side effects
placements
bipolar
traumatic
psychiatric
tics
psychotic
suicide

READING AND VOCABULARY

Just because a person behaves differently from others does not mean that they are **mentally ill**. There is no objective way to make a diagnosis of a mental disorder and the line between normality and illness is not always clear. However, when strange behaviour **is distressing**, it usually means that psychiatric care is needed.

The **onset** of a **mental disorder** can be brought about by some form of chemical imbalance or a traumatic event such as war or the death of a partner. There are 400 named mental disorders and to diagnose them, psychiatric medicine uses descriptions of symptoms, observations of behaviour and scores in psychological tests.

In some long-term **psychotic** illnesses like schizophrenia, delusions are a major symptom – patients are often irrational and uncommunicative. They may have hallucinations – seeing or hearing things that are not present. Less serious is a **neurotic illness** such as obsessive compulsive disorder – although it is distressing, this condition does not involve delusions or hallucinations.

The work of a psychiatric nurse involves contributing to assessments and designing treatment programmes – often it is the nurses who know the patients best. They develop a **therapeutic relationship** which provides security and enables patients to talk openly.

3 Comprehension

Complete these sentences with the words or phrases in **bold** from the text. The first one is done for you.

- 1 When someone behaves differently from you they are not necessarily *mentally ill*.
- 2 To diagnose a _____ is difficult because there are no objective tests.
- 3 Psychiatric care is required when a person's behaviour _____.
- 4 Trauma may cause the _____ of a disorder.
- 5 Schizophrenia is a _____ illness.
- 6 Someone with a _____ does not have hallucinations.
- 7 Patients find security in a _____ with their nurses.

4 Vocabulary

Find words in the text that mean:

- 1 emotionally painful. _____
- 2 very shocking. _____
- 3 type of illness with severe delusions. _____
- 4 not logical / not making sense. _____
- 5 not talking with others. _____
- 6 healing. _____

5 Further vocabulary practice

Tick the definitions a-g that are correct. The first one is done for you.

- 1 *blink* to close and open the eyes very fast ✓
- 2 *stutter* to speak very loudly _____
- 3 *make an offensive gesture* to greet someone or show respect _____
- 4 *spit* to shoot saliva out of the mouth _____
- 5 *scratch* to rub the skin with the fingernails _____
- 6 *swear* to use rude words _____
- 7 *lick* to make noises with your mouth _____

Write a response to this advertisement. Use either real or invented information about yourself.

Temporary nurse wanted. Four week placement, excellent pay plus foreign travel.

Energy, imagination and patience are more important than previous experience. This is a good opportunity for a student nurse to get experience in a very attractive setting.

Please write to request an application form giving brief details about your background.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

13 Monitoring the patient

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 The heart rate *are monitored / is monitored / monitored* regularly.
- 2 The nurses *are checked / is checked / checked* the patients.
- 3 Mrs Ramone *removed / were removed / was removed* her dentures before going to theatre.
- 4 Keyhole surgery *was / are / is* used more and more frequently.
- 5 The anaesthetic properties of nitrous oxide *were discovered / was discovered / discovered* by Davy.
- 6 I *didn't tell / wasn't told / not told* I was expecting twins.
- 7 She *wasn't give / gave / given* the correct diagnosis.
- 8 **A** Is the ventilator monitored? **B** Yes, it *is / be / monitored*.

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 A fever causes _____.
- 2 You measure heart rate in _____.
- 3 There is a lack of _____ with hypothermia.
- 4 We use _____ to monitor babies.
- 5 Blood pressure is a _____.
- 6 _____ are monitored by an ECG.
- 7 A scan can show up an _____.
- 8 The _____ helps him breathe.

vital sign
ventilator
shivering
brainwaves
bpm
abnormality
ultrasound
co-ordination

READING AND VOCABULARY

Nurses see patients more often than other specialists and are in the best position to monitor them. They look out for any problems and assess the patient's progress and response to treatment. Basically, by careful monitoring and recording, a nurse answers the question: what is happening to this patient?

Monitoring body functions by checking vital signs helps to answer this question. The vital signs are: body temperature, heart rate, blood pressure and respiratory rate. Changes or abnormalities in vital signs indicate changes in the patient's condition. However, they are not 100% reliable and stable vital signs do not always mean that everything is OK.

Bodily fluids, including blood and urine, can be analysed, usually in a laboratory. And it is now possible to get images of what is going on inside the body using technological aids like X-rays and ultrasound scans. For more detailed information, there are endoscopes which are used to look inside the body, and biopsies where tissue is removed for examination.

Some patients with chronic illnesses like heart disease, diabetes and asthma can self-monitor. They communicate with doctors and nurses by phone and online. Patients can also be monitored from a distance using satellite technology and the internet. This has major advantages; the patient doesn't have to keep visiting a hospital and it saves a lot of money.

3 Comprehension

Use the information in the text to complete the sentences with the correct answer, a, b or c.

- 1 Nurses are in a good position to _____.
 - a monitor patients.
 - b specialize.
 - c get to know their patients.
- 2 'What is happening to this patient?' is a question which _____.
 - a only nurses can answer.
 - b monitoring helps to answer.
 - c nurses must ask.
- 3 Stable vital signs mean _____.
 - a everything is probably OK.
 - b a change in a patient's condition.
 - c something's definitely wrong.
- 4 Technological aids give information about _____.
 - a internal organs.
 - b bodily fluids.
 - c vital signs.
- 5 An endoscopy gives _____.
 - a less information than an X-ray.
 - b more detail than a scan.
 - c less information than a biopsy.
- 6 Self-monitoring is _____.
 - a done by doctors and nurses.
 - b done at a hospital.
 - c cheap and convenient.

4 Vocabulary

Label these signs and symptoms according to their type. Write 'C' for cognitive, 'M' for motor, 'I' for internal and 'E' for external. The first one is done for you.

- 1 The ultrasound is showing no abnormalities. I
- 2 The ECG readout shows stable bpm. _____
- 3 Sometimes she is unable to walk and falls over. _____
- 4 The EEG shows that the patient is waking up. _____
- 5 He is irrational and seems confused. _____
- 6 She is very pale. _____
- 7 Her arm is paralysed. _____

14 Medication

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 I *'m going to prepare / preparing / 'm preparing* a prescription at the moment.
- 2 I think this *going / going to / is going to* hurt a little.
- 3 Next, I *'m going to give / give you / 'm giving* you an injection.
- 4 I've checked the X-ray, you *won't / aren't needing / aren't going to* need an operation.
- 5 **A** Are you going to go to hospital? **B** Yes, I *are / going / am*.
- 6 Do you think there *is going / is going to be / is going to* another flu pandemic?
- 7 She *is not going / is going to / not is going to* get better soon.
- 8 I *'m studying / going to study / study* Physiotherapy when I finish my basic training.

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 Antibiotics kill _____.
- 2 The doctor made a _____ on the patient.
- 3 The doctor _____ the wrong medication.
- 4 Take a laxative for _____.
- 5 A _____ will increase body activity.
- 6 This is the correct _____ for the medication.
- 7 Flu can _____ very quickly.
- 8 A virus can _____ and change.

germs
constipation
mutate
diagnosis
spread
dose
prescribed
stimulant

READING AND VOCABULARY

There are some plants that can ease pain and cure illness. For thousands of years, they have been the basis of medical treatment. In the 19th century scientific discoveries improved our understanding of the natural world, including our knowledge of medicine. Important discoveries in chemistry meant that scientists could produce synthetic medicines in laboratories.

Most synthetic drugs are very similar to the medicinal parts of plants. One example is the opioid group. To make opioids like morphine and codeine, scientists use part of real opium poppies. Other opioids, like methadone, are synthetic – they are man-made copies of the natural drug.

Synthetic medicines have been very successful, although they can have bad side effects, and sometimes cause patient dependence. Anaesthetics, vaccines, antibiotics and contraceptives have had a huge effect on our lives. At the same time, they have made a lot of money for drug companies.

Drugs normally have two names, a general name and a brand name. For example, the drug with the general name Paracetamol is sold under the brand names Panadol, Calpol and Anadin. Some drugs are available to buy over the counter (in a shop or pharmacy). Other, usually more powerful drugs, are only available with prescription from a doctor.

Drug companies are always working to develop new drugs, but also on new ways to administer them. One of the most recent ways to deliver a drug is the transdermal patch, which releases minute quantities of the drug through the skin of the patient.

3 Comprehension

Decide whether sentences 1–6 are true (T) or false (F) according to the text.

- 1 The natural world changed in the 19th century. _____
- 2 Medicines became scientific in the 19th century. _____
- 3 Medicinal plants are completely different from synthetic drugs. _____
- 4 Methadone is taken from opium poppies. _____
- 5 Panadol, Calpol and Anadin are the same thing. _____
- 6 The transdermal patch is a new way to deliver drugs. _____

4 Vocabulary

Complete the sentences 1–7 with words from the list.
The first one is done for you.

- 1 You give antiviral medicine to fight a virus.
- 2 Use an _____ to treat a bacterial infection.
- 3 She has bipolar disorder and is on a powerful _____.
- 4 This _____ will make you immune.
- 5 Your diet is deficient in essential vitamins – you need
to take a _____.
- 6 This is a powerful _____ – it should block the pain immediately.
- 7 _____ drugs are for allergies.

analgesic
inoculation
supplement
antiviral
antihistamine
antidepressant
antibiotic

5 Further vocabulary practice

Use the information in the medication chart to complete the patient notes.

Bed	Name of drug	Type of drug	Quantity	Method of administration	Frequency
1	Senokot	Laxative	2 tablets	oral	nightly
2	Heparin	Anti-coagulant	1000 units per hour	infusion	continuous

Patient notes

The patient in bed number 1 has constipation so he needs a (a) _____. Give him
(b) _____ of Senokot once a (c) _____.

The patient in bed number 2 with angina is on an IV drip. He's receiving a continuous
(d) _____ of an (e) _____. Check that he's getting (f) _____
of Heparin per hour.

15 Alternative treatments

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 Acupuncture is used to *curing / cure / the cure of* a number of conditions.
- 2 Cupping is used for *to suck / suck / sucking* bad energy from the body.
- 3 I believe in it – *that's why / because / so that* faith healing works for me.
- 4 Scientists study animals, *for / to / so* they can find alternative treatments.
- 5 Use an ice pack *for / so / to* reduce swellings.
- 6 Traditional medicine is a treatment *to / for / so* the whole body.
- 7 She had a massage *because / so / far* her back hurt.
- 8 Nothing conventional worked, *because / so / so that* he had alternative treatment.

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 Traditional medicine has a _____ approach.
- 2 Some herbs are _____.
- 3 _____ affects the skin.
- 4 A witch doctor is a kind of _____.
- 5 Some people are _____ of faith healing.
- 6 Dogs eat grass to clear stomach _____.
- 7 Herbalists prescribe herbal _____.
- 8 An initial _____ takes 45 minutes.

medicinal
worms
eczema
supplements
consultation
holistic
sceptical
healer

READING AND VOCABULARY

We use the word 'alternative' to describe types of treatment that are not part of conventional western medicine. Herbalism, homeopathy, yoga and faith healing are all alternative treatments. Some alternative treatments come from countries like China and India. Others are simply very old methods of treatment and have been replaced by syringes, scans and tablets.

Many scientists say that alternative treatments are not scientifically tested, and that alternative practitioners are often unqualified people who put patients in danger by interfering with conventional treatment. Alternative practitioners say that science does not know all the answers. They say that alternative medicine takes a holistic approach, which means it treats the whole person: body, mind and spirit. They say that conventional medicine does not do this.

Some people use alternative treatments when conventional medicine offers no hope of recovery. Some terminally ill patients don't care what treatment they use if it seems to work, and it doesn't harm them. In addition, they get a lot of attention from the practitioner.

Many scientists believe that when alternative treatments like homeopathy seem to work, this is because of a 'placebo effect'. This is when something completely inactive like water, is given to a patient. If the patient believes it is a medicine and expects it to work, their condition may actually improve. The placebo effect shows that mental attitude and the patient's belief in a treatment are a major part of any cure.

3 Comprehension

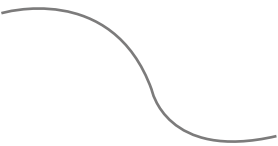
Answer the questions.

- 1 What is the opposite of 'alternative medicine'? _____
- 2 What are syringes, scans and tablets examples of? _____
- 3 How are alternative healers dangerous? _____
- 4 What do alternative practitioners say conventional medicine doesn't do? _____
- 5 When do people often turn to alternative medicine? _____
- 6 What two things are very important for a successful treatment? _____

4 Vocabulary

Match a word from each column to make a commonly used term.

The first one is done for you.

- | | |
|--------------------|-----------------------|
| 1 <i>qualified</i> | a effect |
| 2 pressure | b herbs |
| 3 faith | c energy |
| 4 holistic | d <i>practitioner</i> |
| 5 unbalanced | e approach |
| 6 aromatic | f point |
| 7 placebo | g healing |
- 

5 Further vocabulary practice

Match each phrase from exercise 4 with the correct definition 1–7.

The first one is done for you.

- 1 Curing someone using the power of belief *faith healing*
- 2 When a fake treatment actually works. _____
- 3 Plants that smell pleasant. _____
- 4 Practice that involves treating the whole person. _____
- 5 Person who has trained and passed their medical exams. _____
- 6 The cause or the nature of a disorder. _____
- 7 A sensitive place on the skin. _____

WRITING

6 Writing a letter

A friend who suffers from bad headaches saw this advertisement in a magazine. She thinks it might be a good idea and asks you for advice. Should your friend pay for an initial consultation? Write a letter telling her what you think about the advertisement.

**Need a cure for headaches and migraine?
Try our new magnetic pulse generator**

The magnetic pulse generator sends out short pulses of magnetism. All you do when you have a headache is to apply it to your head. The magnetic pulses disrupt the waves of electrical activity that pass through your brain. Within seconds, the pain is gone! You will never need to take a pill again.

Join our growing number of satisfied customers and phone the number below to talk to one of our advisers. There is a small consultation fee.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.