

**CAREER
PATHS**

Medical

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1 Hospital departments



Reading

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

- 1 ___ Dr. Silver's department performs organ transplants.
- 2 ___ Dr. Howard's and Dr. Locke's departments work with all other hospital departments.
- 3 ___ The pharmacy is closed on Sundays.

Vocabulary

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

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

- A the hospital department that specializes in the treatment of the heart and heart diseases
- B the hospital department that treats women and unborn children during pregnancy
- C the hospital department that specializes in the treatment of the skin and skin diseases
- D the hospital department that specializes in the treatment of bones and muscles
- E the hospital department that specializes in the treatment of children

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

WORD BANK

radiology pathology surgery
emergency pharmacy

- 1 Please take this sample to _____ for testing.
- 2 An ambulance brought the patient to the _____ room.
- 3 Could you get the X-rays from _____?
- 4 The _____ on the first floor should have the medicine you need.
- 5 Take this patient to _____ for her transplant.

Heartland Hospital

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

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

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

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

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

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

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

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

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

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

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

Get ready!

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

- 1 What are some different hospital departments?
- 2 Why is it important to know what different departments do?

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

Listening

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

- 1 Where is the dermatology department?
 A downstairs
 B on the third floor
 C past the pharmacy
 D next to the emergency room
- 2 What will the woman likely do next?
 A visit the pharmacy
 B go to the emergency room
 C make a radiology appointment
 D go to the dermatology department

- 7 Listen again and complete the conversation.

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

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

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

Patient: Where's that department?

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

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

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

Patient: The pharmacy is downstairs, right?

Doctor: Yes, next to the emergency room.

Speaking

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

USE LANGUAGE SUCH AS:

I want you to go ...

Where's that ...

It's on the ...

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

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

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

Writing

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

Mary Coburn
 Hospital visit notes

First stop: _____

Location: _____

Reason: _____

Second stop: _____

Location: _____

Reason: _____

Clinic

HEARTLAND HOSPITAL

FIRST FLOOR

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

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

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

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

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

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



general practitioner



STAFF DIRECTORY

SECOND FLOOR

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

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

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



pharmacist

radiologist



nurse

lab technician

Get ready!

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

- Who are some different people who work in a hospital?
- What are some special kinds of doctors?

Reading

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

- A patient having heart surgery will visit Dr. Sartin and Dr. Greenwich.
- Dr. Harold is best qualified to examine a sick four-year-old.
- Pregnant women meet their doctor on the second floor.

Vocabulary

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

- | | |
|---|---------------------------------------|
| 1 <input type="checkbox"/> lab technician | 4 <input type="checkbox"/> nurse |
| 2 <input type="checkbox"/> anesthesiologist | 5 <input type="checkbox"/> pharmacist |
| 3 <input type="checkbox"/> general practitioner | |

- A a doctor who provides many kinds of care to adults and children
- B a doctor who renders patients unconscious or prevents them from feeling pain
- C a medical professional who works with samples in a laboratory
- D a medical professional who helps a doctor and cares for patients
- E a person who fills prescriptions and gives medicine

4 Read the sentence and choose the correct word.

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

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

Listening

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

- 1 What is the main idea of the conversation?
A a patient's appointment
B a patient's missing chart
C a patient's blood pressure
D a patient's general practitioner
- 2 What will the woman likely do next?
A examine the patient
B call the cardiologist's office
C take the patient's blood pressure
D lead the man to the patient's room

7 Listen again and complete the conversation.

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

Speaking

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

USE LANGUAGE SUCH AS:

Can you come over here?

What do you need?

Who is ...


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

- a problem with a patient
- what you think about it
- what to do next

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

Writing

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

Heartland Hospital
STAFF DIRECTORY 

Patient

Consultation Form

Patient: _____

Doctor Consulted: _____

Issue: _____

Solution: _____

Medical Supplies

Please keep everything in its proper place!

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

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

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

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

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

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



oxygen tank



pressure mattress



gauze



wheelchair



biohazard waste container

Vocabulary

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

- | | |
|-------------------------------|-----------|
| 1 — syringe | 4 — gown |
| 2 — sharps container | 5 — gauze |
| 3 — biohazard waste container | |

- A a cotton fabric used to cover wounds or surgical incisions
 B a long robe worn by a hospital patient
 C a box for the storing of used needles and other sharp medical instruments before disposal
 D a device used for injecting liquids into the body
 E a box for the storage and disposal of dangerous medical waste

4 Read the sentence and choose the correct word.

- 1 Wear a new pair of **gowns / latex gloves** to examine each patient.
- 2 A(n) **oxygen tank / wheelchair** helps Mr. Hayes breathe.
- 3 The **bedpans / latex gloves** in this room need to be emptied before you leave.
- 4 Please get Mr. Wilson a **bedpan / wheelchair** so he can move around.
- 5 Order a(n) **pressure mattress / oxygen tank** for Ms. Jones to help her back pain.

Get ready!

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

- 1 What is some common hospital equipment?
- 2 How should disposable medical equipment be thrown away?

Reading

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

- 1 — The storage room cannot hold large items like pressure mattresses.
- 2 — Oxygen tanks are stored in patient rooms.
- 3 — Syringes should be disposed of in a biohazard waste container.

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

Listening

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

- 1 What are the speakers mainly talking about?
- A ways to use less supplies
 - B how to organize the storage closet
 - C supplies that need to be replaced
 - D how to properly dispose of syringes
- 2 What will the man likely do next?
- A empty the sharps containers
 - B check the exam rooms
 - C find new latex gloves
 - D order more syringes

- 7 Listen again and complete the conversation.

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

 empty the sharps containers before you leave.
- Nurse 2: Will do. 6 _____

 _____,
 Carol.



Speaking

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

USE LANGUAGE SUCH AS:

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

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

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

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

Writing

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

Family Clinic

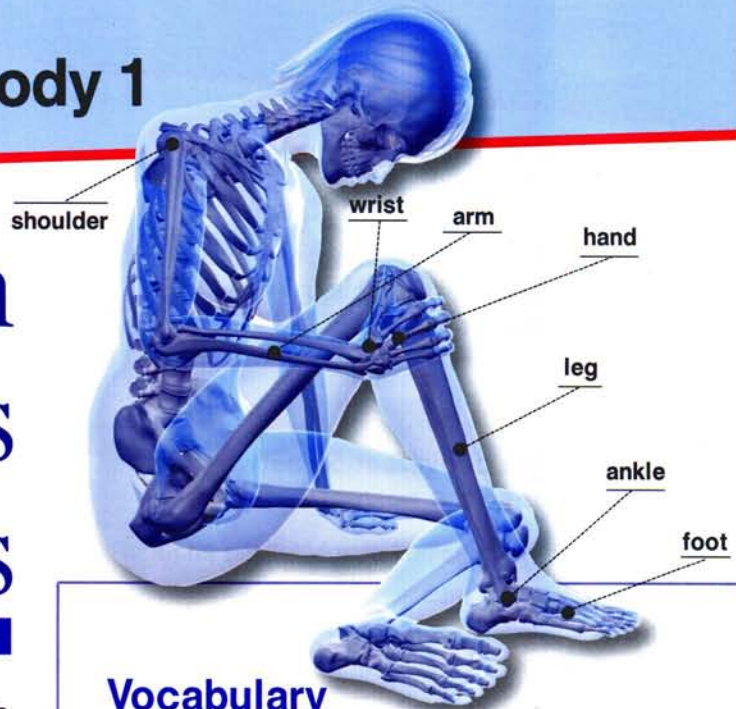
Supply ORDER FORM

Exam Rooms: _____

Storage Closet: _____

Common Sports Injuries

by Dr. Mark Robbins



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

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

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

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

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

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

Vocabulary

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

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

- A the part of the forearm that attaches to the hand
 B the long extension from the upper body between the shoulder and wrist
 C the part of the upper leg that projects slightly outward
 D the long extension from the lower body between the hip and foot
 E one of the extensions from the hand
 F the joint between the upper and lower arm

Get ready!

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

- How do parts of the arms and legs connect together?
- What are some common injuries?

Reading

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

- __ An ankle sprain is the most common foot injury.
- __ Pain in the hands or wrist can result from an elbow sprain.
- __ Hips are frequently jammed or broken.

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

1 shoulder / ankle

- A I twisted my _____ when I was running.
 B Tom can't move his arm due to his _____ injury.

2 toe / knee

- A The leg bends at the _____.
 B Breaking even your smallest _____ can make walking difficult.

3 foot / hand

- A This shoe barely fits on my _____.
 B Give me your _____ and I will help you up.

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

Listening

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

- 1 What injury does the man likely have?
- A broken wrist
 - B knee sprain
 - C broken arm
 - D elbow sprain
- 2 What does the doctor suggest happens next?
- A wrap the injured area
 - B give the man some medicine
 - C have the man get an X-ray
 - D ask how the man was injured

- 7 Listen again and complete the conversation.

Doctor: 1 _____ the problem, Tommy?

Patient: My arm really hurts.

Doctor: I see. Where exactly 2 _____ ?

Patient: 3 _____, but especially the elbow.

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

Patient: I was playing soccer and 5 _____.

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

Patient: No, just my arm.

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

Speaking

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

USE LANGUAGE SUCH AS:

Where does it hurt ...

That's likely the problem ...

Does it hurt anywhere else ...

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

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

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

Writing

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

Valley Medical Clinic

Medical Chart

Patient: Tommy Jones

Symptoms: _____

What happened: _____

Next steps: _____



5 Parts of the body 2



Jefferson General Hospital

Patient Name: Doug Robinson

Sex: Male

Age: 27

Physician: Dr. Robert Moody

Time: 9:42

Incident/Reason for ER Admittance:
Automobile accident

Apparent Injuries:

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

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

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

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

Get ready!

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

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

Reading

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

- 1 Why is the patient at the hospital?
 - A He was hurt playing sports.
 - B He scheduled a physical exam.
 - C He was injured in a car accident.
 - D He is receiving treatment for an illness.
- 2 Which of the following is NOT injured?

A rib cage	C abdomen
B groin	D torso
- 3 Where does the man have a deep cut?

A neck	C waist
B chest	D back

Vocabulary

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

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

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

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

1 small / rib cage

- A The doctor placed his hand on the _____ of the patient's back.
 B The bones that protect the heart and lungs make up the _____.

2 neck / back

- A If you cannot see Andy's chest, you are looking at his _____.
 B The _____ attaches the head and torso.

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

Listening

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

- 1 ___ The woman's abdomen is sore.
 2 ___ The woman feels pain in her neck.
 3 ___ The man will examine the patient.

7 Listen again and complete the conversation.

Doctor: Hi, Jessica. What 1 _____ today?
 Patient: My 2 _____ hurts.
 Doctor: All right. 3 _____ exactly?
 Patient: It's just the 4 _____ of my back.
 Doctor: Any pain near the 5 _____ or neck?
 Patient: No, that part doesn't hurt.
 Doctor: I see. Does it only hurt when you 6 _____?
 Patient: No, it hurts when I wake up in the morning too.
 Doctor: Okay, I'll take a look and see what I can find.

Speaking

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

USE LANGUAGE SUCH AS:

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

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

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

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

Writing

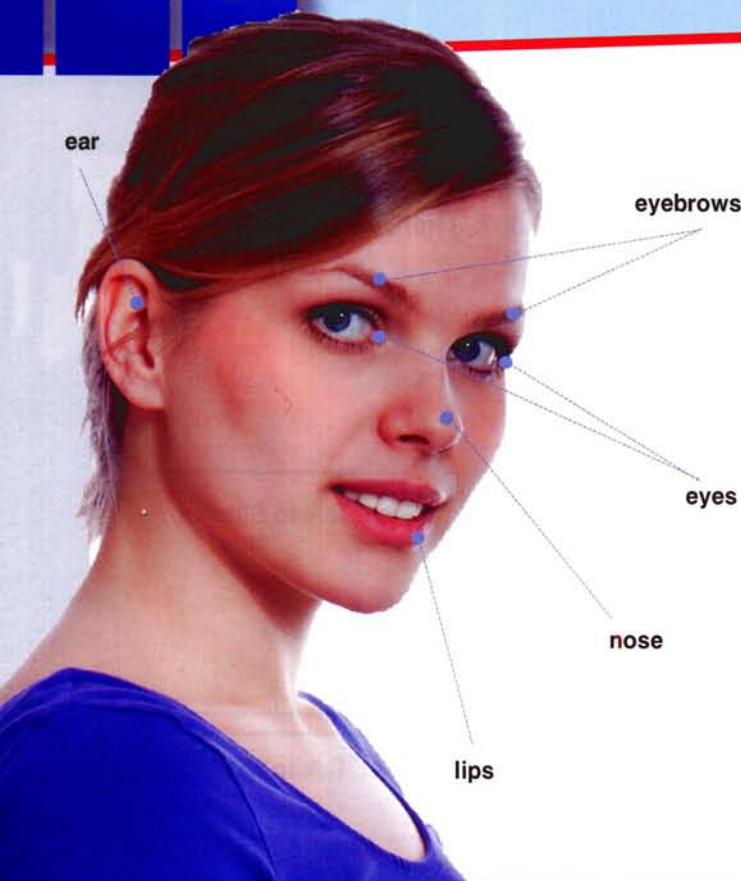
9 Use the conversation from Task 8 to fill out the doctor's notes.

Dr. _____
 Date: _____
 Patient: _____
 Reason for visit: _____

 Areas patient feels pain: _____

 When patient feels pain: _____

notes



Patient Assessment

Name: Molly Roberts

Sex: Female

Age: 14

Primary Physician: Dr. Joseph Nelson

Parent/Guardian Signature: Pamela Roberts

Home Phone: 555-8889

How did injuries occur? Bicycle accident

Describe injuries:

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

Get ready!

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

- 1 What are the main parts of the face that sense things?
- 2 What parts of the face do not involve the senses?

Reading

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

- 1 What is the purpose of the document?
 - A to list the patient's medical history
 - B to report where facial injuries are located
 - C to explain how to treat the patient's injuries
 - D to describe how the patient's injuries have healed
- 2 The patient has injuries in all of the following areas except

A her cheek.	C her head.
B her jaw.	D her lips.
- 3 Which body parts are bruised?

A eyebrow and jaw	C cheek and nose
B nose and jaw	D cheek and ear

Vocabulary

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

- | | | |
|----------------|-------------|------------|
| 1 ___ lips | 4 ___ cheek | 6 ___ ears |
| 2 ___ face | 5 ___ head | 7 ___ eyes |
| 3 ___ forehead | | |

- A the organs that detect sound
- B the part of the face above the eyebrows and below the hairline
- C the body part that contains the brain and skull
- D the sensitive organs surrounding the mouth
- E the front part of the head that contains the sensory organs
- F the fleshy part of the face on either side of the nose
- G the organs that detect sight

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

- 1 A The forehead is the bone that holds the teeth.
 B The man plugged his nose to avoid the bad smell.
- 2 A The eyebrows keep water out of the eyes.
 B Sarah could not hear well due to her lip injury.
- 3 A The dentist opened Carl's mouth to look at his teeth.
 B Mary opened her cheeks to see what was happening.

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

Listening

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

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

7 Listen again and complete the conversation.

Nurse: Hi, Dr. Stevens. I just saw the patient in room seven.

Doctor: Ah, yes. How is 1 _____ ?

Nurse: She has several 2 _____. Most are just scrapes.

Doctor: Okay. 3 _____ are the scrapes exactly?

Nurse: There are a few above the 4 _____.

Doctor: 5 _____ the eyebrow?

Nurse: Above the eyebrow. On the 6 _____.

Doctor: I see. Is that all?

Nurse: No. There is a deep wound near her 7 _____ that looks serious. She may need stitches.

Doctor: Thanks, Ben. I'll take a look.

Speaking

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

USE LANGUAGE SUCH AS:

How is she/he doing?

She/He has ... above his ...

Is that all?

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

- a patient's injuries
- the location of the injuries
- the severity of the injuries

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

Writing

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

Patient Medical Form

Describe injuries of the following parts:

Head: _____

Face: _____

Eyebrows: _____

Eyes: _____

Forehead: _____

Jaw: _____

Cheek: _____

Nose: _____

Ears: _____

Mouth: _____

Patient
Medical Form



Get ready!

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

- 1 What are some parts of the respiratory system?
- 2 What are some common ailments of the respiratory system?

Reading

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

- 1 What is the main topic of the passage?
 - A comparing treatments of respiratory illnesses
 - B defining two types of respiratory illnesses
 - C categorizing parts of the respiratory system
 - D explaining how oxygen enters the blood
- 2 Which of the following is NOT a symptom of asthma?
 - A wheezing
 - B coughing
 - C inflamed bronchial tubes
 - D excessive oxygen entering the blood
- 3 When do alveoli lose their shape in a person with emphysema?
 - A when the person exhales
 - B when the person inhales
 - C when bronchial tubes become inflamed
 - D when the person takes medicine

Hyde's Medical Dictionary

Illnesses of the Respiratory System



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

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

Vocabulary

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

Word BANK

asthma lungs bronchial tubes
exhale oxygen

- 1 Air passes into the lungs from the trachea through the _____.
- 2 Sam's _____ makes him cough and wheeze.
- 3 Emphysema makes it difficult to _____.
- 4 The _____ are the main organs of the respiratory system.
- 5 _____ is a naturally occurring gas essential to human survival.

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

- To treat Jan's asthma, the doctor gave her medicine to breathe in. _ n _ _ l e
- People with respiratory illness often find it difficult to inhale and exhale. _ r _ _ t _ e
- Small air sacs in the lungs are the endpoints of the respiratory airway. _ l _ e _ l i
- The patient suffers from damaged and misshapen alveoli. _ _ p _ y _ _ m _
- The network of organs and airways responsible for gas exchange can be adversely affected by smoking. _ e _ _ i _ _ t _ r _ _ y _ _ e _

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

Listening

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

- ___ The woman has had asthma for years.
- ___ The woman's new illness is curable.
- ___ The man writes the woman a prescription.

7 Listen again and complete the conversation.

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

Patient: Yes. And 1 _____ ?

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

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

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

Patient: Can it be cured?

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

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

Speaking

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

USE LANGUAGE SUCH AS:

I've taken a look at ...
It appears to be ...
Can it be ...

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

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

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

Writing

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

Doctor: _____

Prescription Note

Patient Name: _____

Date: _____

Diagnosis: _____

Prescription: _____

capillary

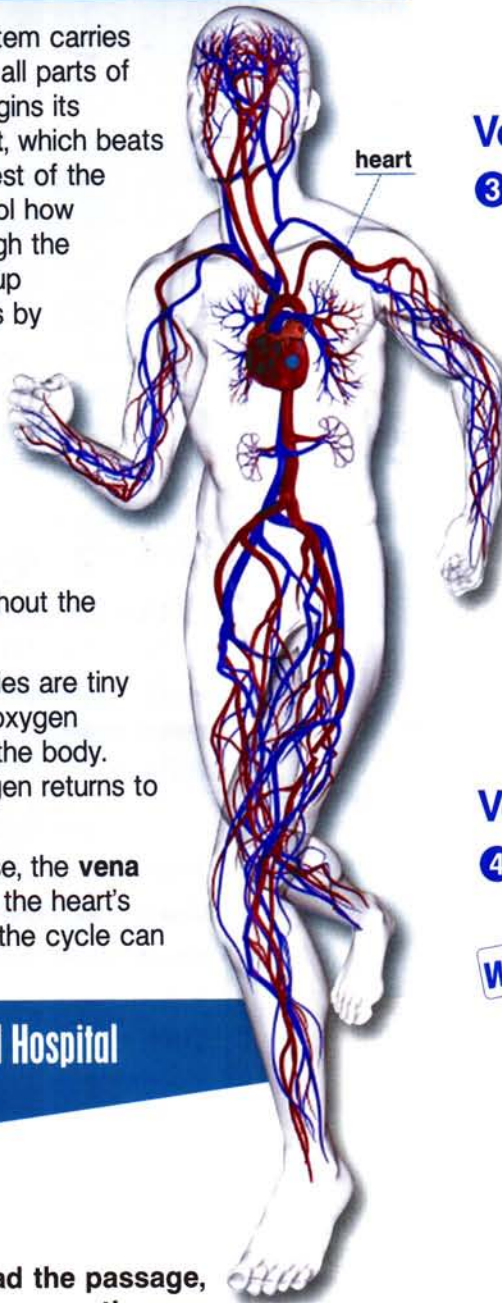
How the Circulatory System works

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

Blood flows throughout the body in **arteries**.

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

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



Heartland Hospital

Get ready!

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

- 1 What is the main part of the circulatory system?
- 2 How does blood move through the circulatory system?

Reading

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

- 1 ___ Blood travels through the aorta to the lungs.
- 2 ___ Oxygen leaves blood through capillaries.
- 3 ___ The vena cava is the largest artery in the body.

Vocabulary

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

- | | |
|-----------------|-----------------|
| 1 ___ pulmonary | 4 ___ capillary |
| 2 ___ valve | 5 ___ artery |
| 3 ___ vein | |

- A a blood vessel that carries blood away from the heart
 B the smallest kind of blood vessel in the body
 C a blood vessel that carries blood towards the heart
 D having to do with the lungs
 E a flap in a bodily system that allows passage of material in one direction but prevents passage in the other direction

Vocabulary

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

Word BANK

heart aorta circulatory system
 vena cava atrium

- 1 Can you tell me what organs make up the _____?
- 2 The _____ branches into two smaller arteries in the lower body.
- 3 Does blood without oxygen return to the left or right _____?
- 4 The superior _____ returns blood without oxygen from the head and arms.
- 5 If you live 66 years, your _____ will beat 2.5 billion times.

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

Listening

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

- What are the speakers mainly talking about?
 - the dangers of high blood pressure
 - what takes place during a heart attack
 - what causes chest pains
 - how to prevent a heart attack
- What should the man do if he has trouble breathing?
 - make an appointment
 - drive to the hospital
 - call the hospital
 - check his blood pressure

7 Listen again and complete the conversation.

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

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

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

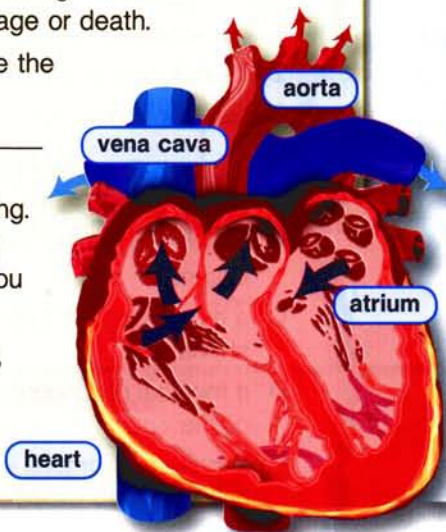
Patient: That 3 _____.

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

Patient: Oh my. What are the 5 _____?

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

Patient: I will. Thank you, Doctor.



Speaking

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

USE LANGUAGE SUCH AS:

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

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

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

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

Writing

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

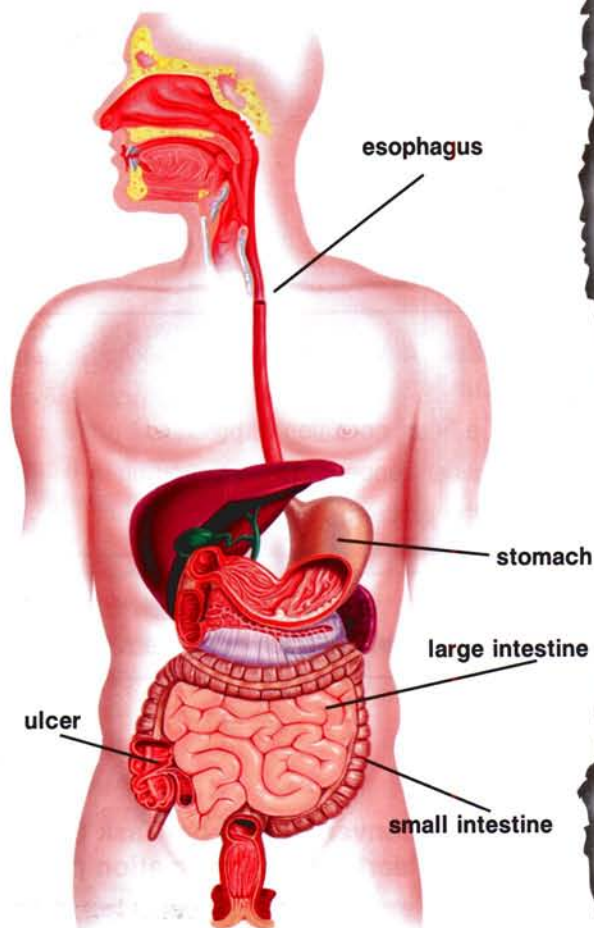
Heartland Hospital

HEART ATTACK INFORMATION

Risk factor: _____

What happens: _____

Symptoms: _____



Dear Dr. Diane:

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

- Painful in PA

Dear Painful in PA:

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

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

- Dr. Diane

Get ready!

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

- 1 What are the main parts of the digestive system?
- 2 What are possible problems that can occur in the digestive system?

Reading

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

- 1 What does the man write to the doctor about?
 - A His ulcer will not heal.
 - B His esophagus is burning.
 - C He has increasing stomach pain.
 - D He is concerned about a colonoscopy.
- 2 Which of the following is NOT a possible cause of the problem?
 - A an ulcer
 - B appendicitis
 - C an irritated colon
 - D an inflamed small intestine
- 3 Why does the doctor say pain in the stomach should be taken seriously?
 - A The problem could spread.
 - B The pain could have several causes.
 - C The man could die from the condition.
 - D The treatment could take weeks to work.

Vocabulary

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

- | | |
|------------------|----------------------|
| 1 — appendicitis | 4 — stomach |
| 2 — colonoscopy | 5 — digestive system |
| 3 — esophagus | |

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

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

1 small intestine / large intestine

- A The _____ removes excess water from food as it is turned into waste.
 B Nutrients are absorbed from food as it passes through the _____.

2 ulcer / colon

- A Jane was worried that her illness had left her stomach susceptible to a(n) _____.
 B Much of the bacteria found in the _____ exists harmlessly in the body.

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

Listening

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

- 1 ___ The man is experiencing a new pain.
 2 ___ The woman suggests that the man get a colonoscopy.
 3 ___ The man asks to delay the next procedure.

7 Listen again and complete the conversation.

Doctor: Hi Mr. Harvey. You're here because of the stomach pain. Is that right?
 Patient: Yeah. It's the 1 _____ as a week ago.
 Doctor: All right. You know, we're probably going to 2 _____ a colonoscopy.
 Patient: Really? Do you think 3 _____?
 Doctor: It's a 4 _____ if you're having persistent lower abdominal pains. We should check for any problems.
 Patient: Okay. You have me convinced. What 5 _____?
 Doctor: Briefly, we'll insert a fiber-optic camera into the rectum. While the camera is being withdrawn, we'll find the problem.
 Patient: All right. 6 _____ than sorry.

Speaking

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

USE LANGUAGE SUCH AS:

*You're here because of the ...
 We're probably going to ...
 What needs to be done?*

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

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

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

Writing

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

Date: _____
 Patient Name: _____
 Description of problem: _____

 Suggestions: _____

Doctor's memo



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

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

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

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

Thank you for your help,
 Bernard Tobin MD
 Hospital Director



Get ready!

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

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

Reading

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

- What is the purpose of the email?
 - to promote the use of antibiotic drugs
 - to limit the use of antimicrobial soap
 - to remind the staff about hygiene standards
 - to announce a new maintenance schedule
- Which of the following is NOT recommended by the director?
 - hand washing with antimicrobial soap
 - quarantining infected individuals
 - storing biohazards in proper cabinets
 - cleaning surfaces with disinfectant
- What is required to enter quarantine areas?
 - a facemask
 - antimicrobial soap
 - disinfectant
 - antibiotic drugs

DANGER

biohazard



virus

Vocabulary

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

- | | |
|----------------|----------------|
| 1 — infection | 5 — transmit |
| 2 — facemask | 6 — antibiotic |
| 3 — quarantine | 7 — contagious |
| 4 — bacteria | |

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

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

1 antimicrobial / biohazard

- A Dr. Wu washed his hands with a(n) _____ soap.
 B The used syringes are a(n) _____.

2 virus / disinfectant

- A Daniel cleaned the counters with _____.
 B The quarantined man did not transmit the _____ to anyone.

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

Listening

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

- 1 ___ The man's illness is not contagious.
 2 ___ The man will recover in a few days.
 3 ___ The doctor will send the man home with antibacterial soap.

7 Listen again and complete the conversation.

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

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

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

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

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

- You should recover ...*
Make sure to ...
Is there anything else ...

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

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

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

Writing

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

Patient Name: _____

Diagnosis: _____

Concerns: _____

Treatment Suggestions: _____

NOTES

chronological order

medical record

To: j.wilson@gcohospital.net

From: p.hernandez@gcohospital.net

Subject: Communications

Dr. Wilson,

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

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

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

Regards,

Dr. Hernandez

shift change

6

Get ready!

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

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

Reading

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

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

Vocabulary

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

- | | |
|--------------------------------------|---|
| 1 <input type="checkbox"/> status | 5 <input type="checkbox"/> assessment |
| 2 <input type="checkbox"/> concise | 6 <input type="checkbox"/> plan of care |
| 3 <input type="checkbox"/> near miss | 7 <input type="checkbox"/> medical record |
| 4 <input type="checkbox"/> document | 8 <input type="checkbox"/> comprehensive |

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

legible

4 Read the sentence and choose the correct word.

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

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

Listening

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

- 1 What is wrong with the medical record?
 - A The wrong medication is listed.
 - B The notes are not in chronological order.
 - C The patient's name is not clearly marked.
 - D The correct dosage amount is missing.
- 2 How will the nurses handle the problem?
 - A They will ask the patient about his medication.
 - B They will review the medical record again.
 - C They will find out who wrote the patient's notes.
 - D They will contact a nurse from the previous shift.

7 Listen again and complete the conversation.

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

Speaking

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

USE LANGUAGE SUCH AS:

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

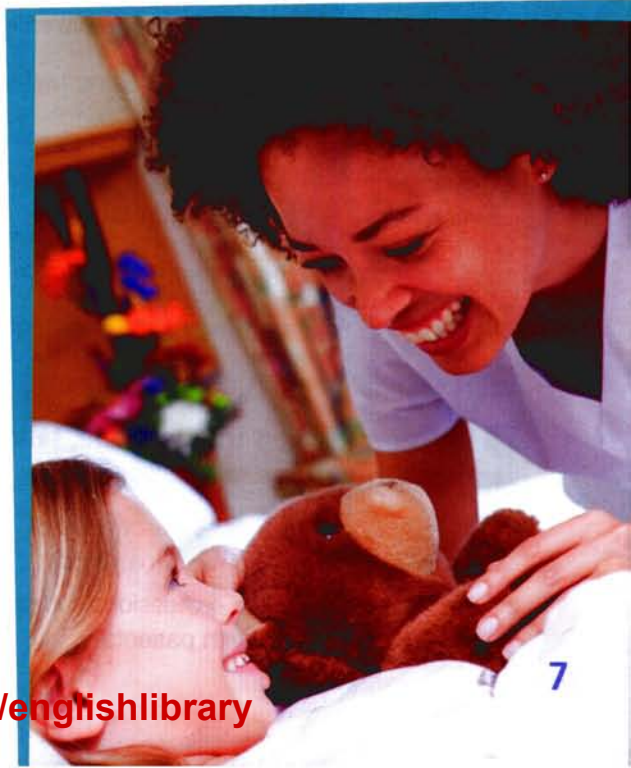
Student A: You are a nurse. Talk to Student B about:

- a patient's medication
- a problem with a medical record
- what to do next

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

Writing

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



3

Communicating with patients



rapport



Reading

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

- 1 What is the main idea of the article?
 - A Medical professionals must learn to trust patients.
 - B There are easy ways to improve communication with patients.
 - C Verbal and nonverbal communication are equally important.
 - D Poor communication with patients can lead to life-threatening risks.

- 2 Which of the following is NOT a cause of miscommunication?
 - A asking too many open-ended questions
 - B low levels of health education
 - C diverse cultural beliefs
 - D mistrust of medical personnel

- 3 What is an appropriate way to improve communication with patients?
 - A Use a lot of technical words.
 - B Avoid becoming too friendly.
 - C Limit nonverbal communication.
 - D Show proper empathy to patients.

To: All Staff
 Subject: Communicating with Patients

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

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

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

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

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

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

Vocabulary

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

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

- A a feeling of understanding and a connection between two people
- B a feeling of nervousness and worry
- C an inquiry that requires an answer longer than a one-word response
- D communication without the use of spoken language
- E spoken
- F helping someone to heal or feel relaxed

Get ready!

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

- 1 What are some possible causes of miscommunication with patients?
- 2 How can medical professionals improve communication with patients?

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

1 jargon / empathy

A Using too much _____ can confuse patients.

B Show _____ to your patients without sounding fake.

2 health literacy / miscommunication

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

B The _____ level of many patients is too low.

3 cultural differences / preconceptions

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

B Never let _____ shape how you treat a patient.

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

Listening

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

1 ___ The patient lied about his medical history.

2 ___ The patient may not understand certain jargon.

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

7 Listen again and complete the conversation.

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

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

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

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

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

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

Nurse: Good point.

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

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

Speaking

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

USE LANGUAGE SUCH AS:

She/He's barely speaking ...

Did you use lots of ...

Make sure to ...

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

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

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

Writing

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

