Медицинский класс

Russian University of Medicine

HINC SANITAS

BASIC MEDICAL ENGLISH

Student's Book

Под редакцией
профессора Л.Ю. Берзеговой

Moscow

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Под редакцией Л.Ю. Берзеговой

Базовый медицинский английский язык. Basic Medical English.

Учебное пособие предназначено для учащихся 10 классов медицинского профиля средних общеобразовательных школ.

Пособие выдержано на уровне A2-B1 по CEFR (Европейская классификация уровня владения иностранным языком) и соответствует ступени Pre-Intermediate (Средний уровень).

Предназначено для знакомства учащихся с профессиональной лексикой английского языка медицинской направленности, формирования навыков употребления терминов, устойчивых выражений и коммуникативных конструкций, принятых в медицинской сфере англоговорящих стран.

Пособие создано по принципу «от простого к сложному», от развития навыков употребления относительно несложных речевых конструкций до использования полноценных реплик в различных ситуациях профессиональной коммуникации. Особое внимание уделяется развитию навыка распознавать профессиональную медицинскую лексику в звучащей речи.

Структура пособия имеет акцент на развитие всех видов речевой деятельности с использованием медицинской лексики.

В пособии представлена полная таблица неправильных глаголов и сводный поурочный глоссарий. К пособию прилагается сборник аудиофайлов.

Москва, 2024 г.

BASIC MEDICAL ENGLISH

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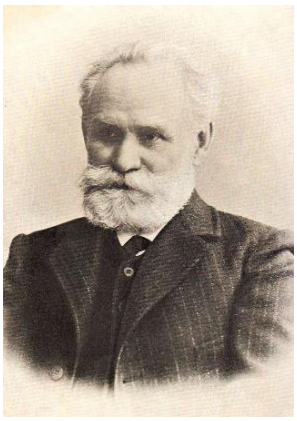
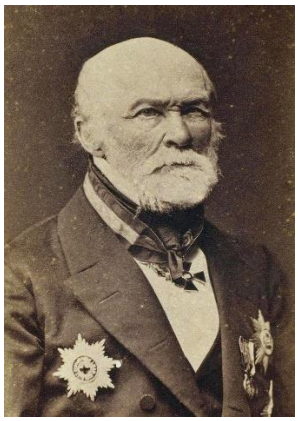
Module I
Being a Doctor

UNIT 1. WHY BECOME A DOCTOR

What do you think?





Look at the pictures and answer the questions.

1. Who are these people?
2. What do they have in common?
3. What interesting facts do you know about them?
4. What other famous doctors do you know?

Reading

A doctor is a medical professional who has completed the necessary education and training to diagnose, treat, and prevent illnesses and injuries. Doctors provide essential medical care, prescribe medication, perform surgeries, and offer preventive measures to help people maintain their health. They also conduct research, educate patients and the public, and work collaboratively with other healthcare professionals to ensure the best possible outcomes for their patients.

Doctors are committed to lifelong learning and must stay updated with the latest medical advancements and research. They attend conferences, engage in continuing medical education programs, and read scientific literature to ensure they provide the best possible care to their patients. Without doctors, people would lack access to critical medical care and expertise, which could lead to serious consequences for individuals and society as a whole.

Being a doctor is a truly fulfilling career. Every day, doctors have the opportunity to make a positive impact on people's lives, helping them recover from illnesses and injuries. From delivering good news to patients and their families to seeing the relief and gratitude on their faces, the emotional rewards of being a doctor are immeasurable.

I. Read the text and answer the questions.

1. What is the role of a doctor?
2. Besides diagnosing and treating illnesses, what other tasks do doctors perform?
3. How do doctors ensure they provide the best possible care to their patients?
4. Why are doctors committed to lifelong learning?
5. What would happen if people didn't have access to doctors?
6. How can doctors make a positive impact on people's lives?
7. What rewards does the author mention in relation to being a doctor?

II. Mark the following statements as true (T) or false (F).

1. A doctor is someone who has completed the necessary education and training to diagnose, treat, and prevent illnesses and injuries.
2. Doctors only provide medical care, they do not prescribe medication or perform surgeries.
3. Doctors collaborate with other healthcare professionals.
4. Doctors do not need to stay updated with the latest medical advancements and research.
5. Doctors do not engage in continuing medical education programs.
6. Without doctors, people wouldn’t have access to critical medical care and expertise.
7. Doctors are committed to lifelong learning.

Vocabulary

I. Make word combinations.

1. a medical	a. to critical medical care
2. to diagnose, treat, and prevent	b. surgeries
3. to provide	c. collaboratively
4. to prescribe	d. with the latest medical advancements
5. to perform	e. illnesses
6. preventive	f. the best possible outcomes
7. to work	g. medical care
8. to stay updated	h. medication
9. to ensure	i. measures
10. to lack access	j. professional

II. Complete the sentences using the words from the word bank.

preventive measures, attend, stay updated, medication, operations, provide, healthcare professionals

1. Besides doctors, there are other _____ who work in hospitals.
2. The clinic will _____ medical care for the injured men.
3. My doctor will prescribe _____to help with my allergies.
4. Only skilled surgeons are allowed to perform _____.
5. To avoid getting sick, it's important to follow _____such as washing your hands regularly.
6. Doctors _____ conferences to learn more about the latest advancements in medicine.
7. It's always good to _____ with the latest medical research.

III. Match the halves to make sentences.

1. Medical	a) recover from illnesses successfully.
2. Nurses provide essential	b) truly fulfilling career.
3. With proper treatment and care, patients can	c) medical care to patients in hospitals and clinics.
4. As a doctor, it is essential to read	d) diagnose diseases accurately and quickly.
5. Doctors use various methods to	e) advancements have revolutionised the way diseases are treated and managed.
6. Lifelong learning is important for healthcare professionals to	f) stay updated on new medical practices.
7. Being a doctor is a	g) scientific literature to stay informed about the latest research.

Listening

I. Listen to the audio. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What is the first step to becoming a doctor?
   a. Working as a junior doctor
   b. Doing an internship at a hospital
   c. Choosing a specialisation area
   d. Studying at university for a degree in medicine

2. What is an internship?
   a. Further training at a hospital
   b. Working a few hours as a junior doctor
   c. Choosing a specialisation area
   d. Studying at university for a degree in medicine

3. What happens after a few years as a junior doctor?
   a. Choosing a specialisation area
   b. Doing an internship at a hospital
   c. Working long hours as a junior doctor
   d. Studying at university for a degree in medicine

4. What do doctors do after finishing their specialisation?
   a. Continue studying to learn new things
   b. Work alone as a fully-qualified doctor
   c. Choose a different specialisation area
   d. Take a break from their career

II. Match the halves to make sentences.

1. However,	a) it could be the perfect career for you.
2. Once you have finished your specialisation,	b) they also learn a lot and get to know what it is really like to be a doctor.
3. If you want to become a doctor,	c) you will have to decide which area of medicine you want to specialise in.
4. Junior doctors	d) you will need to study at university for a degree in medicine.
5. If you like helping people and you are good at science,	e) work very long hours and have to do a lot of work that is not very interesting.
6. After a few years as a junior doctor,	f) you will be a fully-qualified doctor and you will be able to work alone.

III. Listen again. Complete the sentences using the words from the word bank.

career, fully-qualified, internship, rewarding, specialise, degree, areas, challenging, specialisation, junior

If you want to become a doctor, you will need to study at university for a _____ (1) in medicine. After that, you will have to do further training at a hospital. This is called an _____ (2). You will then be a _____ (3) doctor. Junior doctors work

very long hours and have to do a lot of work that is not very interesting. However, they also learn a lot and get to know what it is really like to be a doctor.

After a few years as a junior doctor, you will have to decide which area of medicine you want to _____ (4) in. Some doctors choose to work with children, others with the elderly or with pregnant women. There are many different _____ (5) to choose from. Once you have finished your _____ (6), you will be a ____ (7) doctor and you will be able to work alone. However, you will still need to continue studying because there are always new things to learn about medicine.

Being a doctor is a very _____ (8) job. It is also a very _____ (9) one. If you like helping people and you are good at science, it could be the perfect _____ (10) for you.

Speaking

I. Look at the phrases and decide which of them are advantages or disadvantages of being a doctor. Give your arguments.

long education period – constant need for doctors – noble and respected profession – danger to one's health – high level of stress – chance to do research – power to change someone's life for the better – working long and irregular hours

II. Discuss in groups the following questions.

1. What are possible challenges on the journey to becoming a doctor?
2. What qualities do you think are important for someone to become a doctor?
3. Do you think doctors play an important role in society?
4. Do you know anyone who works in the medical profession?
5. What do you think is the most challenging part of being a doctor?
6. How do you think advancements in technology have impacted the field of medicine?
7. Have you ever heard of the Hippocratic Oath? What do you think it represents in the medical field?

Writing

Search the Internet and find information about famous doctors and their achievements in the field of medicine. Write an essay about one of them.

Key words

challenging
health professional
healthcare
internship
junior doctor
lifelong learning
medical care
medical education
measure
preventive
qualified
rewarding career
specialisation
to perform surgery
to prescribe medication

Go back through this unit. What other useful words and expressions do you remember?

UNIT 2. WHAT MAKES A GOOD DOCTOR

What do you think?

1. Look at the pictures. How can you characterise the two doctors?
2. Imagine waking tomorrow to find a magic lamp by your bed, and the genie tells you that there is only one wish left. You decide to devote it to making good doctors. What kind of people would these good doctors be?

Reading

Being a great physician requires more than high exam scores, knowledge of medical terms and even expertise. One must understand that simply wearing a white coat does not gain respect, rather it is earned. If you are an aspiring doctor, you must foster qualities such as:

Willingness to Continuously Learn and Improve

A good doctor must stay up-to-date with the latest medical advancements to provide the most effective treatments for their patients.

Good Communication Skills

A good doctor should be able to communicate clearly with patients, explaining medical conditions and treatment options in a way that is easily understood.

Compassion and Empathy

Being empathetic helps doctors connect with patients on a personal level and offer the best care possible.

Strong Ethical Standards

Patients trust that their doctor will act in their best interests and uphold strong ethical standards. Honesty in communicating medical information and being transparent about treatment options builds a strong doctor-patient relationship.

Emotional Stability and Patience

An emotionally stable person can adequately handle emergency situations and deal with complex cases or challenging patients.

Ability to Work as a Team Player

Healthcare is a collaborative industry, and it is essential that doctors can work effectively as part of a team. They must communicate well with other healthcare professionals, including nurses, specialists, and support staff.

I. Read the text and answer the questions.

1. What qualities must an aspiring doctor foster?
2. Why is it important for a good doctor to stay up-to-date with the latest medical advancements?
3. How should a good doctor communicate with patients?
4. Why is empathy important for doctors?
5. What do patients expect from their doctors in terms of ethical standards?
6. Why is emotional stability important for doctors?
7. Why is the ability to work as a team player essential for doctors in the healthcare industry?

II. Mark the following statements as true (T) or false (F).

1. Wearing a white coat automatically earns respect for a doctor.
2. A good doctor must continuously learn and improve.
3. Good communication skills are not necessary for a doctor.
4. Empathy helps doctors connect with patients.
5. Doctors are not required to uphold strong ethical standards.
6. Emotional stability and patience are not very important qualities for a doctor.
7. Doctors do not need to work well as part of a team.

Vocabulary

I. Match the synonyms.

1. up-to-date	e. frankness
2. empathy	g. calmness
3. honesty	d. modern
4. patience	c. competence
5. collaborative	f. honest
6. expertise	a. compassion
7. transparent	b. cooperative

II. Match the halves to make sentences.

1. Patients trust that their doctor will act in their best interests and uphold	a) explaining medical conditions and treatment options in a way that is easily understood.
2. They must communicate well with other healthcare professionals,	b) up-to-date with the latest medical advancements to provide the most effective treatments for their patients and treatments.
3. A good doctor should be able to communicate clearly with patients,	c) adequately handle emergency situations and deal with complex cases or challenging patients.
4. Being empathetic helps doctors	d) does not gain respect, rather it is earned.
5. A good doctor must stay	e) strong ethical standards.
6. An emotionally stable person can	f) connect with patients on a personal level and offer the best care possible.
7. One must understand that simply wearing a white coat	g) including nurses, specialists, and support staff.

III. Complete the sentences using the right word form.

1. She is known for her _____ (expert) in the field of medicine.
2. We should always show _____ (respectful) to our elders.
3. Technological _____ (advance) have made our lives easier.
4. Having _____ (empathetic) towards others can help build strong relationships.
5. It requires _____ (patient) to deal with patients.
6. He has extensive _____ (knowledgeable) about human anatomy.
7. In case of an _____ (emerge), dial 112 for assistance.

Listening

***Readmission** is when a patient goes back to a medical facility after being treated.

I. Listen to the audio. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. According to the study, which group of doctors had lower death rates and readmission rates?
   a. Male doctors
   b. Female doctors

c. Both male and female doctors
d. The study did not specify

2. How many medical records did the researchers analyze in the study?
   a. One million
   b. Two million
   c. Three million
   d. Four million
3. What percentage of the healthcare workforce around the world do women represent?
   a. 40%
   b. 50%
   c. 70%
   d. 60%
4. What did the study find regarding the pay difference between male and female doctors?
   a. Female doctors are paid more.
   b. Male doctors are paid more.
   c. Both male and female doctors are paid equally.
   d. The study did not discuss pay.
5. Based on the audio, what did one doctor emphasize needed to happen for female and male doctors in terms of their work performance and pay?
   a. Female doctors should receive less pay for equal work.
   b. Male doctors should be paid less than female doctors.
   c. Both female and male doctors should work equally well and receive equal pay.
   d. Female doctors should work harder to deserve higher pay.

II. Pick the right summary.

1. Around the world, the majority of healthcare workers are men. However, women often hold most of the top doctor positions in many countries. Studies show that men in healthcare are often more caring, spend more time with patients, and are preferred by female patients. Despite this, male doctors are paid less than female doctors.

2. In the healthcare world, men usually have the top jobs in medicine in lots of places. One big study says that patients treated by male doctors don't pass away or go to the hospital as much. Even though they give great care, men in healthcare often get paid less than women. People are asking for both men and women to get the same pay to show that men's work in healthcare is important.

3. Many healthcare workers around the world are women. Studies say that women in healthcare are very caring, spend lots of time with patients, and are liked by female patients. It is interesting that patients who go to female doctors have fewer deaths and hospital visits according to a big study. Even though female doctors do a good job, they are paid less than male doctors. Some people want women to be paid the same as men for the work they do.

III. Mark the following statements as true (T) or false (F).

1. The study found that female doctors provide better care than male doctors.
2. Female doctors had higher readmission and death rates compared to male doctors.
3. Researchers explained why women gave better care.
4. Female doctors represent around 40% of the healthcare workforce around the world.
5. One doctor criticised the pay gap between male and female doctors.
6. According to the text, women patients typically prefer being treated by male doctors.
7. Researchers examined only a few hundred medical records.

IV. Listen again and fill in the blanks using the words from the word bank.

saved, better, equal, money, fewer, female, three, less

A new study shows that _____ (1) doctors are better than male doctors, but earn less _____ (2). Researchers examined _____ (3) million medical records. They discovered that when the doctor treating patients was a woman, _____ (4) people had to return to the hospital for a second time, and fewer patients passed away. The study didn't explain why female doctors provided _____ (5) care. One doctor mentioned that it was wrong that female doctors got paid _____ (6) than male doctors, because women were better at their jobs. He also said that both female and male doctors should receive _____ (7) pay.

Speaking

I. Discuss in groups the following questions.

1. How important is it for a doctor to be ethical?
2. Can you give an example of how a doctor can show compassion towards their patients?

3. Why is patience necessary for a doctor?
4. In what ways can a doctor continue to improve their skills?
5. Is it important for a doctor to explain things clearly to their patients?
6. How does empathy play a role in being a good doctor?
7. Can you describe a time when a doctor's compassion made a difference in your experience as a patient?

Writing

I. Do you agree with this quote? Why? Why not? Write a short essay.

"He is the best physician who is the most ingenious inspirer of hope." - **Samuel Taylor Coleridge**

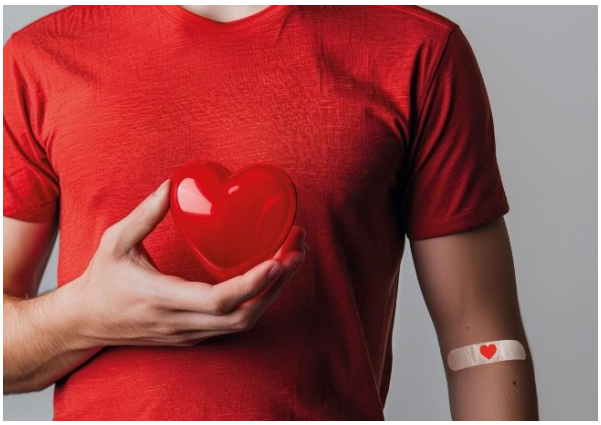
Key words

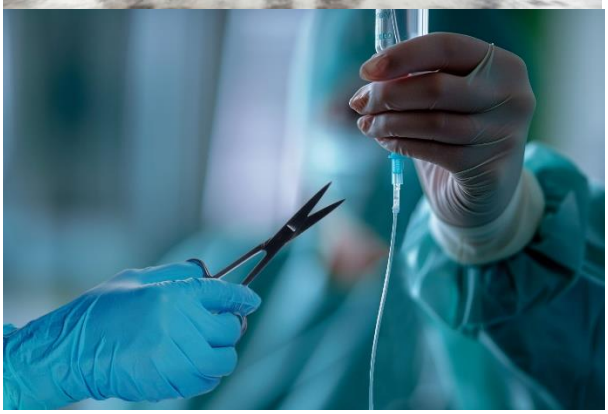
calmness
compassion
competence
emotional stability
empathy
expertise
frankness
honesty
knowledgeable
patience
to stay up-to-date

Go back through this unit. What other useful words and expressions do you remember?

Unit 3. MEDICAL ETHICS

What do you think?



1. Describe the pictures. How may they be related to medical ethics?
2. What are hypothetical medical dilemmas in the last two pictures?
3. Think about a scenario where a doctor is faced with a difficult ethical decision, such as whether to disclose a terminal diagnosis to a patient or whether to prioritise the needs of one patient over another. Discuss the dilemma with a partner and present the chosen course of action.

Reading

The field of medical ethics concerns the moral principles that doctors must adhere to. Although you don't need to be an expert, it is important to understand medical ethics when applying to medical school.

It's worth noting that medical ethics is a fluid concept. What was considered ethical 30 years ago may not be today, and our current understanding of what is ethical may change in the future.

Why Is Medical Ethics Important?

Medical professionals often encounter moral questions and ethical dilemmas in their work. Medical ethics provides a framework to help them make morally sound decisions that are in the best interest of their patients.
Aspiring doctors should have a strong moral compass and a solid understanding of medical ethics so that they can consistently act in the best interest of their patients.

Four Pillars of Medical Ethics

The four pillars of medical ethics are as follows:
1. Beneficence: The principle of doing good for the patient.
2. Non-maleficence: The principle of avoiding harm to the patient.
3. Autonomy: The principle of respecting the patient's freedom to make choices, if they are capable of doing so.
4. Justice: The principle of ensuring fairness.

These four principles serve as a framework for determining the best course of action in a given situation. To apply this approach, one must assess whether their actions align with each of the four pillars.

I. Read the text and answer the questions.

1. What is medical ethics?
2. Why is it important for aspiring doctors to have a good grasp of medical ethics?
3. How does medical ethics help medical professionals in their line of work?
4. What are the four pillars of medical ethics?
5. What does beneficence mean in the context of medical ethics?
6. What is the principle of non-maleficence in medical ethics?
7. How do the four pillars of medical ethics provide a framework for decision-making?

II. Mark the following statements as true (T) or false (F).

1. Medical ethics is a fixed concept that does not change over time.
2. Medical professionals never encounter moral questions or ethical dilemmas.
3. Aspiring Doctors do not need to have a good moral compass.
4. The four pillars of medical ethics are beneficence, maleficence, autonomy, and justice.
5. Autonomy means making decisions for the patient without their input.
6. Medical ethics provide a framework for making morally sound decisions.
7. The concept of medical ethics is only relevant to Medical School applicants.
8. Justice in medical ethics refers to ensuring fairness.

9. The four pillars of medical ethics help analyze the best course of action in a given situation.
10. Medical ethics is not important for the well-being of patients.

Vocabulary

I. Match the words with their definitions.

1. moral question	a) a strong and important part of something, often used metaphorically to describe a fundamental principle or belief
2. pillar	b) following rules or guidelines set by an authority or organisation
3. medical ethics	c) the principles and standards that guide the behavior of healthcare professionals in their practice
4. ethical dilemma	d) a person who is trained and licensed to provide medical care, such as a doctor or nurse
5. medical professional	e) an issue or situation that involves right and wrong, often related to personal beliefs and values
6. to conduct	f) to carry out or perform a task or activity
7. make a judgement call	g) a difficult decision between two choices, both of which have moral implication
8. in compliance with	h) to make a decision based on one's own opinion or understanding of a situation

II. Complete the sentences using the words from the word bank.

beneficence, behave, ethics, justice, change, decisions, autonomy, non-maleficence

Medical _____ (1) is about how doctors should _____ (2). It's important for doctors to know about medical ethics so they can make good _____ (3) for their patients. There are four main ideas in medical ethics: _____ (4), _____ (5), _____ (6), and _____ (7). Doctors need to think about these ideas when they make decisions. Medical ethics has changed over time, and it will probably _____ (8) again in the future.

III. Match the halves to make sentences.

1. A good example of an ethical dilemma relating to Medicine	a) support performing this surgery.
2. Imagine that a patient has appendicitis and the surgeons believe	b) their clinical need and they will have the right to make an informed decision.
3. However, this is done with good intent as removing the inflamed appendix	c) that surgery is necessary.
4. Surgery would be offered to the patient based on	d) is that of surgery.
5. The four principles would, therefore,	e) eliminates the risk of progression to rupture and peritonitis.
6. Technically, making an incision into the patient's skin is causing	f) "harm" to the patient.

Listening

While we live in a time of great medical advances, serious medical mistakes take an enormous number of lives. Some studies show that between 200,000 and 400,000 people die every year from these mistakes in the United States. Many more people are hurt, too.

Why do these mistakes keep happening? Why do people die when it could have been stopped? We can learn from these cases to help doctors and nurses improve safety. Sometimes, we need to change how things are done. But sometimes, the care is just bad. Some of these stories are really shocking, and we ask ourselves, "How could they make such terrible mistakes?"

Listen to one of the cases and do the tasks.

I. Listen to the text and mark the statements as true (T) or false (F).

1. Doctors occasionally perform surgery on the incorrect body part.
2. Four patients at Rhode Island Hospital experienced this in 2007.
3. All three patients were okay because the mistake was found quickly.
4. The 86-year-old third patient passed away.
5. The surgeon who made these terrible mistakes lost his medical license permanently.
6. This raises doubts about the trustworthiness of doctors in performing their duties.

7. But it rarely happens.

II. Answer the questions to the text.

1. What is wrong site surgery?
2. How many patients at Rhode Island Hospital had wrong site surgery in 2007?
3. What kind of surgery did the three patients need?
4. What happened to two of the patients who had wrong site surgery?
5. What was the outcome for the third patient who had wrong site surgery?
6. How long did the surgeon who made the mistakes lose his medical license for?
7. What do people wonder about doctors after incidents like this?

III. Listen again and complete the sentences using words from the word bank.

2007, surgery, operate, three, brain, wrong, happen, trusted, two, mistake, 86, medical license, surgeon

Sometimes doctors _____(1) on the wrong part of the body. This is called wrong site _____(2), and it should never _____(3). But it still does. _____(4) patients at Rhode Island Hospital had this happen to them in _____(5). They needed _____(6) surgery, but the surgeons made a _____(7) and operated on the _____(8) side of their heads. _____(9) of the patients were okay because the mistake was found quickly. But the third patient, who was _____(10) years old, died. The _____(11) who made these terrible mistakes only lost his _____(12) for two months. This makes people wonder if doctors can really be _____(13) to make sure they do a good job.

Speaking

I. Answer the questions. Agree/ disagree. Why?

1. Should physicians accept gifts from patients?
2. Should doctors provide “VIP” care for certain patients?
3. Should doctors accept gifts from pharmaceutical company representatives?
4. Should physicians “Google” their patients?
5. Should doctors be friends with patients on social media?
6. Should physicians report incompetence in a member of the healthcare team?
7. Should doctors voice political opinions with patients?
8. Should physicians terminate non-adherent patients?

Writing

I. Choose one of the cases, answer the questions and express your opinion.

Note: The cases were not based on specific events. However, it is possible that they share similarities with actual events. These similarities were not intended.

Autonomy

Autonomy essentially means "self rule," and it is a patient's most basic right. As such, it is a health care worker's responsibility to respect the autonomy of their patients. However, at times this can be difficult because it can conflict with the paternalistic attitude of many health care professionals. The following two cases address patient autonomy. The first involves the rights of an individual to decide her own fate, even against her physicians' judgments. The second case involves the rights of a parent to care for her child in the manner that she sees fit.

Case 1:

A woman enters the emergency room with stomach pain. She undergoes a CT scan and is diagnosed with an abdominal aortic aneurysm, a weakening in the wall of the aorta which causes it to stretch and bulge (this is very similar to what led to John Ritter's death). The physicians inform her that the only way to fix the problem is surgically, and that the chances of survival are about 50/50. They also inform her that time is of the essence, and that should the aneurysm burst, she would be dead in a few short minutes. The woman is a dancer; she worries that the surgery will leave a scar that will negatively affect her work; therefore, she refuses any surgical treatment. Even after much pressuring from the physicians, she adamantly refuses surgery. Feeling that the woman is not in her correct state of mind and knowing that time is of the essence, the surgeons decide to perform the procedure without consent. They anaesthetise her and surgically repair the aneurysm. She survives, and sues the hospital for millions of dollars.

Questions for Case 1:

- Do you believe that the physician's actions can be justified in any way?
- Is there anything else that they could have done?
- Is it ever right to take away someone's autonomy? (Would a court order make the physicians' decisions ethical?)
- What would you do if you were one of the health care workers?

Case 2:

You are a general practitioner and a mother comes into your office with her child who is complaining of flu-like symptoms. Upon entering the room, you ask the boy to remove his shirt and you notice a pattern of very distinct bruises on the boy's torso. You ask the mother where the bruises came from, and she tells you that they are from a procedure she performed on him known as "cao gio," which is also known as "coining." The procedure involves rubbing warm oils or gels on a person's skin with a coin or other flat metal object. The mother explains that cao gio is used to raise out bad blood, and improve circulation and healing. When you touch the boy's back with your stethoscope, he winces in pain from the bruises. You debate whether or not you should call Child Protective Services and report the mother.

Questions for Case 2:

- Should we completely discount this treatment as useless, or could there be something gained from it?
- When should a physician step in to stop a cultural practice? (If someone answers "when it harms the child" remind that person that there is some pain in many of our medical procedures, for example, having one's tonsils removed)
- Should the physician be concerned about alienating the mother and other people of her ethnicity from modern medicine?
- Do you think that the physician should report the mother?

Key words

medical ethics
moral question
ethical dilemma
beneficence
maleficence
autonomy
justice
judgement
conduct

Go back through this unit. What other useful words and expressions do you remember?

UNIT 4. MEDICAL INNOVATIONS

What do you think?

1A

1B

2A

2B

1. Look at these pictures and describe them. Compare pictures A and B and say what they have in common and why they are different.
2. What modern technologies are used in medicine?
3. What would you like to know about medical innovations?
4. Make three questions about modern technologies in medicine.

Reading

I. Read the text and see if there are answers to your questions.

Modern medicine is constantly developing and adapting to new **challenges** and opportunities. The world of medicine is rapidly changing, with new technologies, treatments, and **research**. Numerous medical innovations improve quality of life and extend **life expectancy** of people. Some of the key innovations include:

1. Precision or personalised medicine. This approach focuses on treating each patient based on their **unique** genetic makeup and medical history.

2. Telemedicine. This technology is used to provide **remote** healthcare services, allowing patients to consult with healthcare professionals from the comfort of their own homes.

3. Robotics. Robotic technology is changing the way doctors and nurses provide care, from performing complex surgeries to assisting with everyday tasks.

4. 3D Printing. 3D printing technology has been used to create medical devices, **prostheses**, and even organs. This innovation allows for faster production, reduced costs, and better results.

5. **Artificial** Intelligence (AI). AI has the potential to transform healthcare by analyzing large amounts of data and making **predictions**. AI can assist in diagnosing diseases, developing treatment plans, and improving patient monitoring.

II. Mark the following statements as true (T) or false (F).

1. Innovations in medicine have significantly improved healthcare.
2. Precision medicine aims to provide personalised treatment based on an individual's genetic makeup.
3. Telemedicine allows patients to receive medical consultations and treatment remotely.
4. Robotic technology in healthcare is only used for performing surgical procedures.
5. 3D printing technology has no applications in the field of medicine.
6. The use of artificial intelligence in medicine does not show any promising results.
7. The latest technologies and inventions in medicine help to keep people healthy.

III. Answer the questions.

1. How can modern medical technologies change personal quality of life and life expectancy?
2. What are some recent innovations in medicine that have improved people's life?
3. Which medical innovation can help to make more accurate diagnosis?
4. Precision medicine deals with remote diagnosis and treatment of patients using technology, doesn't it?
5. How can robotic technology be used in medicine?
6. Which modern technology helps patients from remote locations to receive help?

7. Can prostheses and organs be created using telemedicine or 3D printing?

Vocabulary

I. Match the words in bold in the text to their meanings.

a) unusual or the only one;
b) average number of years that a person can live;
c) made by humans, opposed to natural;
d) a device made to replace a missing human body part;
e) a detailed study;
f) what will happen or might happen in the future;
g) far away in distance;
h) a difficult task or problem

II. Match the phrases.

1. perform	a. care
2. make	b. devices
3. provide	c. predictions
4. create	d. life expectancy
5. diagnose	e. surgery
6. extend	f. quality of life
7. improve	g. diseases

III. Complete the sentences using the phrases from II.

1. The scientists believe that it is possible to _____ by manipulating the genes that control aging.
2. When he arrived at the hospital, a doctor took him to the operating theatre to _____.
3. Nanotechnology is the idea that we can _____ and machines all the way down to the nanometer scale.
4. Medical assistants work closely with physicians and nurses to help _____ to patients.
5. Reducing pollution and traffic are the steps that will really _____ for people in and around the city.
6. AI can help doctors identify the disease and _____ about the progression of the disease.
7. There are a number of blood tests that can help _____, but they are not always accurate.

IV. Read the text about the future of medicine. For gaps 1-7 choose the word *a, b, c or d* that best completes each gap.

In the past 100 years, there have been many important medical discoveries and inventions. For example, antibiotics, vaccines and X-rays have saved millions of lives. But what about the next 100 years? What are the big medical ideas of the future?

Today, doctors give patients the same medicine for the same illness. But in the future, every patient will receive a special medicine for their individual body. This is called (1) _____ medicine. Doctors will use information from your DNA to make the right medicine for you. This means that treatments will be more (2) _____ and there will be fewer side effects.

Many people live far from hospitals or doctors. In the future, people will use telemedicine to speak to a doctor on a computer or smartphone. The doctor can see the patient's body and ask questions. Telemedicine will help people in (3) _____ areas and save time for doctors and patients.

Today, AI helps us find information on the internet and choose music on our phones. In the future, AI will help doctors (4) _____ sick people. It will learn from millions of cases and suggest the best treatment. AI will not replace doctors, but it will help them make (5) _____. This will save time and improve the quality of care for patients.

Thanks to better healthcare, people live longer today. In the future, life (6) _____ could be 100 or even 150 years! But we don't just want to live longer; we want to live well. So scientists are working on ways to keep people healthy as they get older. They are also trying to find a cure for diseases like cancer and Alzheimer's. Medical (7) _____ is very important because it helps us understand how our bodies work and how to stay healthy. Every year, new ideas and discoveries bring us closer to a healthier future.

a	precision	**b**	homeopathic	**c**	paediatric	**d**	immediate
a	artificial	**b**	surgical	**c**	effective	**d**	lifelong
a	economic	**b**	remote	**c**	qualified	**d**	preventative
a	treat	**b**	perform	**c**	extend	**d**	improve
a	complaints	**b**	friends	**c**	promises	**d**	decisions
a	story	**b**	duration	**c**	expectancy	**d**	quality
a	research	**b**	office	**c**	prescription	**d**	ethics

V. Match the halves to make sentences.

1. Modern medical technology is helping	a) functioning organs for patients in need of transplants.
2. Robots are used to assist	b) doctors can provide more personalised treatments.
3. AI involves using computers to do things	c) surgeons during operations.
4. Telemedicine is a new way	d) of providing healthcare in remote areas.
5. But now, thanks to precision medicine,	e) that usually require human intelligence.
6. In the future, it will be possible to print	f) people live longer, healthier lives.

VI. Rephrase the sentences using the words given in brackets.

1. Life _____ (expect) for both men and women has improved greatly in the past 30 years.
2. The aim of _____ (precise) medicine is to target the right treatments to the right patients at the right time.
3. She is a leading _____ (research) in the field of genetic engineering.
4. The results of our experiment confirmed our _____ (predict).
5. He didn't even have the _____ (intelligent) to call for an ambulance.
6. Surgical _____ (innovate) focuses on minimally invasive surgical techniques, new instruments and endoscopes.
7. Bones, vessels and organs can be created using special machines such as 3D _____ (print).

Speaking

I. Read the comments of different people about innovations in modern medicine. Do you agree with the comments? Why? / Why not?

Sarah*:* I think robotic surgery is amazing! Last year, my uncle had a complex heart surgery done by a robot, and he recovered in no time. It's incredible how precise and efficient these machines are.

Tom*:* I'm not too sure about all this fancy technology in medicine. My grandma had a bad experience with telemedicine last month. She tried to get a diagnosis through a video call, but the doctor missed some important signs that a physical exam would have caught.

Emily: I'm kind of torn on the whole thing. On one hand, I see the benefits of 3D printing organs for transplants, like my cousin who got a new kidney last year. But on the other hand, I worry about the ethical implications of creating body parts in a lab.

Alex: I have to say, artificial intelligence in healthcare makes me emotional. My best friend was diagnosed with cancer, and the AI helped the doctors catch it early enough to save her life. It's like having a guardian angel looking out for us.

II. Discuss in groups the following questions.

1. What have been some of the most important medical advances in the last century?
2. What are the differences between medical care now and before the 20th century?
3. Can AI replace doctors?
4. How can virtual reality be used in medical education and training?
5. What can you do to improve your quality of life?

Writing

Search the Internet and find out more about the latest medical advances. Research and write about one of them.

Prepare a 1-minute talk on this technology.

Key words

artificial intelligence
challenges
innovations
life expectancy
precision medicine
prosthesis, prostheses
quality of life
remote
research
telemedicine
unique
to extend
to improve

Go back through this unit. What other useful words and expressions do you remember?

MODULE I. TEST I

I. Read the text. In each question below choose the right answer *a*, *b*, *c*, or *d*.

In the past, doctors were primarily focused on diagnosing and treating illnesses. While this remains an essential part of their work, their role has expanded to include preventive care and patients' overall well-being. Today, doctors not only treat diseases but also educate patients on healthy lifestyles and preventive measures. They are dedicated to improving the overall health and quality of life for their patients.

They are at the forefront of medical innovations and advancements, constantly learning and adapting to new technologies and treatments. Medical innovations such as robotic surgeries, telemedicine, and personalised medicine have revolutionised the way doctors diagnose and treat patients.

With the rapid development in technology, doctors often face complex ethical dilemmas. One example is the use of experimental treatments or medications. While these treatments may offer hope for patients, there is a fine line between innovative care and potential risks. Doctors must carefully consider the potential benefits and harms to their patients, always weighing the risks against the potential benefits. Doctors are bound by a code of ethics that emphasises patient confidentiality, informed consent, and well-being.

Additionally, great doctors possess certain qualities that make them exceptional. Compassion and empathy are crucial qualities that allow doctors to connect with their patients on an emotional level. They understand the fears and anxieties their patients may experience and provide comfort and support throughout their medical journey. Communication skills are also essential for doctors. They must be able to listen attentively, explain medical terms in understandable language, and provide clear instructions for treatment plans. Effective communication helps establish trust and fosters a strong doctor-patient relationship.

1. What was the role of doctors limited to in the past?
   a. They focused only on diagnosing and treating illnesses.
   b. They provided emotional support to patients.
   c. They performed robotic surgeries.
   d. They prioritized experimental treatments.
2. What is a key responsibility of doctors in addition to treating diseases?
   a. Conducting research on medical innovations

b. Performing telemedicine consultations
c. Educating patients on healthy lifestyles and preventive measures
d. Prescribing personalised medicine

3. How have medical innovations influenced the practice of medicine?
   a. They have made doctors outdated.
   b. They have revolutionised the way doctors diagnose and treat patients.
   c. They have created ethical dilemmas for doctors.
   d. They have decreased the quality of patient care.

4. Which of the following medical innovations is not mentioned in the passage?
   a. Robotic surgeries
   b. Telemedicine
   c. Personalised medicine
   d. Artificial intelligence

5. According to the text, what is one example of an ethical dilemma that doctors may face due to technological advancements?
   a. The use of experimental treatments or medications
   b. The need for constant learning and adaptation
   c. The prioritization of patient confidentiality
   d. The requirement for informed consent

6. How do compassion and empathy contribute to a doctor's ability to provide care?
   a. They help doctors perform surgeries.
   b. They allow doctors to establish trust with patients.
   c. They enable doctors to overcome anxiety.
   d. They improve doctors' understanding of medical terminology.

7. Which of the following is a key component of a doctor's code of ethics?
   a. Innovation
   b. Profits
   c. Competition
   d. Patient confidentiality

II. Complete the text using the words from the word bank.

Artificial, communication, decisions, empathy, ethics, expectancy, quality, research, robotic, telemedicine

Doctors play an important role in the modern healthcare system as they use their experience and knowledge to improve the well-being and life of patients. With

advancements in technology, doctors are now using _____ (1) intelligence to assist in diagnoses, treatment plans, and _____ (2). However, while technology is beneficial, human qualities like _____ (3) and strong _____ (4) skills remain essential in the medical field. Doctors need to follow a set of _____ (5), ensuring that their actions prioritize the best interests of patients. They must make complex ethical _____ (6) and consider the delicate balance between extending life _____ (7) and improving _____ (8) of life. In addition, _____ (9) allows doctors to provide medical care remotely, expanding access to patients in rural areas. Such innovation, as _____ (10) surgery has also revolutionized the field, allowing for precise procedures and faster recovery times.

III. Determine which principle of medical ethics matches the scenarios below.
Write **A** for *autonomy*, **B** for *beneficence*, **N** for *non-maleficence*, **J** for *justice*

1. Obtaining consent before medical interventions with patients.
2. Providing pain medication as soon as possible to an injured patient in the emergency room.
3. Always being truthful to the patient regarding their condition.
4. Treating a convicted felon in the same way any other patient would be treated.
5. Refusing to give a patient a medication because it has not been proven to be effective.
6. Involving patients in the decision-making process, in order to help them make choices that align with their values.
7. Not allowing an athlete to return to play because their injury has not fully healed.

IV. Answer the questions.

1. How has the role of doctors evolved in today's modern world?
2. What are some examples of medical innovations that have revolutionized the way doctors diagnose and treat patients?
3. What ethical dilemmas do doctors often face due to rapid technological advancements?
4. What qualities are essential for great doctors to possess?
5. Why is effective communication important for doctors in their interactions with patients?
6. How do doctors balance the use of experimental treatments or medications with potential risks for patients?
7. What principles are doctors bound by in terms of ethics when treating patients?

MODULE I. TEST II

I. Read the text. In each question below choose the right answer *a*, *b*, *c*, or *d*.

Being a doctor is a noble and rewarding profession that requires both competence and compassion. It is a career suited for those who seek challenging work and have a strong desire to improve the quality of life of others. One of the most appealing aspects of being a doctor is the opportunity for lifelong learning. From the moment you begin your medical studies, you will engage in continuous education and research to stay updated with the latest advancements in healthcare and precision medicine.

Doctors need to develop a deep sense of empathy to understand their patients' feelings and provide the best possible care. Moreover, the role of a doctor often involves facing moral questions and ethical dilemmas. Making decisions based on the principles of beneficence, maleficence, autonomy, and justice is crucial in this profession.

As you progress in your career, you can choose a specialisation that fits your interests and skills, whether it's surgery, paediatrics, or another field. The rise of telemedicine also allows doctors to offer consultations and care remotely, expanding their reach to more patients.

The competence of a doctor is not only measured by their medical expertise but also by their ability to communicate effectively and make informed decisions under pressure. With advancements in research and telemedicine, doctors are constantly finding new ways to improve healthcare delivery and patient outcomes.

Ultimately, the profession of a doctor offers immense satisfaction by helping others and contributing to society. It combines rewarding work with the pursuit of lifelong learning and continuous improvements in the field of healthcare.

1. According to the passage, which of the following is a key requirement for doctors?
   a. High intelligence quotient
   b. Strong communication skills
   c. Extensive work experience
   d. Entrepreneurial mindset
2. What does the passage suggest about doctors' pursuit of lifelong learning?
   a. It is an optional activity for doctors.
   b. It is a necessity for keeping up with advancements.
   c. It is a burden that doctors must endure.

d. It is a privilege reserved for senior doctors.

3. The passage states that doctors need to develop a deep sense of what?
   a. Ambition
   b. Empathy
   c. Assertiveness
   d. Scepticism

4. What does the passage suggest about the role of doctors in facing moral and ethical dilemmas?
   a. Doctors should always prioritise their own interests.
   b. Doctors should rely on hospital policies to make decisions.
   c. Doctors must make decisions based on ethical principles.
   d. Doctors should avoid getting involved in moral issues.

5. How does the passage describe the competence of a doctor?
   a. It is solely based on their medical expertise.
   b. It is measured by their ability to communicate and make decisions.
   c. It is determined by their ability to generate profits.
   d. It is assessed based on their years of experience.

6. What new development in healthcare delivery does the passage mention?
   a. The use of cutting-edge medical technologies
   b. The expansion of hospital facilities
   c. The rise of telemedicine
   d. The increasing focus on preventive care

7. What is the main message conveyed in the passage about the medical profession?
   a. It is a highly stressful and challenging career.
   b. It is a prestigious field.
   c. It offers immense satisfaction through helping others.
   d. It requires extensive specialisation and research.

II. Complete the text using the words from the word bank.

Internship, research, calmness, judgement, challenges, precision, moral, innovation, knowledgeable, healthcare

Doctors in the modern world face many _____(1). They need to be very _____(2) with up-to-date _____(3) and technologies. One recent _____(4) is robotic surgery, which requires great _____(5). Another new tool is artificial intelligence, which helps in _____(6) medicine to personalise treatments for patients.

Telemedicine is changing how doctors interact with patients, allowing for remote consultations. This can greatly improve accessibility to _____(7). However, all these advancements bring up _____(8) questions and ethics that doctors must navigate carefully.
Young doctors often go through an _____(9) to gain experience. They must use good _____(10) to make the best decisions for their patients. Modern doctors continue to balance technology with human care to provide the best result for society.

III. Determine which principle of medical ethics matches the scenarios below.
Write **A** for *autonomy*, **B** for *beneficence*, **N** for *non-maleficence*, **J** for *justice*

1. Under the law, patients are allowed to refuse treatment even if the best and most reliable information indicates that treatment would be beneficial.
2. A healthcare worker did not release information that could become harmful to the patient.
3. If the hospital discharges the patient home before truly appropriate for the patient, it becomes unfair for the patient.
4. The actions of the healthcare provider should bring about a positive outcome.
5. A nurse takes a patient outside for fresh air.
6. A doctor performs multiple checks to avoid a medication error.
7. Doctors cannot force the patient to get vaccinated out of respect for the patient's ability to make informed decisions though they have a duty to educate their patients.

IV. Answer the questions.

1. What qualities should great doctors have?
2. Why is effective communication important for doctors in their interactions with patients?
3. How has the role of doctors changed in today's world?
4. What are some examples of new medical tools that have changed how doctors find and treat illnesses?
5. What tough choices do doctors face because of fast changes in technology?

Module II
Health Institutions

UNIT 1. MEDICAL FACILITIES

What do you think?

1. Look at the pictures. What kind of services do these medical facilities provide?
2. What other types of medical facilities do you know?
3. Do you agree with the quote: “High-quality medication and swift access to treatment must be provided to all free of cost. There should be no difference in the treatment received by the high-powered and the weakest in the state.” – Shivanshu K. Srivastava

Reading

In most countries, the health care system is a combination of public and private organisations that work together to provide medical care to the population.

There are several types of healthcare facilities. Some of the common types include:

- Hospitals

These are large healthcare facilities that provide inpatient care and offer a wide range of medical services, including surgery, emergency care and specialised treatments.

- Clinics

These are smaller healthcare facilities that provide outpatient care, such as primary care, preventive services, and specialty care.

- Pharmacies

Pharmacies specialise in the dispensing of prescription or over-the-counter medications, and other health care products.

- Rehabilitation centres

These facilities provide specialised care and therapy for patients recovering from injuries, surgeries, or illnesses.

- Hospices

These organisations provide care and support for people who are terminally ill, focusing on pain management and improving the quality of life in the final stages of illness.

- Nursing homes

These facilities provide long-term care for those who require assistance with daily activities due to age, illness, or disability.

Medical facilities also play a role in preventive care. They offer services such as vaccinations, screenings, and regular check-ups to help us stay healthy and detect any potential issues early on.

I. Read the text and answer the questions.

1. Why is the health care system important for any society?
2. Name three types of healthcare organisations mentioned in the text.
3. What services do hospitals provide?
4. How do hospitals and clinics differ in the care they offer?
5. What role do pharmacies play in the healthcare system?
6. What is the role of rehabilitation centres?
7. Besides medical treatment, what other services do medical facilities offer?

II. Mark the following statements as true (T) or false (F).

1. In most countries, the health care system is provided only by the state.
2. Patients recovering from injuries, surgeries, or illnesses can get specialised care in rehabilitation centres.
3. Medical facilities don’t play any role in preventive care.
4. Hospitals provide a wide range of medical services, including emergency care and surgery.
5. Clinics only provide inpatient care.
6. Pharmacies specialise in providing medical equipment.
7. Hospices focus on providing care for individuals who are recovering from injuries.

Vocabulary

I. Complete the dialogues.

1. I've heard that this hospital offers a wide range of medical services.	a) We offer a variety of services and programs to support the elderly in our community.
2. Do you have access to essential health services in your area?	b) Yes, our pharmacy has a variety of options for common illnesses.
3. I'm worried about my health. Is there a way to detect any potential issues early on?	c) Yes, they provide both outpatient and inpatient care for various health issues.
4. I'm looking for ways to improve the quality of life for my elderly parents.	d) Yes, there's one just around the corner on Main Street.
5. I'm feeling a bit under the weather. Can I purchase over-the-counter medications here?	e) Yes, I've heard about that too. It's supposed to have the latest technology.
6. I've heard there's a new outpatient clinic opening up in town.	f) Absolutely, we recommend regular check-ups to stay on top of your health.
7. Excuse me, can you tell me where the nearest pharmacy is?	g) Yes, fortunately there are many public and private services available for us to choose from.

II. Match the facilities with the services they provide.

1. blood banks	a) provide 24/7 emergency care
2. rehabilitation facilities	b) offer a variety of diagnostic scans and tools to help detect diseases at the earliest stages
3. hospices	c) help patients recover from injuries
4. medical laboratories	d) dispense prescription medication
5. hospitals	e) conduct tests on specimens from a patient to get information about the patient's health to help with diagnosis, treatment, and disease prevention
6. imaging and radiology centres	f) collect and store donated blood for patients
7. pharmacies	g) offer end-of-life medical care

III. Replace the italicised words in the sentences with the words from the word bank.

improving, a wide range, outpatient care, early on, inpatient care, access to, over-the-counter medications

1. The hospital offers *a variety* of medical services, including surgeries and consultations.
2. Everyone should have the *opportunity to receive* essential health services, regardless of their financial situation.
3. After the surgery, the patient will receive *ambulatory care* to monitor their recovery.
4. The accident victim will require *in-hospital care* to receive continuous medical attention.
5. Regular check-ups are important to identify any potential issues *at an early stage*.
6. For small illnesses, you can purchase *non-prescription* medications from the local chemist.
7. Exercise and a healthy diet are crucial for *enhancing* the quality of life.

Listening

I. Listen to the dialogue and pick the right summary.

1

A person goes to the doctor to get some treatment for a common cold. They have a stuffy nose and a sore throat. The doctor recommends a nasal spray and lozenges to relieve the symptoms. The person pays for the appointment and leaves the clinic feeling better.

2

A person goes to a pharmacy because they are feeling unwell with flu-like symptoms. They have a headache and some body aches. The pharmacist recommends taking ibuprofen every six hours and suggests seeing a doctor if there is no improvement in 48 hours.

3

A person goes to a pharmacy having a headache and cough. They have no allergies. The pharmacist insists they take aspirin every six hours. The person pays $48.

II. Choose the right answer *a, b, c, or d.*

1. Where does the conversation take place?
   a. Hospital
   b. Dental office
   c. Pharmacy
   d. Laboratory

2. What are the person's symptoms?
   a. Headache and fever
   b. Cough and fever
   c. Headache and some body aches
   d. Fever and allergic reaction

3. Is the person allergic to any drugs?
   a. Yes, to ibuprofen
   b. Yes, to aspirin
   c. No, not allergic to any drugs
   d. Yes, to acetaminophen

4. What medication does the person need to take?
   a. Aspirin
   b. Antibiotics
   c. Cough syrup
   d. Ibuprofen

5. What is the recommended dosage of the drug?
   a. One pill every two hours
   b. Four pills every eight hours
   c. Three pills every six hours
   d. Two pills every six hours

6. How long should the person wait before seeing a doctor if they don't feel better?
   a. 24 hours
   b. 36 hours
   c. 48 hours
   d. 72 hour

7. In the conversation, what is recommended to do if the person takes medication?
   a. It's important to stay indoors.
   b. It's important to stay hydrated and get some rest.

c. It's important to drink water every six hours.
d. It's important to stay hungry.

III. Listen again and fill in the gaps in the summary using the words from the word bank.

ibuprofen, 48 hours, dosage, doctor, headache, six hours, symptoms, aspirin, body aches

The person has flu-like _____ (1) _____ (2) and _____ (3).
Allergic to _____ (4).
Advised to take _____ (5).
_____ (6): take two pills every _____ (7).
If there is no improvement in _____ (8), should see a _____ (9)

Speaking

I. Work in pairs. Role-play a situation where someone would need to visit a medical facility. Present your role-play to the class.

II. Work in small groups. Read the opinions below on the need for more medical facilities. Do you agree or disagree with them? Why?

Tom: I don't think we need more medical facilities. I never had to go to the hospital, so why should we spend money on it?

Sarah: I believe we should have more medical facilities in our area. Last year, my neighbour got seriously ill and the nearest hospital was too far away.

Jack: I'm not sure if we need more medical facilities. It's a tough decision to make. I can see benefits but also drawbacks.

Emily: I feel really strongly that we need better medical facilities. Many people die because they can't get treatment quickly enough. We need to improve this!

III. Imagine you are in a foreign country and you suddenly fall ill. You need medical assistance, but you are not familiar with the healthcare system there. What steps would you take to access the medical services you need? Discuss with a partner and share your ideas with the class.

Writing

I. Write a conversation between two friends discussing problems related to health care in their area.

Key words

clinic
emergency care
health care system
hospice
hospital
inpatient care
medical facility
outpatient care
pharmacy
preventive services
primary care
rehabilitation centre
specialised treatments
to provide medical services

Go back through this unit. What other useful words and expressions do you remember?

UNIT 2. HOSPITAL DEPARTMENTS

What do you think?

1. Look at these pictures. What do these doctors do?
2. Which hospital department could these doctors belong to?
3. Do you know any other hospital departments? What do they do?

Reading

Many hospitals have different departments for different illnesses or treatments. Some of the common departments are:

Cardiology

This is the department which focuses on heart conditions and blood vessels. In cardiology, doctors perform tests like ECGs and echocardiograms.

Surgery

This is the department where doctors perform operations on patients for various conditions. An operation is also called a surgery. The room where a surgery takes place is called an operating theatre.

Paediatrics

This is the department that focuses on the medical care of children, e.g. check-ups, vaccinations, and treating common childhood illnesses.

Dermatology

This is the department that deals with skin conditions. Doctors here diagnose and treat skin diseases and perform cosmetic procedures.

Physiotherapy

This is the department where people get physical therapy, for example after an operation on their legs.

Orthopaedics

This is the department for bone and muscle problems. Doctors here diagnose and treat deformities of the musculoskeletal system.

Neurology

This is the department for people with problems of the brain and nerves, for example people who can't move their body or can't speak.

Obstetrics and Gynaecology

These departments are dedicated to women's health and pregnancy.

Radiology

This is the department for X-rays and scans.

Some hospitals also have special departments for cancer (oncology), eye problems (ophthalmology) and ear, nose and throat problems (ENT).

If you're not sure which department you need, you should go to A&E. They can tell you where to go.

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What does the cardiology department focus on?
   a. Bone and muscle problems
   b. Heart conditions and blood vessels
   c. Skin diseases
   d. X-rays and scans
2. What is another term for an operation?
   a. Surgery
   b. Physical therapy
   c. Deformities of the musculoskeletal system
   d. Medical care of children
3. What does the dermatology department deal with?
   a. Heart conditions and blood vessels
   b. Skin conditions
   c. Bone and muscle problems
   d. Problems of the brain and nerves
4. What is the purpose of the physiotherapy department?
   a. Diagnosis and treatment of deformities of the musculoskeletal system

b. Physical therapy after an operation on the legs
c. X-rays and scans
d. Medical care of children

5. Which department focuses on problems of the brain and nerves?
   a. Cardiology
   b. Obstetrics and Gynaecology
   c. Neurology
   d. Paediatrics

6. What are the obstetrics and gynaecology departments dedicated to?
   a. Women's health and pregnancy
   b. Skin conditions
   c. Bone and muscle problems
   c. X-rays and scans

7. What is the purpose of the radiology department?
   a. Heart conditions and blood vessels
   b. Skin conditions
   c. X-rays and scans
   c. Problems of the brain and nerves

II. Answer the following questions.

1. What is the focus of the cardiology department?
2. What tests do doctors perform in the cardiology department?
3. What is another name for an operation?
4. What is the purpose of the paediatrics department?
5. What types of conditions do doctors in the dermatology department diagnose and treat?
6. What kind of therapy do people receive in the physiotherapy department?
7. Which department deals with bone and muscle problems?

III. Make three (3) sentences describing any three (3) hospital departments from Vocabulary Exercise I. Do not use the name of the department in the sentences. Then show your sentences to your partner and ask them to guess which departments you are describing.

Sample sentence: *1. People go to this department to treat problems with their eyes.*

Vocabulary

I. Replace the italicised words in the sentences with the words from the word bank.

obstetrics, neurology, ophthalmology, radiology, oncology, gynaecology, otolaryngology, cardiology

1. The patient was sent to the *heart* department for further tests.
2. The *imaging* department is equipped with state-of-the-art scanning technology.
3. The *women's healthcare* clinic offers a range of services for female health needs.
4. The *pregnancy and delivery* team provided exceptional care throughout the pregnancy and birth.
5. The *eye* department diagnosed the patient with cataracts and recommended an operation.
6. The patient had his chronic sinusitis treated at the *ear, nose, and throat* department.
7. The *cancer* unit offers comprehensive treatment options for patients with cancer.

II. Complete the sentences using the words from the word bank.

childhood, conditions, neurology, vaccinations, surgery, pregnancy, blood, paediatrics, operating theatre, radiology, gynaecology, operations

1. Cardiology focuses on heart _____ (1) and _____ (2) vessels.
2. Surgery is where doctors perform _____ (3) on patients for various conditions.
3. The room where a _____ (4) takes place is called an _____ (5).
4. _____ (6) focuses on the medical care of children, e.g. check-ups, _____ (7), and treating common _____ (8) illnesses.
5. _____ (9) department is where doctors treat people with problems of the brain and nerves.
6. Obstetrics and _____ (10) are dedicated to women's health and _____ (11).
7. _____ (12) is the department for X-rays and scans.

III. Rearrange the words to make sentences.

1. Doctors / in / a / department / treat / skin / and / diagnose / conditions / dermatology.
2. takes / women / An / of / care / pregnant / department / obstetric.
3. health / A / looks / women's / after / department / gynaecology.
4. are / a / by / done / internal / human / on / department / Operations / organs / surgery.
5. A / medical / of / the / on / children / care / department / focuses / paediatric.
6. looks / problems / and / department / An / orthopaedic / bone / at / muscle.
7. traumas / patients / recover / where / A / physiotherapy / department / operations / is / or / after.

Listening

I. Listen to three instructions that a doctor gives to a patient. Which department (A, B, or C) does each doctor work in?

A. Cardiology
B. Paediatrics
C. Neurology

II. Listen again and write out the words and phrases that helped you decide.

III. Listen to the first recommendation of the doctor and note down the word combinations that have the following meanings.

Meaning	Word combination
1. Eat healthy meal	
2. Lead to a greater likelihood of problems	
3. Stop using cigarettes	
4. Use the tablets that the doctor recommended	
5. Forget to take the tablets	

Speaking

I. Discuss the following facts. Do you/your partner agree with them?

1. Heart disease is the leading cause of death globally.
2. Cardiologists can diagnose heart problems by listening to the heart.
3. Surgical procedures for heart conditions can last up to four hours.
4. Paediatricians often use toys to make children feel more comfortable during check-ups.

II. Over to you

Make a report about the various departments of a hospital.

Writing

Write a short essay about the hospital departments you would like to work in. Explain your choice.

Key words

cardiology
dermatology
gynaecology
neurology
obstetrics
oncology
ophthalmology
orthopaedics
otolaryngology
paediatrics
physiotherapy
radiology
surgery

Go back through this unit. What other useful words and expressions do you remember?

UNIT 3. MEDICAL SPECIALTIES

What do you think?

1. Work with a partner. Look at the pictures and discuss what medical specialties are involved in the work of hospitals and what their main responsibilities are within the team.
2. Work with a partner and match each job of a person with its definition.

1. internist	a) a doctor who specialises in using imaging techniques like x-rays to diagnose and treat diseases
2. paediatrician	b) a person who helps sick or injured people, especially in emergencies
3. consultant	c) a person who takes care of patients in a hospital or clinic
4. x-ray technician	d) a person who works in a laboratory and does tests on sample
5. surgeon	e) a doctor who specialises in caring for children
6. porter	f) a person who helps carry things for others
7. radiologist	g) a person who prepares and sells medicine
8. paramedic	h) a doctor who performs operations on patients

9. pharmacist	i) a doctor who focuses on treating adults for a wide range of medical issue
10. lab technician	j) a person who takes pictures of the inside of your body to help doctors see what's wrong
11. nurse	k) a person who gives expert advice or services in a particular field

Reading

Some doctors are called general practitioners (GPs). They work in hospitals, but they also have their own offices or surgeries. When you're ill, you usually go to see your GP first. If necessary, the GP will refer you to a specialist.

A specialist has extra training and knows a lot about one part of the body, one kind of disease, or one type of treatment. For example, cardiologists are heart specialists. They treat people with heart problems. Some other types of specialists include dermatologists, who treat skin diseases; orthopaedic surgeons, who operate on bones; and psychiatrists, who treat mental illnesses.

If you need an operation, you'll probably meet a surgeon. Surgeons can be general surgeons, but they can also specialise. So, for example, neurosurgeons operate on the brain and nerves, while plastic surgeons do operations to make people's faces or bodies look better.

Nurses help doctors take care of patients. They often work in hospitals, but they can work in clinics too. Nurses give medicine, take blood, and help in operations. There are different kinds of nurses. Registered nurses (RNs) have more training than licensed practical nurses (LPNs), so they can do more things.

Pharmacists know a lot about medicines. They prepare medicines and tell you how to use them. You can find them in drugstores or pharmacies. In some countries, pharmacists can also sell certain kinds of medicine that you need a prescription for. For example, if you have a cold, you can go to a pharmacy and buy cough syrup without going to the doctor first.

If you're sick, you might have to go to the hospital. Sometimes you stay there for several days or even longer. Hospitals have lots of doctors and nurses, but they also have many other workers. Technicians take X-rays, do lab tests, and help with other technical jobs. Hospital attendants help you move around and do other small jobs. Housekeepers keep the hospital clean, and cooks make sure you get food every day!

I. Read the text and answer the questions.

1. What are general practitioners (GPs) and where do they work?
2. Who will a GP refer you to if necessary?
3. What is the role of a specialist in the medical field?
4. Give an example of a type of specialist and the area they focus on.
5. What do surgeons do, and how can they specialise?
6. Where do nurses typically work, and what tasks do they perform?
7. What is the role of pharmacists, and where can you find them?

II. Mark the following statements as true (T) of false (F).

1. General practitioners (GPs) work only in hospitals.
2. When you're ill, you usually go to see a specialist first.
3. Cardiologists are specialists who treat heart problems.
4. Dermatologists treat mental illnesses.
5. Surgeons can only be general surgeons and cannot specialise.
6. Nurses work only in hospitals and not in clinics.
7. Registered nurses (RNs) have less training than licensed practical nurses (LPNs).
8. Pharmacists prepare medicines and perform surgeries.
9. In some countries, pharmacists can sell prescription medicine without a doctor's prescription.
10. Hospital attendants help with technical jobs in hospitals.

III. Choose the best title for the text.

1. Do Surgeons Only Perform Operations on Bones?
2. How Pharmacists Can Replace Doctors for Common Illnesses
3. The Role of Medical Specialists in Healthcare

Vocabulary

I. Match the words with their definitions.

1. an ear, nose, and throat doctor	a. Allergist
2. specialises in imaging tests (X-ray, etc.)	b. Anaesthesiologist
3. treats babies and children	c. ENT specialist
4. deals with eye diseases	d. Dentist

5. diagnoses and treats disorders of the nervous system	e. Dermatologist
6. helps restore body's movement	f. Radiologist
7. treats food and environmental allergies	g. Midwife
8. tumor specialist	h. Neurologist
9. helps women deliver babies	i. Oncologist
10. treats skin diseases	j. Ophthalmologist
11. provides pain prevention during surgery	k. Paediatrician
12. tooth specialist	l. Physical therapist

II. Complete the sentences using the words from the word bank.

nurse, X-ray technician, GP, ophthalmologist, cardiologist, dermatologist, psychiatrist, pharmacist, paediatrician, ENT specialist

1. The _____ (1) took a picture of my broken arm.
2. The _____ (2) checked my blood pressure and temperature.
3. I have an appointment with my _____ (3) next week for a check-up.
4. I went to see the _____ (4) because of my heart palpitations.
5. Your doctor may refer you to a _____ (5).
6. The _____ (6) removed my tonsils.
7. The _____ (7) helped me find the right medicine for my cold.
8. I have a rash on my arm so I need to go to the _____ (8) for a check-up.
9. My eyesight has been blurry so I made an appointment with the _____ (9).
10. My baby got his vaccinations from his _____ (10).

III. Match the halves to make sentences.

1. Pharmacists	a) on the brain and nerves.
2. If necessary, the GP	b) you usually go to see your GP first.
3. Technicians	c) know a lot about medicines.
4. So, for example, neurosurgeons operate	d) heart specialists.
5. Nurses	e) help doctors take care of patients.
6. When you're ill,	f) take X-rays, do lab tests, and help with other technical jobs.

7. For example, cardiologists are	g) will refer you to a specialist.

Speaking

I. Read and practice the following conversations and make your own.

1. - Excuse me, I have an appointment with the dermatologist at 2 pm.
   - Sure, please have a seat and the nurse will call you shortly.

2. - Hi, I'm here to pick up my prescription. It's for John Smith.
   - Okay, let me check our records. Yes, it's ready. Would you like to pay now or later?

3. - I'm sorry, Dr. Brown is not available today. Can I schedule you with the GP instead?
   - No, thank you. I'll wait for Dr. Brown's availability.

4. - Good morning, I'm Dr. Stevens, the cardiologist. How are you feeling today?
   - I've been having some chest pains lately. I'm worried it might be something serious.

5. - I'm here for my annual check-up with the dermatologist.
   - Great, let me just update your medical history before we proceed.

6. - I have an earache and I think I need to see an ENT specialist.
   - Sure, let me take a look. It could be an ear infection.

7. - Excuse me, I'm looking for an over-the-counter medication for my allergies.
   - Our pharmacist can assist you with that. He's at the counter over there.

8. - I have another appointment with the dermatologist next week.
   - Okay, I'll just schedule it for you. What time and day would you prefer?

9. - I need to see an ophthalmologist for my eye exam.
   - Sure, let me check our schedule. How about next Tuesday at 3 pm?

10. - My child has a fever and a cough. Can I make an appointment with the paediatrician?
    - Yes, of course. Let me check his availability. How about tomorrow at 11 am?

Writing

I. Write a social media post about your recent visit to the doctor's office. Use at least 3 key vocabulary words to describe your experience.

II. Imagine you are a nurse and write an email to a patient's family member, giving an update on their condition. Use at least 5 key vocabulary words in your email.

III. Write a review of a recent visit to the hospital, focusing on the care provided by the medical staff. Use at least 3 key vocabulary words in your review.

Key words

cardiologist
dermatologist
ENT specialist
general practitioner (GP)
nurse
ophtalmologist
paediatrician
pharmacist
X-ray technician

Go back through this unit. What other useful words and expressions do you remember?

UNIT 4. MEDICAL EQUIPMENT

What do you think?

1. Look at these pictures and say what each piece of equipment is used for.
2. What other medical instruments or tools do you know?
3. Why do doctors use medical equipment in their work?

Reading

Medical equipment plays a vital role in modern healthcare, enabling doctors and healthcare professionals to diagnose and treat a wide range of diseases. This equipment includes a lot of devices and tools that aid in patient care.

Stethoscope is a device that allows doctors to listen to a patient's heart and lung sounds. This simple tool helps detect abnormalities such as heart murmurs or respiratory issues. Another key diagnostic device is the electrocardiogram (ECG), which records the electrical activity of the heart, aiding in the diagnosis of heart conditions.

Imaging equipment plays an important role in diagnosis. X-ray machines produce detailed images of bones and internal structures and help in the detection of fractures, lung infections, and other conditions. Advanced imaging technologies such as magnetic resonance imaging (MRI) and computed tomography (CT) scans

provide even more detailed images, helping doctors identify tumors, brain injuries, and other abnormalities.

Respiratory equipment, such as ventilators, is necessary for patients with respiratory difficulties. Ventilators assist in breathing by delivering oxygen and removing carbon dioxide from the lungs. They are often used during surgeries or when a patient is unable to breathe effectively on their own.

Surgical instruments are a fundamental part of any operating room. These tools assist surgeons in performing surgeries safely and effectively. Surgical instruments include scalpels and clamps, which are designed to cut and hold tissues during procedures. Another medical instrument is an endoscope. It allows doctors to visualise and treat internal structures.

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. According to the passage, what is the function of medical equipment in modern healthcare?
   a. To detect fractures
   b. To assist in patient care
   c. To aid in surgical procedures
   d. To visualise internal structures
2. How does a stethoscope help doctors?
   a. It detects abnormalities in the patient's heart and lungs.
   b. It produces detailed images of bones and internal structures.
   c. It assists in breathing for patients with respiratory difficulties.
   d. It allows doctors to visualise and treat internal structures.
3. How do MRI and CT scans contribute to medical diagnosis?
   a. They aid in patient care.
   b. They help identify brain injuries and tumors.
   c. They detect lung infections.
   d. They assist in surgical procedures.
4. Which instruments assist surgeons during surgeries?
   a. Electrocardiogram (ECG)
   b. Magnetic resonance imaging (MRI)
   c. Scalpels and clamps
   d. X-ray machines
5. According to the text, what do X-ray machines primarily help detect?

a. Fractures
b. Tumor
c. Brain injuries
d. Skin infections

6. What is the role of ventilators in patient care?
   a. To measure blood pressure
   b. To visualise internal structures
   c. To hold tissues during surgeries
   d. To assist with breathing

7. Which equipment aids doctors in diagnosing heart conditions?
   a. Stethoscope
   b. X-ray machine
   c. Electrocardiogram (ECG)
   d. Magnetic resonance imaging (MRI)

II. Answer the questions.

1. What is the role of medical equipment in modern healthcare?
2. How does a stethoscope aid in patient care?
3. What is the function of an electrocardiogram (ECG) in medical diagnosis?
4. What can X-ray machines, MRI and CT do?
5. Why are ventilators important in healthcare, and when are they commonly used?
6. Can you name two examples of surgical instruments and describe their functions?
7. What is the purpose of an endoscope in medical settings?

Vocabulary

I. Match the halves to make sentences.

1. **ECG**	a) helps patients breathe effectively.
2. **MRI**	b) creates images of bones and internal structures.
3. **Stethoscope**	c) measures body temperature.
4. **Pulse oximeter**	d) records the electrical activity of the heart.
5. **Thermometer**	e) measure the oxygen saturation level in a person's blood.
6. **Ventilator**	f) helps identify tumors, brain injuries.
7. **X-ray**	g) is used to listen to a patient's heart and lung sounds.

II. Complete the text using the words from the word bank.

aid, electrocardiogram, injuries, MRI, stethoscope, thermometer, tissues, ventilator, visualize, X-ray

One important tool used by healthcare professionals is the _____ (1), which helps visualise the structure of bones and detect any fractures or abnormalities. Another common instrument is the _____ (2), used to listen to the sounds produced by the heart, lungs, and other internal organs. Doctors also rely on a _____ (3) to measure body temperature, indicating the presence of fever or hypothermia. In critical cases, a patient might require the assistance of a _____ (4) to ensure the proper supply of oxygen to the lungs. The _____ (5) monitors the heart's electrical activity and detects any abnormalities. Advanced imaging techniques like _____ (6) scans provide detailed images of internal organs, helping doctors diagnose different diseases and _____ (7) accurately. Healthcare professionals are trained to provide necessary _____ (8) and ensure patients receive good medical care. By using these tools, doctors can carefully _____ (9) the condition of organs and _____ (10), leading to accurate diagnoses and effective treatment plans.

III. Read the sentences about medical equipment and choose the correct words.

1. *Stethoscopes/Ventilators* are used to listen to the sounds of the heart, lungs, and other internal organs.
2. Doctors use *endoscopes/clamps* to see inside your body.
3. *Computer tomography scans/Thermometers* measure body temperature, helping doctors identify fevers and monitor changes in a patient's health.
4. Clear and accurate images of soft tissues are taken with the help of *ECG/MRI*.
5. Surgeons use *scalpels/stethoscopes* to cut skin and muscle to reach internal organs.
6. *X-ray machines/Endoscopes* help doctors visualise bones and tissues inside the body to detect injuries or illnesses.
7. When people cannot breathe on their own, *ventilators/electrocardiograms* help them.

Speaking

I. Work in pairs. Take turns to choose a piece of medical equipment and explain what it is used for.

Example:
Student A. It's for diagnosing heart diseases.
Student B. Is it CT?
Student A. No, try again.
Student B. Is it ECG?
Student A. Yes, that's correct.

II. Read the medical scenarios and answer the questions.

1. A patient comes into the emergency room with a broken bone. Which medical equipment would be necessary for diagnosing and treating the injury?
2. A patient is experiencing difficulty breathing. Which medical equipment would be needed to monitor his or her respiratory function?
3. A patient has a high fever and is suspected to have an infection. Which medical equipment would be used to measure the body temperature and assess his or her condition?

III. Read the critical thinking question and answer it.

You are studying for your biology exam and want to know which areas of your brain are working hardest as you study. Your classmate suggests that you could have a computed tomography scan done to assess your brain activity. Would this be the best way to determine brain activity levels? Why or why not?

Writing

Research one of the pieces of equipment and write a report about its history and advancements.

Project

Design an infographic about different types of medical equipment used in specific medical fields.

Key words

aid
computed tomography (CT)
conditions
electrocardiogram
endoscope
imaging equipment
injury

magnetic resonance imaging (MRI)
scalpel
stethoscope
tissue
tumor
ventilator
visualise
X-ray

Go back through this unit. What other useful words and expressions do you remember?

MODULE II. TEST I

I. Read the text. In each question below choose the right answer *a*, *b*, *c*, or *d*.

Medical institutions are centres where people receive healthcare services. These institutions, commonly known as hospitals, have different departments that provide various types of medical care.

One important part of a hospital is the emergency department. Emergency care doctors and nurses work tirelessly in this department to give quick help to patients with acute illnesses or injuries.

Another key area is the operating room, often called the OR. This is where surgical procedures are performed by a team of surgeons, anaesthesiologists, and surgical nurses. Cutting-edge medical equipment, such as surgical instruments, anaesthesia machines, and monitoring devices, are used here to ensure safe and successful surgeries.

In addition to these departments, hospitals also have intensive care units (ICUs) where patients in critical condition receive specialised care and constant monitoring. ICU medical team, including critical care physicians and nurses, is trained to provide advanced life support to stabilise patients and help them recover.

Hospitals also include diagnostic departments, such as the radiology department, where imaging tests like X-rays, ultrasounds, and CT scans are performed. Radiologic technologists operate the imaging equipment and work closely with radiologists to make high-quality images for accurate diagnosis.

1. What is the main role of the emergency department in a hospital?
   a. Perform surgical procedures
   b. Provide quick medical care to patients with acute illnesses or injuries
   c. Conduct imaging tests like X-rays
   d. Give specialised care in ICUs
2. Which department in a hospital is often called the OR?
   a. Imaging department
   b. Emergency department
   c. Intensive Care Unit (ICU)
   d. Operating room
3. Who performs surgeries in the operating room?
   a. Emergency care doctors
   b. Radiologic technologists

c. Surgeons
d. Surgical nurses

4. What is the purpose of diagnostic departments like the radiology department in hospitals?
   a. Perform surgeries
   b. Give anaesthesia
   c. Perform imaging tests for diagnosis
   d. Provide advanced life support

5. Which department in a hospital is responsible for stabilising patients in critical condition?
   a. Radiology department
   b. Emergency department
   c. Operating room
   d. Intensive Care Unit (ICU)

6. Who operates the imaging equipment in the radiology department of a hospital?
   a. Emergency care doctors
   b. Surgical nurses
   c. Radiologic technologists
   d. Critical care physicians

7. What type of care do patients in the Intensive Care Unit (ICU) receive?
   a. Routine check-up
   b. Immediate medical care
   c. Specialised care and constant monitoring
   d. Surgeries

II. Join these words to make word combinations as they were used in the text.

1. medical	a. illnesses
2. emergency	b. instruments
3. acute	c. units
4. operating	d. tests
5. surgical	e. institutions
6. intensive care	f. diagnosis
7. specialised	g. support
8. life	h. department
9. imaging	i. care
10. accurate	j. room

III. Complete the text with the words from the word bank.

stethoscope, x-ray machine, ECG, equipment, thermometer, scalpels, inside

The use of medical _____ (1) started in ancient Egypt, where tools like the _____ (2) and forceps were used in surgery. One major invention is the _____ (3), made in the early 1800s. This tool helps doctors listen to a patient's heartbeats and breathing.
Another important tool is the _____ (4), which measures body temperature. This simple but important device helps check for fever, a common sign of sickness.
The invention of the _____ (5) by Wilhelm Conrad Roentgen in 1895 was a big step forward in medical technology. It lets doctors see _____ (6) the body without surgery, helping them find broken bones, infections, and other internal problems.
To check heart health, an _____ (7) is often used. This device records the heart's electrical activity, helping doctors find heart problems like arrhythmias.

IV. What doctor should the patients below see?

1. A person with a possible fracture in their arm.
2. A child who needs a check-up and vaccinations.
3. A patient with a skin disease.
4. Someone with gastrointestinal problems such as stomach ache.
5. A person who needs an eye examination and glasses or contact lenses.
6. A patient with diabetes or hormonal problems.
7. Someone with high blood pressure.

V. Unscramble the names of different hospital departments and medical facilities.

1. RIAGDOOYL	Area where x-rays and scans are taken
2. HCAYAPRM	Department for preparing and dispensing medications
3. GREECYEMN	Department that treats injuries and sudden illnesses
4. COPIHSE	Place for end-of-life care
5. OATYARRLBO	Department for conducting medical tests
6. CIORLYOADG	Department specialising in diagnosing and treating heart diseases
7. UIC	Specialised unit for intensive care patients
8. GSREUYR	Where surgeries are performed

9. ARITEPACDIS	Department for diagnosing and treating diseases in children
10. TSENRTDYI	medical facility for dental care

VI. Answer the questions.

1. What types of medical institutions do you know?
2. Describe the role of the emergency department in a hospital.
3. What type of care do patients in critical condition receive in intensive care units (ICUs)?
4. What is the purpose of the radiology department in a hospital?
5. Name at least two types of imaging tests.

MODULE II. TEST II

I. Read the text. In each question below choose the right answer *a*, *b*, *c*, or *d*.

The history of medical equipment is a story of innovation and progress. It shows how humans have worked hard to understand health and improve care. By studying the past, we can appreciate the tools we have today and look forward to a healthier tomorrow.

In ancient times, people used basic tools. For example, the Egyptians made early versions of surgical instruments like scalpels from bronze and stone. These tools were not as precise as the ones we have today, but they were important for their time.

As time went on, more advanced medical equipment was created. In the 17th century, the microscope was invented. It allowed scientists to see microbes and tiny cells which helped doctors understand diseases better and find new treatments.

In the 19th century, many new machines were invented that changed medicine forever. One of the most important was the X-ray machine, developed in the late 1800s. X-rays let doctors see inside the body without surgery. This was a game-changer for diagnosing broken bones and other problems. Patients no longer needed to go through painful procedures just to find out what was wrong.

Another major invention was the stethoscope. This tool allowed doctors to listen to a patient's heart and lungs.

In the 20th century, medical equipment continued to grow even more advanced. New machines like MRI and CT scans were created. They provide detailed images of the body, helping doctors find and treat diseases more effectively.

As technology keeps improving, we can expect even more amazing devices to help doctors and patients in the future.

1. What did ancient Egyptians use to create early surgical instruments?
   a. Gold and silver
   b. Bronze and stone
   c. Plastic and wood
   d. Glass and metal
2. What important invention was made in the 17th century that helped scientists see tiny cells?
   a. The thermometer
   b. The stethoscope

c. The microscope
d. The X-ray machine

3. What game-changing machine was invented in the late 1800s?
   a. The MRI
   b. The CT scan
   c. The X-ray machine
   d. The microscope

4. What does a stethoscope allow doctors to do?
   a. Take a patient's temperature
   b. Listen to a patient's heart and lungs
   c. See inside a patient's body
   d. Measure a patient's height

5. Which of the following was NOT mentioned as a medical equipment innovation of the 20th century?
   a. MRI
   b. CT scan
   c. X-ray
   d. Ultrasound

6. How did X-rays change medicine?
   a. They made surgeries easier.
   b. They allowed doctors to see inside the body without surgery.
   c. They helped doctors write prescriptions.
   d. They replaced the stethoscope.

7. What type of images do MRI and CT scans provide?
   a. Black and white photographs
   b. Detailed images of the body
   c. Sketches of organs
   d. Moving pictures

II. Join these words to make word combinations as they were used in the text.

1. medical	a. care
2. improve	b. instruments
3. tiny	c. machine
4. see	d. a patient’s heart and lungs
5. listen to	e. scans

6. detailed	f. images
7. painful	g. inside the body
8. CT	h. procedures
9. X-ray	i. cells
10. surgical	j. equipment

III. Complete the text with the words from the word bank.

neurosurgeons, ENT doctors, cardiologists, plastic surgeons, orthopaedic, surgeons, general practitioner, dermatologists

When you're ill, you usually see your _____ (1) first. If needed, the GP will send you to a specialist.
A specialist has extra training and knows a lot about one part of the body, one kind of disease, or one type of treatment. For example _____ (2), are heart specialists. They treat people with heart problems. Some other types of specialists include _____ (3), who treat skin diseases; _____ (4), who operate on bones; and _____ (5), who treat ear, nose, and throat issues.
If you need an operation, you'll probably see a surgeon. Surgeons can be general surgeons, but they can also specialise. So, for example, _____ (6) operate on the brain and nerves, while _____ (7) do operations to improve how people's faces or bodies look.

IV. What hospital department should the patients below go to?

1. Someone who needs detailed images of their body.
2. A child who needs a check-up and vaccinations.
3. Someone with high blood pressure.
4. A person who needs an eye examination and glasses or contact lenses.
5. A person with bone and muscle problems.
6. A patient with hearing problems.
7. A patient with a skin disease.

V. Unscramble the names of different hospital departments and medical facilities.

1. CILINC	Small healthcare facilities that provide outpatient care.
2. HCAYAPRM	Department for preparing and dispensing medications.

3. REBHAILITATINO NECTRE	Provide care and therapy for patients recovering from injuries, surgeries, or illnesses.
4. COPIHSE	Place for end-of-life care.
5. LONEUROGY	Department for people with neurologic problems.
6. CIORLYOADG	Department specialising in diagnosing and treating heart diseases.
7. UIC	Specialised unit for intensive care patients.
8. GSREUYR	Where surgeries are performed.
9. OATYARRLBO	Department for conducting medical tests.
10. RIAGDOOYL	Department where x-rays and scans are taken.

VI. Answer the questions.

1. What types of medical instruments do you know?
2. What is the function of an electrocardiogram (ECG) in medical diagnosis?
3. Name at least two types of imaging machines.
4. What types of medical facilities do you know?
5. What is the difference between hospitals and clinics?

Module III
Human Body

UNIT 1. PARTS OF THE HUMAN BODY

What do you think?

1. In pairs discuss the following body parts. Put them in order from head to toe. Can you name them?
- You move your head with this
- You smell with this
- You touch with these
- You talk with this
- You see with these
- You walk with these

2. Match the action verbs on the left with the parts of the body words on the right.

1. smile	a. arms and hands
2. smell	b. ears
3. kick	c. eyes
4. run	d. finger or hand
5. cry	e. foot
6. listen	f. legs
7. wave	g. mouth
8. touch	h. nose
9. taste	i. the whole body
10. dance	j. tongue or mouth

Reading

The human body is a complex system made up of different parts that work together to help us move, think, and function every day. In general, the human body can be divided into three main anatomical areas: head, trunk, and limbs.

The head is the upper part of the body that contains the brain and the chief sense organs: two eyes, two ears, a nose and a tongue inside the mouth. The brain is protected by the skull which is a bony framework of the head. The skull is composed of two main parts, the cranial bones and the facial bones. The facial bones form the upper and lower jaws, the nasal cavity and the orbits.

The head is connected with the trunk by the neck. The trunk consists of the chest and abdomen. The chest contains vital organs such as the heart and lungs, which help us breathe and circulate blood throughout the body. The abdomen is the area

of the body below the ribs and above the hip bones. It contains many of the body's organs, such as the stomach, intestines, liver, and kidneys.

There are two pairs of limbs or extremities in the human body. The upper limb consists of the arm (the upper arm), the forearm, and the hand. Between the upper arm and the forearm there is the elbow. The joint between the forearm and the hand is called the wrist. Each hand has four fingers and one thumb. The lower limb consists of the thigh, the leg, the ankle and the foot. Between the thigh and the leg there is the knee joint. There are five toes on each foot.

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. Which part of the body contains the brain and the chief sense organs?
   a. Trunk
   b. Limbs
   c. Head
   d. Neck
2. What is the bony framework that protects the brain?
   a. Ribs
   b. Extremities
   c. Skull
   d. Orbit
3. What forms the upper and lower jaws, the nasal cavity, and the orbit?
   a. Cranial bones
   b. Facial bones
   c. Ribs
   d. Joints
4. The chest contains vital organs such as the heart and:
   a. Liver
   b. Kidneys
   c. Stomach
   d. Lungs
5. The joint between the forearm and the hand is called the:
   a. Wrist
   b. Elbow
   c. Knee
   d. Shoulder
6. What connects the head to the trunk?

a. Elbow
b. Knee
c. Neck
d. Wrist

7. Between the thigh and the leg, there is the:
   a. Ankle
   b. Elbow
   c. Hip
   d. Knee

II. Mark these statements as true (T) or false (F).

1. The brain is protected by the facial bones of the skull.
2. The chest contains organs such as the intestines and kidneys.
3. The abdomen is also known as the tummy or belly and is located above the hip bones.
4. The lower limb consists of the thigh, leg, ankle and foot.
5. Each hand has five fingers and one thumb.
6. The elbow is located between the upper arm and forearm.
7. The orbit is part of the cranial bones in the skull.

III. Answer the questions.

1. What are the three main anatomical areas into which the human body can be divided?
2. How is the brain protected in the human body?
3. What are the two main parts that compose the skull?
4. What vital organs can be found in the chest of the human body, and what functions do they perform?
5. What is the abdomen and what organs are located in this area?
6. What does the upper extremity consist of?
7. What do you know about the structure of the lower limb?

Vocabulary

I. Match the halves to make sentences.

1. The neck is the region	a) form the upper and lower jaws.
2. The wrist connects	b) protect your heart.
3. The lower extremity	c) the stomach, intestines, kidneys.

4. The facial bones	d) the hand to the forearm.
5. The organs of the abdomen include	e) consists of the thigh, leg, ankle and foot.
6. The ribs in your chest	f) protects the brain inside.
7. The skull in your head	g) that connects the head to the trunk.

II. Complete the table with the body parts and organs.

Head	Chest	Abdomen	Upper Limb	Lower limb

Skull, eye, rib, foot, mouth, thigh, tooth, orbit, lungs, finger, liver, toe, wrist, stomach, elbow, brain, heart, knee, jaw, kidneys, ankle, forearm.

III. Find the words in the square matching the definitions of the words.

D	U	A	C	S	T	E	K	W	L	M	E
I	G	B	A	I	O	N	Y	F	A	Y	X
S	A	D	T	V	M	O	T	A	N	Z	T
T	F	O	R	E	A	R	M	B	D	E	R
O	F	M	H	L	G	Z	U	I	E	V	E
M	Q	E	X	T	R	U	N	K	J	P	M
A	T	N	O	W	I	H	E	Q	N	V	I
C	Y	B	T	O	B	A	W	R	H	K	T
H	M	I	E	L	S	R	O	S	U	B	I
E	Y	H	R	O	A	Y	G	E	P	L	E
J	S	K	U	L	L	W	U	T	O	E	S
R	E	O	T	M	U	G	C	A	K	W	O

a) the central part of the body holding the vital organs;
b) the part of the arm between the elbow and the wrist;
c) several bones that protect the chest organs;
d) limbs of the body;
e) the part of the body below the chest containing the stomach and other organs;
f) there are five of these on each of your feet;
g) this is the skeletal structure that protects your brain;
h) the organ in your body where the food is digested after you have eaten it.

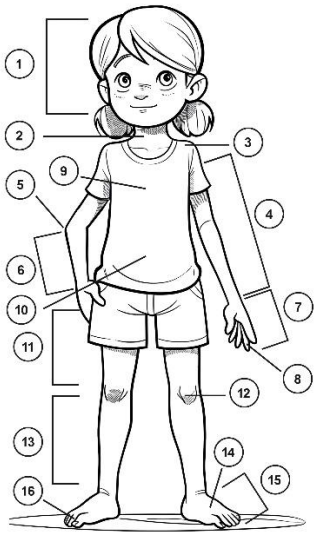
IV. For each item, how many do we have in the body and what is the plural form?

Complete the table.

body part	**number**	**plural form**
finger		
thigh		
ankle		
thumb		
shoulder		
toe		
tooth		
knee		
extremity		
foot		
trunk		
bone		
jaw		

V. Identify different parts of the body using the words from the word bank.

abdomen ankle arm chest elbow fingers foot forearm hand head knee leg neck shoulder thigh toes



Listening

I. Read the questions and choose the correct answer. Then listen to the recording and check.

The body quiz.

1. How many bones are there in one foot?
   a) 8 b) 12 c) 26
2. How much of the human body is water?
   a) 60% b) 70% c) 80%
3. What is the biggest and heaviest organ in the body?
   a) the skin b) the heart c) the lungs
4. How many times do you blink in a minute?
   a) 5 times b) 15 times c) 30 times
5. Where is the smallest bone that you have?
   a) in the little finger b) in the nose c) in the ear
6. How big is the smallest bone?
   a) 1 mm b) 5 mm c) 10 mm
7. How tall was the tallest man ever?
   a) 272 cm b) 265 cm c) 254 cm
8. Where is blood made?
   a) in your heart b) in your lungs c) in your bones

Speaking

I. Complete the sentences.

1. The main parts of the body are …
2. The head includes …
3. The main organs of the trunk are …
4. The chest contains …
5. The ribs …
6. The limbs consist of different parts including …
7. Toes, as well as feet, …

II. In small groups discuss the following questions.

1. What is the function of the heart in the human body?
2. Where are the lungs located in the body?
3. Where are the brain and the spinal cord? What is the difference between them?

4. What are the different types of limbs? What are their functions?
5. How can the lack of exercises affect the skeletal system?
6. How can a poor diet affect vital organs of the body?

III. Research and find three interesting facts or three myths about the human body. Tell your classmates about them.

Writing

Write a paragraph on the importance of each body part in the functioning of the whole body.

Key words:

abdomen
ankle
brain
chest
elbow
extremity
finger
foot
jaw
knee
limb
lung
rib
skull
stomach
thigh
toe
trunk
wrist

Go back through this unit. What other useful words and expressions do you remember?

UNIT 2. MUSCULOSKELETAL SYSTEM

What do you think?

1. Which parts of the human skeleton can you remember?
2. What is responsible for holding us upright?
3. What helps us move?

Reading

The human musculoskeletal system is made up of bones, muscles, and joints that work together to support and move the body. The skeletal system includes the skull, spinal column, upper extremities (arms), and lower extremities (legs). The spinal column is divided into different regions, including the cervical (neck), thoracic (middle back), lumbar (lower back), pelvic, sacral, and coccygeal (tailbone). It consists of vertebrae and spinal disks. The spinal column incorporates the spinal cord. Other bones of the skeleton have bone marrow.

The muscular system includes more than 600 muscles. They are divided into three main types: skeletal muscles, smooth muscles, and cardiac muscles. Skeletal muscles are attached to bones and help to move the body. They are voluntary muscles, meaning we can control their movements. Smooth muscles are found in organs like the stomach and intestines, and they work involuntarily to help with functions like digestion. The cardiac muscle is found in the heart and works involuntarily to pump blood throughout the body.

The musculoskeletal system allows us to stand, walk, run, and perform various activities. It also protects internal organs and provides structure and support to the body. Taking care of our musculoskeletal system by exercising regularly, eating a balanced diet, and maintaining good posture is important for overall health and well-being.

I. Read the text and answer the questions.

1. What are the three main components of the human musculoskeletal system?

2. Which regions make up the spinal column?
3. What are skeletal muscles and how do they help the body?
4. Where are smooth muscles found in the body?
5. What is the role of cardiac muscles in the body?
6. How does the musculoskeletal system contribute to our ability to perform activities like walking and running?
7. Why is it important to take care of our musculoskeletal system through exercise, diet, and good posture?

II. Find the following words in the text.

1. Muscles that we cannot control at will.
2. One of the hardest tissues in the human body.
3. Muscles of the internal organs.
4. Muscles that are attached to the bones.
5. It encompasses the brain.
6. Paired parts of the human skeleton. Can be upper and lower.
7. The core of the spinal column.

III. Work in pairs. Tell your deskmate what you have learned from the text.
Student A: Tell Student B what you remember about the skeleton.
Student B: Tell Student A what you remember about the muscles.

Vocabulary

I. Complete the sentences using the words from the text.

1. The _____ is the soft tissue found inside bones and is responsible for producing blood cells.
2. The _____ is a long, cylindrical structure that runs through the spinal canal.
3. The _____ are the individual bones that make up the spine and protect the spinal cord.
4. The _____ are the soft, gelatinous pads between the vertebrae that provide cushioning and flexibility.
5. The _____ muscles are found in the walls of internal organs and blood vessels and control involuntary functions.
6. The _____ muscle is found in the heart and is responsible for pumping blood.
7. The _____ muscles are attached to bones and are responsible for voluntary movement.
8. The _____ is the bony structure that encloses and protects the brain.

9. The _____ is the control center of the body and is responsible for processing information and coordinating actions.
10. The _____ is the framework of bones that supports the body and protects its organs.

II. Unscramble the following sentences to create true statements.

1. blood and bone red marrow produce The cells yellow.
2. The spinal protected is spinal by the column cord.
3. heart cardiac is found muscle in the The.
4. functions muscles Smooth involuntary control.
5. voluntary responsible muscles are for movement Skeletal.
6. conscious muscles without Involuntary control work.
7. muscles move Voluntary allow us to bodies our.
8. activities Movement is for daily essential.
9. spinal important Posture is for health.
10. spinal that Vertebrae are bones the make up the individual column.

Listening

I. Listen to the dialogue and mark the following statements as true (T) or false (F).

A. The musculoskeletal system consists of the skull, spinal column and joints.
B. There are two types of muscles: the skeletal muscles and cardiac muscles.
C. The spinal column is made up of vertebrae and spinal disks.

II. Listen again and fill in the blanks.

Angie: I'm learning about the human musculoskeletal system in my biology class. It's **(1)** _____!
Bryan: Oh, that's great. What have you learned so far?
Angie: Well, I know that it's made up of **(2)** _____, _____, and joints that work together to support and move the body.
Bryan: That's right. The **(3)** _____ _____ includes the skull, spinal column, arms, and legs.
Angie: I also learned that the spinal column is divided into **(4)** _____ _____, like the neck, middle back, and lower back.
Bryan: Yes, and it's made up of vertebrae and **(5)** _____ _____. The spinal column also protects the spinal cord.

Angie: What about muscles? I know there are different types.
Bryan: Yes, there are three main types: skeletal muscles, smooth muscles, and cardiac muscles. Skeletal muscles are **(6)**_____ to bones and help us move. Smooth muscles are found in organs like the stomach and intestines, and they help with functions like digestion. Cardiac muscles are found in the heart and **(7)** _____ _____ throughout the body.

Speaking

I. Work in pairs.
Student A: Ask your partner about the functions of the musculoskeletal system. Use the following questions to help you:
a) What is the role of bones?
b) What is the purpose of different muscles?
Student B: Ask your partner about the location of different parts of the musculoskeletal system. Use the following questions to help you:
a) Where can you find different types of muscles?
b) Where are the spinal discs?

Writing

I. Choose any part of the human skeleton or any type of muscles you have learned in this unit and write a short description of it. Use the following plan to help you:
a) What is it?
b) Where is it situated?
c) What is its structure?
d) What is its function?
e) Why do you think it is important?

Key words

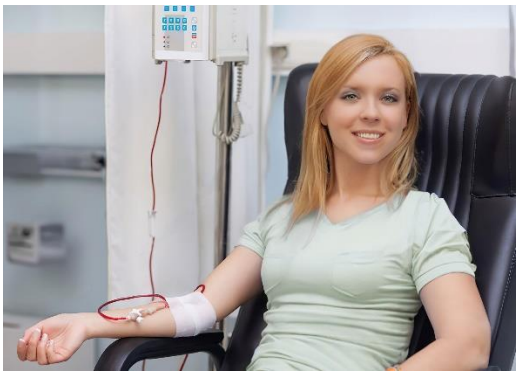
bone
bone marrow
brain
cardiac
extremities
involuntary
muscle

musculoskeletal system
skeletal
skeleton
skull
spinal discs
spinal column
spinal cord
smooth
vertebrae
voluntary

Go back through this unit. What other useful words and expressions do you remember?

UNIT 3. BLOOD

What do you think?



1. Look at the pictures and describe them. What do you know about blood donation and blood transfusion?
2. How many blood types are there? Do you know your blood type?
3. Blood is called the ***fluid of life.*** Do you agree with this statement? Why?

Reading

Blood is a fluid connective tissue. It is made up of approximately 55% plasma, 45% red blood cells, less than 1% white blood cells, and less than 1% platelets. Under a microscope, it looks like a mixture of liquid and cells.

Plasma is the liquid part of blood. It consists of water, electrolytes (like sodium and potassium), proteins (such as albumin and globulin), hormones, and waste products.

Red Blood Cells, also called erythrocytes, contain haemoglobin, a protein that attaches to oxygen and carries it around the body. These cells live for about 120 days. When old or damaged, they are broken down in the liver and spleen, while new ones are made in the bone marrow.

White Blood Cells, also known as leukocytes, are part of the body's immune system. They are responsible for fighting infections. Although the amount of white blood cells in the blood is much lower compared to red blood cells, the body can increase their production to combat infections.

Platelets, or thrombocytes, are tiny, disk-shaped cells essential for blood clotting. They work by gathering together and creating a clot to stop bleeding when there's an injury.

Functions of Blood:

- **Transportation:** Blood delivers oxygen from the lungs to all cells and tissues and carries away carbon dioxide.
- **Nutrient Delivery:** Blood transports nutrients, such as glucose, amino acids, and lipids, from the digestive system to cells throughout the body.
- **Waste Removal:** Blood removes waste products from cells and transports them to the kidneys for excretion.
- **Immune Function:** Blood contains leucocytes that help fight infections and diseases by attacking foreign substances and pathogens.
- **Temperature Regulation:** Blood helps regulate body temperature by moving heat from warmer areas of the body to cooler areas.
- **pH Balance:** Blood helps maintain the body's pH balance.
- **Blood Clotting:** Blood contains platelets that help stop bleeding by forming clots at the site of an injury.

I. Read the text and answer the questions.

1. What can be observed under a microscope when examining blood?
2. How is blood described in terms of its composition and function?
3. What are the components of plasma, the liquid component of blood?
4. What is the role of red blood cells in the body?
5. How do white blood cells contribute to the immune system?
6. What is the function of platelets in blood clotting?
7. What are the various functions of blood in the body's physiological processes?

II. Mark the following statements as true (T) or false (F).

1. Blood is a solid tissue that does not move around the body.
2. Red blood cells contain haemoglobin, a protein that binds to oxygen.
3. White blood cells are not involved in fighting infections.
4. Platelets play a role in blood clotting.
5. Blood is composed of 90% red blood cells.
6. Plasma is the liquid component of blood.
7. Blood does not transport oxygen to cells.
8. Blood helps regulate body temperature.
9. Platelets help in forming clots to stop bleeding.
10. Blood does not contain any proteins.

Vocabulary

I. Complete the sentences using the words from the word bank.

plasma, clotting, waste products, connective tissue, white blood cells, haemoglobin, bone marrow

1. Blood is a fluid _____.
2. Red blood cells transport oxygen using_____.
3. _____defend against infections and diseases.
4. Platelets help in blood _____ to stop bleeding
5. _____is the liquid part of blood, about 55%.
6. Red blood cells are made in the _____.
7. Blood helps the body remove _____.

II. Match the term or phrase in the left column with the explanation in the right column.

There are several ethical issues to consider in blood donation, including:

1. Informed consent	a) Everyone should be able to donate blood, no matter their race, ethnicity, gender, or financial situation. However, there are some groups of people who cannot donate blood, such as people who have certain medical conditions.
2. Confidentiality	b) Blood banks need to make sure donated blood is safe for transfusions. They test it for diseases, but no test is perfect, so there is a small chance that the blood could still spread a disease.
3. The long-term effects of blood donation	c) The personal information and medical history of donors should be kept confidential. This information should only be used to decide if the person can safely donate blood, or to contact the donor in case of any problems with the donated blood.
4. Equity and access	d) Before people agree to donate blood, they should be informed about possible side effects like bruising, fainting, or infection, as well as the chance of contracting blood-borne diseases.

5. Testing and safety	e) Blood donation is usually considered safe, but some people worry about what might happen if you donate blood many times over a long time. More studies are needed to learn about the possible benefits and risks of donating blood repeatedly.

Listening

I. Listen to the audio and pick the right summary.

1.

Dr. White talks about checking blood types before giving a transfusion. He says O positive blood is rare and should only be used in special cases. Dr. White also says it is important to match blood types to avoid bad reactions during transfusions.

2.

Dr. White says O positive blood is the most common and can be used for anyone in an emergency. Blood type is shown by the colour of the blood cells: A is red, B is blue, AB is purple, and O is green. O negative blood is special because it can only be given to people with O negative blood.

3.

A, B, AB, and O, are determined by molecules on red blood cells. When the blood type is unknown in an emergency, O type can be safely given as it is compatible with all types. However, O negative, which is universal, is only 7% of the population, so there is a risk of running out if it's used for trauma patients and O negative individuals.

II. Answer the questions.

1. How do medical professionals determine a person's blood type?
2. What makes blood type O special compared to other blood types?
3. Why is it safe to give blood type O in emergency situations when the patient's blood type is unknown?
4. What percentage of the population has blood type O negative?
5. What are the four major blood groups based on?
6. Why is there a risk of running out of O negative blood in trauma situations?
7. How do the A and B molecules on red blood cells determine blood types?

III. Listen again and fill in the gaps.

Dr. White explains the importance of using _____ (1) blood when the patient's blood type is unknown.
Blood groups are categorised into _____ (2).
Type A has the _____ (3) molecule, type B has the _____ (4) molecule, type AB has _____ (5), and type O has _____ (6).
O-negative blood is considered _____ (7).
However, O-negative blood is only present in _____ (8) of the population, creating a problem in situations when a lot of blood is needed for trauma patients and people with O-negative blood.

Speaking

I. What's Good and What's Bad? Find advantages and disadvantages of blood donation.

1. Helps save lives.
2. Helps in weight loss, in maintaining healthy liver and iron level.
3. May bruise where the needle went in.
4. You get a free health check.
5. Some people may feel faint or dizzy after.
6. Needs a needle in your arm.
7. Can reduce the risk of heart disease.

II. Discuss in groups the following questions.

1. What do you think about the idea of giving blood to help others?
2. How important do you believe blood donation is for society?
3. Do you know anyone who has received a blood transfusion?
4. What is the role of blood banks?
5. What are some reasons people might be hesitant to donate blood?
6. Would you consider donating blood in the future?
7. Why do you think people may be unwilling to receive blood transfusion?

Writing

When someone needs a blood transfusion, they usually get blood that matches their own type. But sometimes, the right type isn't available. To help patients, it's important to know about different blood types and their compatibility. Research

human blood types online and create a compatibility blood chart to show who can safely receive blood from whom.

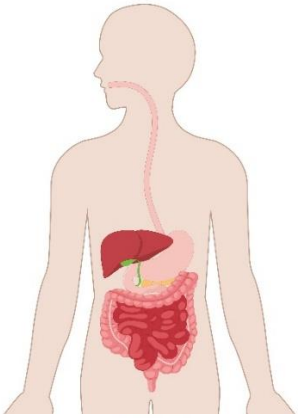
Key words

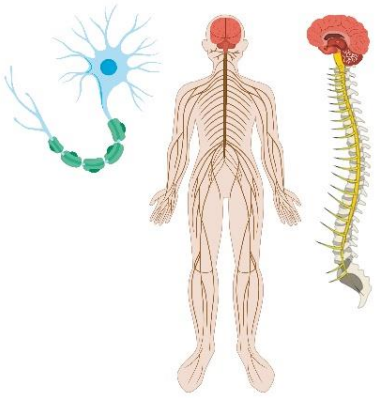
blood
blood type
plasma
red blood cells
white blood cells
platelets
bone marrow
bloodstream
blood clotting
blood donation
blood transfusion

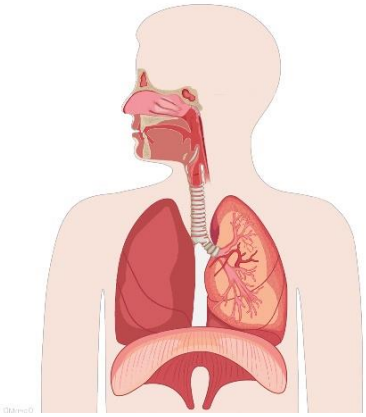
Go back through this unit. What other useful words and expressions do you remember?

UNIT 4. HUMAN BODY SYSTEMS

What do you think?







1. Look at the pictures. Do you know any of the body systems shown here? Can you name any organs that are part of these systems?
2. Do you know what functions these systems perform?
3. Draw a diagram of the human body and label as many internal organs as you can within 5 minutes.
4. Do you agree with this quote? Why? ***"The human body is a masterpiece of engineering and a work of art."*** **- Richard Dawkins**

Reading

The human body consists of 11 systems that work together to keep it stable inside even when conditions change outside. This balance is called homeostasis.

The **Integumentary System** is composed of the skin, hair, nails, and glands. It protects the body from external factors, regulates body temperature, and sends sensory signals.

The **Nervous System** is the body's communication network. It consists of the brain, spinal cord, and nerves which control and coordinate all bodily functions and react to internal and external signals.

The **Skeletal System** is made up of bones, cartilage, and joints. It provides structure, support, and protection to the body. Additionally, it is responsible for producing blood cells and storing minerals.

The **Muscular System** includes muscles and tendons that allow us to move and maintain posture. There are three types of muscles: skeletal, smooth, and cardiac.

The **Digestive System** is responsible for processing food, absorbing nutrients, and removing waste. It is made up of several parts including the mouth, esophagus, stomach, intestines, and liver. These organs work together to digest food and turn it into energy.

The **Cardiovascular System** comprises the heart, blood vessels, and blood. It transports oxygen, nutrients, hormones, and waste products throughout the body to help cells work properly.

The **Respiratory System** is responsible for oxygen and carbon dioxide exchange via organs such as the nose, trachea, bronchi, and lungs.

The **Urinary System** removes waste and regulates water and electrolyte balance in the body. It includes the kidneys, ureters, bladder, and urethra, which filter blood and produce urine.

The **Reproductive System** allows for reproduction and includes male and female reproductive organs.

The **Lymphatic System also known as Immune System** helps protect the body against infections by fighting harmful pathogens. This system consists of lymph nodes and vessels, the spleen, thymus, and tonsils.

The **Endocrine System** produces hormones that regulate various body functions like metabolism, growth, and reproduction. It includes glands such as the pituitary, thyroid, adrenal, and pancreas.

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What is one of the functions of the Integumentary System?
   a. Producing blood cells
   b. Regulating body temperature
   c. Controlling bodily functions
   d. Processing food

2. Which of the following is NOT part of the Nervous System?
   a. Brain
   b. Spinal cord
   c. Nerves
   d. Lungs
3. The Skeletal System provides structure, support, and protection to the body, as well as:
   a. Generating heat
   b. Processing food
   c. Storing minerals
   d. Regulating body temperature
4. Which type of muscles is responsible for maintaining posture?
   a. Skeletal
   b. Smooth
   c. Cardiac
   d. None of the above
5. What is the main role of the Digestive System?
   a. Maintaining posture
   b. Transporting oxygen
   c. Processing food
   d. Fighting infections
6. The Cardiovascular System transports oxygen, nutrients, hormones, and waste products through:
   a. Lymph nodes
   b. Blood vessels
   c. Joints
   d. Kidneys
7. What is the function of the Urinary System?
   a. Regulating body temperature
   b. Regulating water balance
   c. Producing blood cells
   d. Fighting infections
8. Which system allows for reproduction and includes male and female reproductive organs?
   a. Skeletal System
   b. Lymphatic System

c. Reproductive System
d. Nervous System

9. The Lymphatic System plays a vital role in:
   a. Digestion
   b. Immunity
   c. Muscle movement
   d. Blood circulation

10. What does the Endocrine System produce that regulates bodily functions?
    a. Hormones
    b. Bones
    c. Blood
    d. Muscles

II. Mark the following statements as true (T) or false (F).

1. The Integumentary System includes the skin, hair, nails, and glands.
2. The Immune System is responsible for regulating body temperature.
3. The Skeletal System is not responsible for storing minerals.
4. The Muscular System is composed of skeletal, smooth, and cardiac muscles.
5. The Digestive System breaks down food for energy and eliminates waste.
6. The Cardiovascular System transports oxygen and nutrients throughout the body.
7. The Urinary System includes the kidneys, ureters, bladder, and urethra.
8. The Reproductive System only includes male reproductive organs.
9. The Lymphatic System, also known as the Immune System, includes glands such as liver and pancreas.
10. The Endocrine System produces hormones that regulate growth and reproduction.

Vocabulary

I. Match the organs with their names and the body system they are most associated with. The names of the organs are given in the word bank.

bone, brain, heart, kidneys, thyroid gland, skin, stomach, muscles, lungs

1. Circulatory a) 

2. Respiratory b) 

3. Endocrine c) 

5. Digestive d) 

6. Muscular e) 

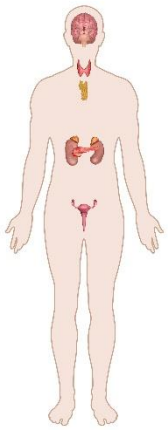
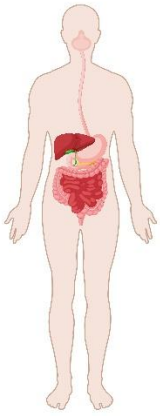
6. Skeletal f) 

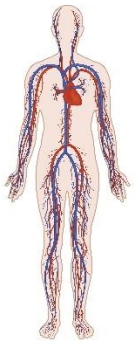
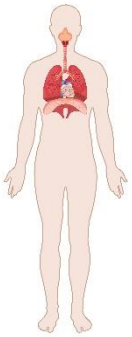
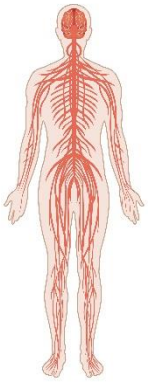
7. Integumentary g) 

8. Urinary h) 

9.Nervous i) 

II. Match the descriptions of the body systems with the images. Complete the sentences.

1. The _____ system includes all of the bones and joints in the body.	 a)
2. The _____system consists of the heart, blood vessels, and the approximately 5 liters of blood that the blood vessels transport.	 b)
3. The _____system includes all of the glands of the body and the hormones produced by those glands.	 c)

4. The _____system provides oxygen to the body's cells while removing carbon dioxide.	 d)
5. The _____system is responsible for the movement of the human body.	 e)
6. The _____system is a group of organs working together to convert food into energy and basic nutrients to feed the entire body.	 f)
7. The _____system consists of the brain, spinal cord, sensory organs, and all of the nerves that connect these organs with the rest of the body.	 g)

III. Complete the text using the words from the word bank.

respiration, abdominal, homeostasis, cavities, biological, pelvic, internal, functions

The human body is like a machine, uniquely designed and consisting of various _____ (1) systems. These systems are run by the _____ (2) organs of the body. Internal organs are the organs that are located within the body _____ (3), such as the thoracic cavity, _____ (4) cavity, and _____ (5) cavity. Within these cavities, the organs work together to maintain _____ (6), which is the body's ability to stay stable. They communicate through systems like the nervous and endocrine systems to control _____ (7) such as heart rate, digestion, _____ (8), circulation, and removing waste.

IV. Rephrase the sentences using the words given in brackets.

1. The surgeon carefully examined the _____ (abdomen) cavity during the operation.
2. The lungs are located in the _____ (thorax) cavity of the body.
3. The rib cage provides _____ (protect) to the chest area.
4. _____ (digest) begins in the mouth with the process of chewing food.
5. _____ (respire) is the process of breathing in and out air.
6. _____ (circulate) of blood throughout the body is essential for life.
7. _____ (inside) organs such as the heart and liver are vital for survival.

Did You Know?

I. Read the text and answer the questions.

The human body is a miracle. Here are a few incredible facts that show how complex and special it is.

- Your blood has the same amount of salts in it as an ocean has.
- You are taller in the morning than you are at night.
- Your heart circulates blood in your body about 1000 times each day.
- The average human body contains approximately 100 billion nerve cells.
- It is not possible to sneeze with open eyes.
- Bones are 4 times stronger than concrete.
- You are born without knee caps and they don’t appear until the age of 2 to 6 years.

- Eyes stay the same size throughout life but the nose and ears never stop growing.
- We are born with 300 bones but end up with 206 bones when we are adults.
- Hair is made of the same substance as fingernails.
- Our entire body functions stop when we sneeze, even our heartbeat.
- The tongue is the strongest muscle in the human body.
- Children have more taste buds than adults.
- The smallest bone of the body is in ears.
- The skin is the body's largest organ.
- The liver can regenerate itself even after losing 75% of its tissue.
- Your stomach lining replaces itself every few days to avoid digesting itself.

1. What organ stays the same size throughout life?
2. What substance are bones stronger than, according to the text?
3. At what age do knee caps appear in humans?
4. What is the body's largest organ?
5. How many bones are we born with and how many do we have as adults?
6. Which organ in the body can regenerate itself even after losing 75% of its tissue?
7. How often does the stomach lining replace itself to avoid digesting itself?

Speaking

I. Discuss the following questions.

1. How many systems are there in the human body?
2. What do you think is the most vital system in the human body? Why?
3. How do our body systems work together to keep us healthy?
4. What are the main internal organs located in the thoracic and abdominal cavities?
5. What do you find most interesting about the human body?
6. Do you agree with the saying: "Before you worry about the beauty of your body, worry about the health of your body."?
7. How do you think lifestyle choices can affect our internal organs?

II. In pairs, create a dialogue where one student describes a bodily function and the other guesses the corresponding body system. For example, "I help you move and maintain posture." (Muscular System).

III. In small groups, present a body system to the class. Include the main functions, organs involved, and any interesting facts.

Writing

“Take care of your body. It’s the only place you have to live in.” - Jim Rohn.

Write a short paragraph explaining why each body system is essential for the overall well-being of the human body. Use specific examples to support your explanation.

Key words

abdominal cavity
blood
blood vessels
bone
brain
circulatory system
digestive system
endocrine system
heart
immune system
integumentary system
liver
lungs
lymphatic system
muscle
muscular system
nervous system
neuron
pelvic cavity
reproductive system
respiratory system
skeletal system
stomach
thoracic cavity
urinary system

Go back through this unit. What other useful words and expressions do you remember?

MODULE III. TEST I

I. Read the text. In each question below choose the right answer *a*, *b*, *c*, or *d*.

The story of anatomy is the story of us. It's the story of how we came to understand what happens inside our bodies - how blood moves, where our respiratory system is, how our skin works, and how our digestive system turns food into energy. It's a story that has been told for thousands of years.

The ancient Egyptians knew about some parts of the body - they knew about the heart, liver, lungs, and intestines, which they took out of dead bodies when they mummified them. But they didn't know much else. They thought the brain was useless, so when they did an examination to find out why someone died, they threw it away!

In ancient Greece, doctors like Hippocrates and Galen learned more about the human body by examining the insides of animals. Galen was the first person to describe the kidneys, adrenal glands, and pancreas. He also discovered that there are two different types of blood vessels: veins, which carry blood back to the heart, and arteries, which carry it away from the heart. However, he made one big mistake - he thought that blood was made in the liver, not in the bones!

For hundreds of years, doctors didn't learn much more about the human body. It wasn't until the 16th century that doctors started to learn much more about the human body. One of the most famous anatomists was Andreas Vesalius, who published a book called On the Structure of the Human Body. It had incredibly detailed drawings and showed things like the skeleton, the heart, and the blood vessels for the first time ever. From then on, other scientists built on his work and discovered more and more about what happens inside our bodies.

Today, we know an amazing amount about how our bodies work. We know that the brain is the most important organ in our body - it controls everything we do. We know that the liver is the largest gland in our body - it cleans our blood and produces bile, which helps us digest food. And we know that there are 206 bones in the adult human body - they give us shape and support, and they protect our organs. But there's still a lot we don't know - for example, why do we have fingerprints? And why do we cry?

1. Who was the first person to describe the kidneys, adrenal glands, and pancreas?
   a. Hippocrates
   b. Andreas Vesalius

c. Galen
d. Socrates

2. What did the ancient Egyptians think about the brain?
   a. They believed it was the most important organ.
   b. They thought it was where emotions were stored.
   c. They considered it useless.
   d. They believed it controlled breathing.

3. What did Galen think was the organ responsible for making blood?
   a. Bones
   b. Brain
   c. Heart
   d. Liver

4. Which type of blood vessels carry blood back to the heart?
   a. Arteries
   b. Capillaries
   c. Veins
   d. Aortas

5. What does the liver do in the human body?
   a. Produces insulin
   b. Cleans the blood and produces bile
   c. Stores oxygen
   d. Emulsifies fats

6. What is the most important organ in our body according to today's knowledge?
   a. Brain
   b. Liver
   c. Heart
   d. Lungs

7. When did doctors start to learn much more about the human body?
   a. 5th century
   b. 10th century
   c. 16th century
   d. 20th century

8. Why do we have fingerprints according to the passage?
   a. To improve grip
   b. Unknown

c. For identification
d. To protect the skin

II. Match the words with their definitions.

1. plasma	a. the front part of your body between your neck and abdomen
2. trunk	b. the main part of your body, not including your arms or legs
3. extremities	c. the farthest parts of your body, like hands and feet
4. platelets	d. the liquid part of your blood that carries cells and nutrients around your body
5. jaw	e. small pieces in your blood that help it to clot when you get hurt
6. chest	f. a long bundle of nerves inside your back that sends messages between your brain and body
7. spinal cord	g. the bone in your mouth that helps you chew food
8. stomach	h. the organ in your body where food goes after you eat it
9. skull	i. the bones that protect your brain and make up your head

III. Complete the text using the words from the word bank.

bone marrow, circulates, liver, nervous system, spinal column, spinal cord, thoracic cavity, trunk

The human body is a fascinating and intricate machine composed of various interconnected parts and systems. The _____ (1) coordinates messages between the brain and the rest of the body. The _____ (2) serves as the backbone, providing support and protecting the delicate _____ (3). Another vital component of this intricate system is blood, which _____ (4) through our bodies, delivering essential nutrients and oxygen to every cell. Within our bones, there is a substance called _____ (5) that produces blood cells. Meanwhile, the _____ (6), often called the body's chemical factory, filters toxins from the blood and aids in digestion. The _____ (7) protects organs like the heart and lungs, essential for sustaining life. From the head to the _____ (8) and down to the limbs, each part plays a crucial role in keeping us healthy and functioning every day.

IV. Match the beginnings of the sentences on the left with the endings on the right.

1. The heart	a) passes through the windpipe and into the lungs.
2. The air we breathe in	b) circulates around the body supplying oxygen to the cells.
3. The skeleton	c) pumps blood around the body supplying oxygen to the cells.
4. Muscles	d) are where two bones are connected together by ligaments.
5. Blood	e) supports the back and protects the spinal cord.
6. The skin	f) helps to clean the blood and produces bile.
7. The spine	g) are attached to the bones by tendons.
8. Veins	h) supports the body and protects the internal organs.
9. Joints	i) helps to regulate the body temperature.
10. The liver	j) carry blood from all parts of the body to the heart.

V. Answer the questions.

1. What are three main areas of the human body?
2. What are the systems of the human body? Give the example of one system and organs belonging to this system.
3. What vital organs can be found in the chest and the abdomen?
4. What is the role of blood?
5. What does blood consist of?
6. What is the human musculoskeletal system made up of?

MODULE III. TEST II

I. Read the text. In each question below choose the right answer *a*, *b*, *c*, or *d*.

Anatomy has fascinated people for centuries. Early anatomists were curious about the structure of the human body and eager to understand its mysteries. One of the first discoveries was the significance of the heart in pumping blood through blood vessels. Ancient Egyptians also had some knowledge of the human body and would remove internal organs like the liver and intestines during the mummification process. The Greeks continued these studies with Hippocrates and Galen making significant advances. Galen's work on the respiratory system and blood vessels formed the foundation of anatomical science for centuries.

During the Renaissance, artists and scientists began to study anatomy more closely. Leonardo da Vinci, for instance, made detailed drawings of the skeleton, muscles, and the intricate network of the digestive system. Andreas Vesalius, another outstanding person, published a famous book that corrected many mistakes about the structure of the human body. He explored the heart, brain, and muscles, detailing how the blood circulates and how the skeleton supports the body. This book was essential in shaping modern anatomy. Later, William Harvey discovered the circulation of blood through the heart and blood vessels, leading to a better understanding of how different systems work.

The brain has always intrigued scientists. Early anatomists thought that the brain controlled emotions and intelligence, but they had limited understanding of its structure and functions. With advancements in technology, we now know that the brain coordinates activities across the body, from controlling the respiratory system and the digestive system to processing thoughts and emotions.

Today, medical students learn about every part of the structure of the human body. The skin is the largest organ of the human body, acting as a barrier and regulating temperature. The lungs play a crucial role in the respiratory system, allowing us to breathe in oxygen and breathe out carbon dioxide. The kidneys filter waste, and the liver processes nutrients and detoxifies the blood. Our intestines further digest food and absorb nutrients, completing the digestive system.

The history of anatomy is a continuous journey of discovery, highlighting how far we have come in understanding the complex structure of the human body and its many interconnected systems.

1. What was the primary focus of early anatomists' curiosity?
   a. The structure of the human body and its mysteries

b. The process of mummification in ancient Egypt
c. The respiratory system and blood vessels
d. The circulation of blood through the heart

2. Which ancient civilization had some knowledge of the human body?
   a. The Indians
   b. The Romans
   c. The Egyptians
   d. The Chinese

3. What important discovery did William Harvey make?
   a. The function of the brain
   b. The structure of the digestive system
   c. The circulation of blood through the heart and blood vessels
   d. The respiratory process

4. Which system was not mentioned as being controlled by the brain?
   a. Respiratory system
   b. Endocrine system
   c. Digestive system
   d. Nervous system

5. Which system is responsible for regulating the body's temperature?
   a. The respiratory system
   b. The digestive system
   c. The circulatory system
   d. The integumentary system

6. What is the primary function of the kidneys?
   a. To process nutrients and detoxify the blood
   b. To further digest food and absorb nutrients
   c. To filter waste from the body
   d. To allow us breathe in oxygen and expel carbon dioxide

7. Which function was not attributed to the digestive system in the passage?
   a. Breaking down food
   b. Absorbing nutrients
   c. Regulating blood pressure
   d. Completing the digestive process

8. Which of the following best describes the history of anatomy mentioned in the passage?
   a. It has been a continuous journey of discovery.

b. It has reached a point of complete understanding.
c. It has focused primarily on the structure of the human body.
d. It has been dominated by a few key individuals.

II. Match the words with their definitions:

1. jaw	a. small pieces in your blood that help it to clot when you get hurt
2. stomach	b. the bone in your mouth that helps you chew food
3. platelets	c. the bones that protect your brain and make up your head
4. extremities	d. the liquid part of your blood that carries cells and nutrients around your body
5. plasma	e. the front part of your body between your neck and abdomen
6. skull	f. a long bundle of nerves inside your back that sends messages between your brain and body
7. spinal cord	g. the main part of your body, not including your arms or legs
8. trunk	h. the organ in your body where food goes after you eat it
9. chest	i. the farthest parts of your body, like hands and feet

III. Complete the text using words from the box:

spinal column, spinal cord, thoracic cavity, trunk, bone marrow, circulates, liver, nervous system

The human body is an amazing mechanism, full of incredible parts that work together. The (1) _____ is like the control center, sending messages through the body. It includes the brain and (2) _____ which is protected by the (3) _____. Blood (4) _____ through the body, delivering nutrients and oxygen to cells. Our bones are also important, with (5) _____ inside them making new blood cells. The (6) _____ is a vital organ that processes nutrients and helps remove toxins. In the (7) _____, we find the heart and lungs, which are important for breathing and pumping blood. The (8) _____ of the body supports the limbs and houses many of these crucial organs. All these parts work together to keep us alive and healthy.

IV. Match the beginnings of the sentences on the left with the endings on the right:

1. Blood	a) helps to clean the blood and produces bile.
2. The spine	b) carry blood from all parts of the body to the heart.
3. The liver	c) are attached to the bones by tendons.
4. Muscles	d) are where two bones are connected together by ligaments.
5. The heart	e) supports the back and protects the spinal cord.
6. The skin	f) passes through the windpipe and into the lungs.
7. The air we breathe in	g) pumps blood around the body supplying oxygen to the cells.
8. Joints	h) supports the body and protects the internal organs.
9. Veins	i) helps to regulate the body temperature.
10. The skeleton	j) circulates around the body supplying oxygen to the cells.

V. Answer the questions:

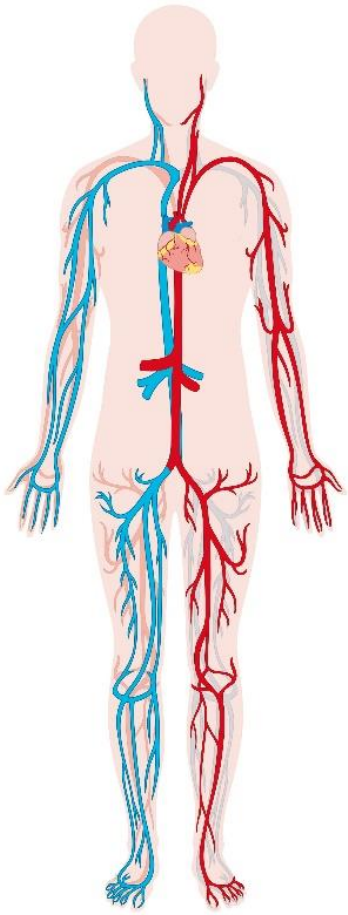
1. What are the systems of the human body? Give the example of one system and organs belonging to this system.
2. What vital organs can be found in the chest and the abdomen?
3. What is the human musculoskeletal system made up of?
4. What are three main areas of the human body?
5. What does blood consist of?
6. What is the role of blood?

Module IV
Body Systems

UNIT 1. CARDIOVASCULAR SYSTEM

What do you think?

Look at the picture and answer the questions.



1. Where is your heart? What does your heart do? What other important body part is close to your heart?
2. Your body's response varies in different physical activities like walking, running, standing still, or jumping. Have you ever wondered how your heart reacts to these activities? Does your heart rate remain steady at all times?
3. Why do people exercise? What does it mean to be active? What kinds of activities do you do that keep your heart healthy?

Reading

Human cardiovascular system is an organ system that conveys blood through vessels to and from all parts of the body, carrying nutrients and oxygen to tissues and removing carbon dioxide and other wastes. It is a closed tubular system in which the blood is propelled by a muscular heart. Two circuits, the pulmonary and the systemic, consist of arterial, capillary, and venous components. The pulmonary circulation is a circuit loop from the right heart taking deoxygenated blood to the lungs where it is oxygenated and returned to the left heart. The systemic circulation is a circuit loop that delivers oxygenated blood from the left heart to the rest of the body, and returns deoxygenated blood back to the right heart via large veins known as the venae cavae. An average adult contains five to six quarts (roughly 4.7 to 5.7 liters) of blood, accounting for approximately 7% of their total body weight.

The primary function of the heart is to serve as a muscular pump propelling blood into and through vessels to and from all parts of the body. The arteries, which receive this blood at high pressure and velocity and conduct it throughout the body, have thick walls that are composed of elastic fibrous tissue and muscle cells. The arterial tree, the branching system of arteries, terminates in short, narrow, muscular vessels called arterioles, from which blood enters simple endothelial tubes (i.e., tubes formed of endothelial, or lining, cells) known as capillaries. These thin, microscopic capillaries are permeable to vital cellular nutrients and waste products that they receive and distribute. From the capillaries, the blood, now depleted of oxygen and burdened with waste products, moving more slowly and under low pressure, enters small vessels called venules that converge to form veins, ultimately guiding the blood on its way back to the heart.

I Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What is the primary function of the heart in the human cardiovascular system?
   a. To carry oxygen to tissues
   b. To serve as a muscular pump propelling blood throughout the body
   c. To remove carbon dioxide from the blood
   d. To regulate body temperature
2. What is the composition of the walls of arteries in the human cardiovascular system?
   a. Elastic fibrous tissue and muscle cells
   b. Smooth muscle cells only
   c. Cartilage and bone cells
   d. Nerve cells and blood cells
3. What is the function of arterioles in the human cardiovascular system?
   a. To receive blood at high pressure
   b. To form capillaries
   c. To guide blood back to the heart
   d. To carry oxygen to tissues
4. Where does blood enter after passing through arterioles in the human cardiovascular system?
   a. Capillaries
   b. Venules
   c. Arteries
   d. Veins

5. What are capillaries in the human cardiovascular system primarily permeable to?
   a. Carbon dioxide
   b. Cellular nutrients and waste products
   c. Oxygen
   d. Red blood cells

II. Mark the following statements as true (T) or false (F).

1. The cardiovascular system only carries oxygen to tissues.
2. The heart is the most important organ in the circulatory system.
3. The primary function of the heart is to pump air into the lungs.
4. The arteries have thin walls made of bone.
5. Arterioles are the largest blood vessels in the body.
6. Capillaries are impermeable to nutrients and waste products.
7. Blood from the capillaries moves quickly and under high pressure.

Vocabulary

I. Make word combinations.

1. to convey	a. tubes
2. to carry	b. carbon dioxide
3. to remove	c. venules
4. pulmonary	d. a muscular pump
5. to serve as	e. tissue
6. endothelial	f. cells
7. fibrous	g. products
8. muscle	h. circuit
9. waste	i. blood
10. to enter	j. nutrients

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

energy, vitamins, lungs, tissues, nutrients, generate, waste, kidneys

The circulatory system is in charge of transporting oxygen from the _____ (1) to bodily tissues. Cellular respiration in which cells _____ (2) energy to perform important processes requires oxygen.

It delivers _____ (3) from the digestive system to cells throughout the body, including glucose and numerous _____ (4) and minerals. These nutrients function as cell building components and _____ (5) sources.

The system allows hormones produced by various glands to be transported to their target organs or _____ (6), hence controlling body functions such as metabolism, growth and stress reactions.

Carbon dioxide, a _____ (7) product of cellular metabolism, is carried from body tissues to the lungs and eliminated during expiration. Furthermore, metabolic waste and toxins are delivered to detoxification and elimination organs such as the liver and _____ (8).

III. Unmix the definitions.

1. pulmonary circulation	a) blood vessels that carry blood away from the heart to other parts of the body
2. capillaries	b) blood vessels that carry blood back to the heart from other parts of the body
3. arteries	c) tiny blood vessels that connect arteries and veins
4. systemic circulation	d) substances that are left over after your body has used what it needs from food or other sources
5. veins	e) the movement of blood from the heart to the lungs and back again
6. waste products	f) the movement of blood from the heart to all parts of the body except the lungs and back again
7. cardiovascular system	g) the heart and blood vessels in your body that carry blood to all parts of your body

Listening

I. Listen and answer the questions.

1. What is the primary responsibility of the cardiovascular system?
2. How does the heart contribute to the function of the cardiovascular system?
3. What are the main components of blood and their roles in the body?
4. Describe the structure and function of blood vessels in the cardiovascular system.
5. What is the role of lymph in the cardiovascular system?
6. How do lymphatic vessels help in the transportation of lymph?
7. Can you explain the position and size of the heart in the body?

II. Match the halves to make sentences.

1. The cardiovascular system consists of the	a) muscular organ with four chambers.
2. Its main role is to transport	b) heart, blood, and blood vessels.
3. It also transports	c) red blood cells, white blood cells, platelets, and plasma.
4. The heart is a	d) oxygenated blood and nutrients to organs and tissues.
5. Blood vessels are	e) bloodstream.
6. Blood contains	f) deoxygenated blood back to the lungs for oxygen.
7. Lymph is a clear fluid found in the	g) hollow tubes that carry blood to and from the heart.
8. Lymphatic vessels help transport lymph from tissues to the	h) lymphatic system, transporting fat and nutrients.

III. Choose the right summary.

1. It is mentioned that the cardiovascular system is not responsible for circulating blood throughout the body. The heart is not the primary organ of the cardiovascular system, and it is not responsible for pumping blood. Blood vessels do not carry blood to and from the heart, and lymph does not help fight infections in the body.

2. The cardiovascular system is explained as the heart, blood, and blood vessels working together to transport oxygen and nutrients throughout the body. The heart, blood vessels, blood, lymph, and lymphatic vessels all play important roles in making sure the cardiovascular system functions properly. The video gives a brief overview of how these structures work together to keep the body healthy.

3. It is said that the cardiovascular system works to regulate body temperature. It explains how the heart, blood vessels, and blood work together to maintain a healthy balance. The video also provides tips on how to keep the cardiovascular system functioning properly.

Speaking

I. Discuss in groups the following interesting facts. What other interesting facts about the cardiovascular system do you know?

1. The heart beats around 100,000 times a day.
2. The heart pumps enough blood in one day to fill a small swimming pool.
3. A healthy diet and exercise can help the cardiovascular system.
4. Exercise makes the heart stronger.
5. Smoking is bad for the cardiovascular system.

Writing

1. Write a social media post explaining the importance of taking care of your cardiovascular system using the target vocabulary.

2. Create a blog post describing the functions of the blood vessels in the cardiovascular system, using the target vocabulary.

3. Write an email to a friend discussing the significance of monitoring blood pressure for a healthy lifestyle, incorporating the target vocabulary.

Target vocabulary for the writing exercise

balanced	oxygen
blood	physical activity
body parts	removal of waste
carbon dioxide	serious diseases
cardiovascular system	sleep
connective tissue	stress management
exchange of gases	supply of nutrients
exercise	transport of hormones
fluid	vessels
heart	to eliminate
normal functioning	to circulate
nutrition	to prevent health problems

Key words

artery
arteriole
blood
blood pressure
capillary
cellular
circuit
disease
health
healthy lifestyle
heart
nutrient
pulmonary circulation
systemic circulation
tissues
to circulate
to pump
tube
vein
venule
vessel
waste product

Go back through this unit. What other useful words and expressions do you remember?

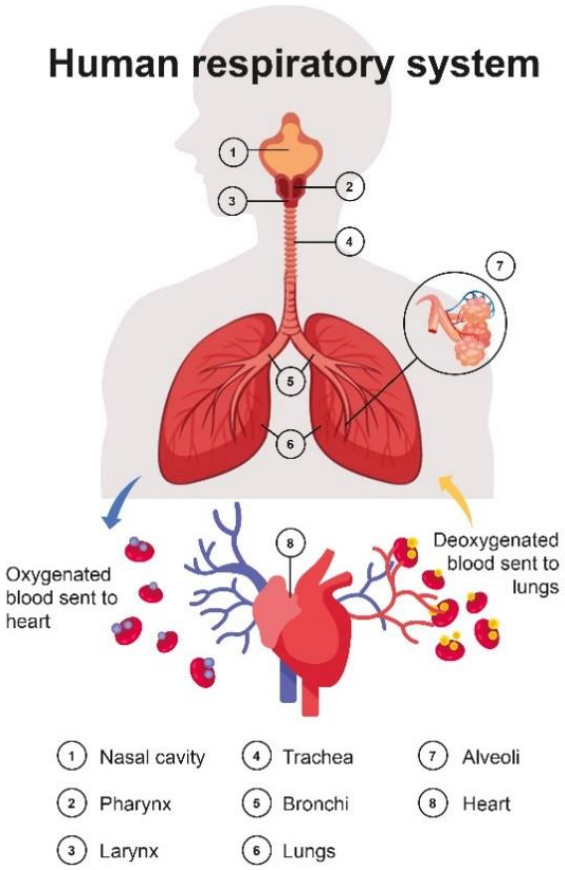
UNIT 2. RESPIRATORY SYSTEM

What do you think?

Look at the words on the whiteboard and answer the questions.

1. Are these words the names of our body organs?
2. What are these body organs responsible for?
3. What system do these organs refer to?

Reading



What is the respiratory system?

Your respiratory system is made up of the organs in your body that help you breathe. The goal of breathing is to deliver oxygen to the body and to take away carbon dioxide.

Parts of the respiratory system

The main organs of the respiratory system are the lungs. In the lungs, oxygen is taken into the body and carbon dioxide is breathed out. The red blood cells are responsible for picking up the oxygen in the lungs and carrying it to all the body cells that need it. The red blood cells drop off the oxygen to the body cells, then pick up the carbon dioxide which is a waste gas product produced by our cells. The red blood cells transport the carbon dioxide back to the lungs and we breathe it out when we exhale.

The trachea is sometimes called the windpipe. It filters the air we breathe in. The trachea branches into the bronchi.
The bronchi are two air tubes that carry air directly into the lungs.
Breathing starts with a dome-shaped muscle at the bottom of the lungs called the diaphragm. When you breathe in, the diaphragm contracts. When it contracts it flattens out and pulls downward. This movement enlarges the space that the lungs are in. This larger space pulls air into the lungs. When you breathe out, the diaphragm expands reducing the amount of space for the lungs and forcing air out. The diaphragm is the main muscle used in breathing.

Frequently Asked Questions

Why Do I Yawn?

When you are sleepy or drowsy the lungs do not take enough oxygen from the air. This causes a shortage of oxygen in your body. The brain senses this shortage of oxygen and sends a message that causes you to take a deep long breath - a YAWN.

Why Do I Sneeze?

Sneezing is like a cough in the upper breathing passages. It is the body's way of removing an irritant from the sensitive mucous membranes of the nose. Many things can irritate the mucous membranes. Dust, pollen, pepper or even a cold blast of air are just some of the many things that may cause you to sneeze.

What Causes Hiccups?

Hiccups are the sudden movements of the diaphragm. It is involuntary - you have no control over hiccups, as you well know. There are many causes of hiccups. The diaphragm may get irritated, you may have eaten to fast, or maybe some substance in the blood could even have brought on the hiccups.

I. Read the text and answer the questions.

1. What is the primary function of the respiratory system?
2. What role do the lungs serve in the respiratory system?
3. How do red blood cells contribute to the respiratory process?
4. What is the purpose of the trachea in breathing?
5. Can you describe the process of inhalation and the role of the diaphragm?
6. What changes occur during exhalation in terms of diaphragm and lung space?
7. Can you explain the physiological process that triggers a yawn?
8. What are the common irritants that can lead to sneezing?
9. How are hiccups related to the diaphragm?
10. What pathways does the air follow as it moves from the outside environment to the bloodstream?

II. Mark the following statements as true (T) or false (F).

1. The primary function of the respiratory system is to absorb nutrients from the air.
2. The main organs of the respiratory system are the lungs.
3. Oxygen is expelled from the body as a waste product through the respiratory system.
4. The trachea serves as a filtration system for the air we breathe before it reaches the lungs.
5. The diaphragm is a muscle involved in the process of breathing.
6. When the diaphragm contracts, it increases the space in the chest cavity, allowing the lungs to expand.
7. The bronchi are singular air tubes that branch from the trachea directly to each lung.
8. Red blood cells carry carbon dioxide from the body cells to the lungs where it is exhaled.
9. A yawn is triggered by an excess of oxygen in the body.
10. Hiccups are voluntary movements of the diaphragm muscle.

Vocabulary

I. Make word combinations.

1. to deliver	a. picking up
2. to take away	b. the air
3. to be responsible for	c. carbon dioxide
4. a waste	d. a message
5. to filter	e. oxygen
6. to enlarge	f. an irritant
7. to send	g. hiccups
8. to remove	h. the mucous membranes
9. to irritate	i. gas product
10. to cause	j. the space

II. Complete the sentences using the words from the word bank.

lung, life, causes, pharynx, waste, through, breathing, divides, plants, sacs, respiration

1. Respiration occurs in all living things, both _____ and animals.
2. Proper functioning of this system is the single and most important factor in the sustaining _____.
3. Interruption of _____ for only a few minutes by suffocation or strangulation _____ death.
4. In the human organism _____ consists of those process by which the body cells and tissues make use of oxygen and by which carbon dioxide or the _____ products of respiration are removed.
5. Air is breathed through either the mouth or nose into the oral cavity or _____.
6. It then passes _____ the voice box or larynx into the windpipe or trachea.
7. The trachea _____ into two smaller tubes called the bronchi, one is going to each _____.
8. The bronchi divide into tiny passage-ways that are named bronchioles, which lead to minute air _____ or alveoli.

III. Put the sentences into the correct order to describe the process of respiration.

____ When you exhale, the carbon dioxide goes out the same way, exiting your body through your nose and mouth.
____ First you breathe air in through your nose (nostrils) and mouth.
____ When you inhale, the air goes through the bronchi in your lungs to blood vessels that connect to veins and arteries which carry the blood throughout the body.
____ Then the air travels through your voice box, down your windpipe and through two bronchi (bronchial tubes) into your lungs.
____ At the end of the smallest branches of the bronchi there are tiny air sacs called alveoli.
____ The diaphragm, abdominal muscles, and other muscles help your lungs expand and contract so you can inhale and exhale.

Listening

I. Before you listen, talk to your partner.

1. What is snoring and what is it caused by?
2 Do you snore?

II. Listen and then pick the right answer *a, b, c, or d.*

1. What is the result of the air passing through the narrowed opening in the back of the throat during sleep?
   a. The air pressure increases.
   b. The soft palate vibrates, causing snoring.
   c. The throat closes completely.
   d. The muscles in the throat become more relaxed.

2. Which of the following statements about the air pathway during sleep is true?
   a. The muscles keep the pathway wide open.
   b. The pathway becomes narrower due to the relaxation of muscles.
   c. The pathway remains the same size as when awake.
   d. The pathway expands to allow more air to pass through.

3. What is the name of the disorder that occurs when the throat closes so much that not enough air can get through to the lungs?
   a. Obstructive sleep apnea
   b. Snoring
   c. Soft palate vibration
   d. Throat muscle relaxation

4. Which of the following procedures can improve sleep apnea?
   a. Procedures to stiffen or shorten the soft palate
   b. Procedures to widen the air pathway in the back of the throat
   c. Procedures to make the muscles in the throat more tense
   d. Both A and B

5. What happens when the throat closes so much that enough air can't get through to the lungs?
   a. The brain sends an alarm to open the airway.
   b. The brain reactivates the muscles that hold the throat open.
   c. The brain goes back to sleep.
   d. All of the above

6. How do the muscles in the throat behave when you are awake compared to when you are asleep?
   a. The muscles are more relaxed when awake.
   b. The muscles are more tense when awake.
   c. The muscles remain the same whether awake or asleep.
   d. The muscles become more active during sleep.

7. What is the main purpose of the procedures mentioned in the passage?
   a. To improve snoring
   b. To widen the air pathway
   c. To make the muscles in the throat more tense
   d. Both A and B

III. Listen again and complete the sentences.

When you breathe, air travels through your nose, down the throat, through the windpipe and into your lungs. The _____ part of that pathway is in the back of your throat. When you´re awake, muscles keep that pathway relatively wide open. But when you sleep, those muscles _____, allowing the opening to narrow. The air passing through this narrowed opening may cause the soft palate to _____. This causes snoring. In some people the throat closes so much that enough air can´t get through to the lungs. When this happens, the brain sends an _____ to open the airway. Most often this is associated with a brief arousal from sleep. The brain quickly _____ the muscles that hold the throat open. The air gets through again and the brain goes back to sleep. This _____ is called obstructive sleep apnea. Procedures to _____ or shorten the soft palate can improve snoring. Procedures that open the airway in the back of the throat can improve sleep apnea.

Speaking

I. Discuss in groups the following functions of the respiratory system. Can you explain them?

The respiratory system serves various purposes. Aside from assisting you in inhaling and exhaling:
1. It allows you to communicate and smell.
2. Warms the air to your body temperature, hydrates it to your body's humidity level, and provides oxygen to your cells.
3. When you exhale, waste gases such as carbon dioxide are removed from your body. It also keeps dangerous chemicals and irritants out of your airways.

Writing

Give a written comment on one of the chosen points described in **Speaking**.

Key words

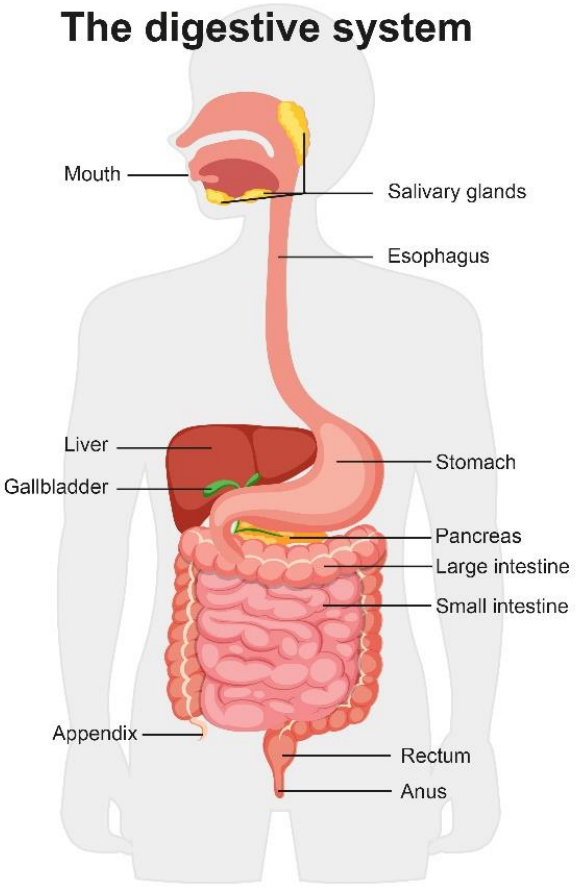
alveolus
breath
bronchus
carbon dioxide
cough
diaphragm
expiration
inspiration
larynx
lung
lung capacity
mediastinum
nose
oxygen
pharynx
pleura
respiration
sinus
trachea
throat
throat congestion
windpipe
to breathe
to deliver oxygen
to take away carbon dioxide

Go back through this unit. What other useful words and expressions do you remember?

UNIT 3. DIGESTIVE SYSTEM

What do you think?

1. Look at the picture and name the organs used during digestion.
2. What do you think is the main function of the digestive system?
3. Do you know any foods that are good for your digestive system? What do you usually eat to keep your digestive system healthy?



Reading

What is the digestive system?

The digestive system is made up of the gastrointestinal tract—also called the GI tract or digestive tract—and the liver, pancreas, and gallbladder. The GI tract is a series of hollow organs joined in a long, twisting tube from the mouth to the anus. The hollow organs that make up the GI tract are the mouth, esophagus, stomach, small intestine, large intestine. The liver, pancreas, and gallbladder are the solid organs of the digestive system.

The small intestine has three parts. The first part is called the duodenum. The jejunum is in the middle and the ileum is at the end. The large intestine includes the appendix, caecum, colon, and rectum. The appendix is a finger-shaped pouch attached to the caecum. The caecum is the first part of the large intestine. The colon is next. The rectum is the end of the large intestine.

Bacteria in your GI tract, also called gut flora or microbiome, help with digestion. Parts of your nervous and circulatory systems also help. Working together, nerves, hormones, bacteria, blood, and the organs of your digestive system digest the foods and liquids you eat or drink each day.

Why is digestion important?

Digestion is important because your body needs nutrients from food and drink to work properly and stay healthy. Proteins, fats, carbohydrates, vitamins, minerals,

and water are nutrients. Your digestive system breaks nutrients into parts small enough for your body to absorb and use for energy, growth, and cell repair.

- Proteins break down into amino acids
- Fats break down into fatty acids and glycerol
- Carbohydrates break down into simple sugars

How does your digestive system work?

Each part of your digestive system helps to move food and liquid through your GI tract, break food and liquid into smaller parts, or both. Once foods are broken into small enough parts, your body can absorb and move the nutrients to where they are needed. Your large intestine absorbs water, and the waste products of digestion become stool. Nerves and hormones help control the digestive process.

How does food moves through your GI tract?

Food moves through your GI tract by a process called peristalsis. The large, hollow organs of your GI tract contain a layer of muscle that enables their walls to move. The movement pushes food and liquid through your GI tract and mixes the contents within each organ. The muscle behind the food contracts and squeezes the food forward, while the muscle in front of the food relaxes to allow the food to move.

Mouth

Food starts to move through your GI tract when you eat. When you swallow, your tongue pushes the food into your throat. A small flap of tissue, called the epiglottis, folds over your windpipe to prevent choking, and the food passes into your esophagus.

Esophagus

Once you begin swallowing, the process becomes automatic. Your brain signals the muscles of the esophagus and peristalsis begins.

Lower esophageal sphincter

When food reaches the end of your esophagus, a ringlike muscle—called the lower esophageal sphincter—relaxes and lets food pass into your stomach. This sphincter usually stays closed to keep what's in your stomach from flowing back into your esophagus.

Stomach

After food enters your stomach, the stomach muscles mix the food and liquid with digestive juices. The stomach slowly empties its contents, called chyme, into your small intestine.

Small intestine

The muscles of the small intestine mix food with digestive juices from the pancreas, liver, and intestine, and push the mixture forward for further digestion. The walls of the small intestine absorb water and the digested nutrients into your bloodstream.

As peristalsis continues, the waste products of the digestive process move into the large intestine.

Large intestine

Waste products from the digestive process include undigested parts of food, fluid, and older cells from the lining of your GI tract. The large intestine absorbs water and changes the waste from liquid into stool. Peristalsis helps move the stool into your rectum.

Rectum

The lower end of your large intestine—the rectum—stores stool until it is pushed out of your anus during a bowel movement.

I. Read the text and answer the questions.

1. What organs make up the gastrointestinal tract?
2. How many parts does the small intestine have, and what are they called?
3. What role do bacteria in your GI tract play in digestion?
4. How does peristalsis help move food through your GI tract?
5. What happens to food once it enters your stomach?
6. What is the function of the large intestine in the digestive process?
7. How does the rectum contribute to the digestive process?

II. Mark the following statements as true (T) or false (F).

1. The digestive system consists of the GI tract, liver, pancreas, and gallbladder.
2. The small intestine has four parts.
3. Bacteria in the GI tract aid in digestion.
4. Only the circulatory system helps with digestion.
5. The digestive system only moves food through the GI tract.
6. The rectum does not store stool.
7. Esophagus is the first division of the digestive tract.

Vocabulary

I. Complete the sentences using the words from the word bank.

consume, liver, breakdown, unwanted, protects, regular, stomach

1. The stomach is a sack like muscular organ located in the upper-left side of the abdomen just below the _____.

2. The primary function of the stomach is to hold and breakdown food and liquid that we _____ in our meals.
3. It secretes hydrochloric acid and enzymes that help in the _____ of food and other foreign particles like bacterial pathogens.
4. This acid secretion can cause stomach ulcer, but the acid does not burn the stomach as there is slimy mucus which _____ the stomach lining from the attack of acid that is used in the digestion of food.
5. This acidic medium in the stomach also kills the _____ bacteria.
6. The stomach structure is such that the stomach muscles contract at _____ intervals to churn the food and enhance the digestion process.
7. About 40 minutes to a few hours is taken by the _____ to break down the food.

II. Match these words with their definitions.

Words	Definitions
1. salivary	a) an organ in your body where food goes after you eat it
2. intestines	b) the process of breaking down food in your body to get energy
3. digestion	c) a tube in your body that carries food from your mouth to your stomach
4. esophagus	d) things in food that help your body stay healthy and grow
5. stomach	e) having to do with saliva, which helps break down food when you chew
6. nutrients	f) long tubes in your body where nutrients from food are absorbed
7. liver	g) an organ in your body that helps clean your blood and stores important nutrients

III. Match the halves to make sentences.

1. The organs involved in digestion include	a) also important organs in the digestive system because they produce substances that help with digestion.
2. Food travels through	b) the digestive system in a process called digestion.
3. The liver, gallbladder, and pancreas are	c) are nutrients your body needs to work properly.

4. The digestive system is	d) the mouth, esophagus, stomach, small intestine, large intestine, rectum, and anus.
5. Proteins, fats, carbohydrates, vitamins, and minerals	e) a group of organs that work together to break down food and absorb nutrients.

Listening

I. Listen and choose the right answer *a, b, c, or d.*

1. What is the first stage of the digestive system mentioned in the audio?
   a. Chewing
   b. Swallowing
   c. Absorption
   d. Digestion

2. What enzyme in the stomach helps break down proteins?
   a. Pepsin
   b. Bile
   c. Amylase
   d. Lipase

3. Where do food particles go after traveling through the esophagus?
   a. Liver
   b. Stomach
   c. Small intestine
   d. Large intestine

4. What organ secretes bile to help break down fats?
   a. Liver
   b. Pancreas
   c. Stomach
   d. Small intestine

5. What is the role of the small intestine in the digestive process?
   a. Absorb nutrients and transfer them to the body
   b. Break down food particles with acids
   c. Store food particles for later use
   d. Produce antibodies to boost immunity

6. What does the large intestine absorb before sending waste material out of the body?

a. Nutrients
b. Water and other particles
c. Enzymes
d. Bacteria

7. What interesting fact was mentioned about the lining of the stomach in the audio?
a. It turns blue when you eat unhealthy foods.
b. It produces antibodies to fight infections.
c. It becomes red when you blush.
d. It helps break down fats efficiently.

II. Pick the right summary.

1. In the audio, the host shares interesting trivia about the digestive system, such as the role of the large intestine in boosting immunity. The audio also highlights the connection between stomach lining and blushing. Listeners are encouraged to eat healthy, digest healthy, and live a healthy lifestyle.

2. In the audio, the character talks about how food particles are broken down in the large intestine instead of the small intestine. The stomach is said to release enzymes that help break down fats, which is incorrect. It also mentions that the small intestine sends waste material out of the body, which is inaccurate.

3. In the audio, a friendly character explains the human digestive system in simple terms. The process of digestion involves breaking down food into smaller molecules that can be absorbed by the body. The audio takes listeners through the stages of digestion, from chewing to absorption and waste elimination.

III. Listen again and fill in the gaps.

1. The human digestive system breaks down food into _____.
2. Chewing is the first stage of digestion, breaking down food particles for easier _____.
3. Saliva and enzymes in the mouth help further break down food _____.
4. Food travels down the esophagus to the stomach, where acids and enzymes continue the breakdown _____.
5. The small intestine receives food particles, where liver and pancreas juices aid in _____.
6. Absorbed particles are transferred to the body through blood, while waste material is sent to the large _____.

7. The large intestine absorbs water and sends waste material out of the body to maintain _____.

Speaking

I. Discuss in groups the following questions.

1. Do you know how the human digestive system works?
2. What is the first division of the digestive system?
3. How does the stomach break down food particles?
4. What is the role of the small intestine in digestion?
5. Why is it important to eat healthy for proper digestion?
6. Do you think stress can affect your digestive system?

Writing

I. Write a multi-paragraph essay to explain to your teacher what you have learned about the digestive system.

Writing Tips:

- Be sure to introduce the topic and group related facts together.
- Use facts from two sources to develop your ideas.
- You may want to include definitions and illustrations to help your teacher clearly understand what you learned.
- End with a conclusion.

Key words

absorption
appendix
digestion
digestive system
duodenum
enzymes
esophagus
food intake
gallbladder
gut flora
ileum
intestines
jejunum

large intestine
liver
mouth
nutrients
pancreas
small intestine
stomach
to absorb
to break down
to digest
to excrete waste
to process nutrients
to release enzymes

Go back through this unit. What other useful words and expressions do you remember?

UNIT 4. NERVOUS SYSTEM

What do you think?

1. Look at the pictures. How important do you think is the role of the nervous system in our bodies?
2. Do you know any interesting facts about the nervous system?
3. What do you think would happen if we didn't have a nervous system?

Reading

The Nervous System

One of the most important systems in your body, the nervous system, is your body's control network. It sends, receives, and processes nerve impulses to tell your muscles and organs what to do and how to respond to the environment.

The nervous system is made up of the brain, the spinal cord, and nerves. It is divided into two main parts that work together: the central nervous system (CNS) and the peripheral nervous system (PNS).

The Central Nervous System consists of the brain and spinal cord**.**

The Brain is like the command center of the body. It helps to control all of the systems and organs, keeping them working as they should. The brain also allows us to think, feel, remember and imagine. In general, the brain is what makes us behave as human beings.

The largest part of the brain is called the **cerebrum**. Its outer layer, the cerebral cortex, is responsible for how we perceive the world around us through our senses.

There are five main senses - touch, smell, taste, hearing and sight. Each sense is connected to a specific sense organ such as the skin, nose, mouth, ears, and eyes. They constantly send signals about what is happening outside the body to the brain.

The brain communicates with the rest of the body through the spinal cord and the nerves.

The Spinal Cord runs down a tunnel of holes in your backbone or spine. The bones protect it from damage. The cord is a thick bundle of nerves, connecting your brain to the rest of your body. Nerves divide many times as they leave the spinal cord so that they may reach all parts of the body. The thickest nerve is 1 inch (2.54 cm) thick, and the thinnest is thinner than a human hair. Each nerve is a bundle of hundreds or thousands of neurons (nerve cells) that carry messages in the form of electrical impulses throughout the body, allowing for communication between the brain, spinal cord, and various body parts.

The spinal cord regulates the work of the internal organs under the brain's control.

The Peripheral Nervous System includes all the nerves outside the CNS. These nerves are like the communication lines, carrying information to and from the CNS to different organs, muscles, and tissues.

I. Read the text and answer the questions.

1. What are the three main components of the nervous system?
2. In what ways does the brain contribute to human behavior?
3. What is the function of neurons within nerves?
4. What part of the nervous system regulates the work of internal organs?
5. What are the five main senses?
6. How does the sensory information reach the brain?
7. What is the role of the cerebrum in the sensory system?
8. What constitutes the Peripheral Nervous System?

II. Mark the following statements as true (T) or false (F).

1. The nervous system consists of the brain, the spinal cord, and nerves.
2. The peripheral nervous system includes the brain and the spinal cord.
3. Neurons carry messages in the form of electrical impulses.
4. The spinal cord is protected by a series of muscles rather than bones.
5. The thickest nerve in the human body is less than 1 inch thick.
6. The cerebral cortex is the innermost layer of the cerebrum.
7. The nervous system is responsible for processing nerve impulses throughout the body.

Vocabulary

I. Make word combinations.

1. the spinal	a. the body in order
2. nerve	b. messages
3. to respond	c. cord
4. to give	d. from damage
5. to keep	e. signals
6. to protect	f. instructions
7. to send	g. layer
8. cerebral	h. impulses
9. the outer	i. to the environment
10. to carry	j. cortex

II. Rearrange the letters in brackets to form the correct word.

1. The brain and spinal cord form the _____ nervous system (CNS). (CALNETR)

2. The nerves which connect the brain and structures of the head are _____nerves. (CNALIRA)

3. An immediate response of the body to a stimulus is a _____ action. (RXFELE)

4. Messages are transmitted along nerve fibers by means of action _____. (PNIALTETO)

5. A stimulus is received by a _____. (RTREECPO)

6. The muscle or gland which responds to a stimulus is the _____. (ETORFECF)

7. Nerve cells are known as _____. (NNURSEEO)

8. Nerve fibers are connected by a junction or _____. (SPSENAY)

9. In the spinal cord, neuronal cell bodies are known as _____ _____. (RGYE TERAMT)

10. A motor cell consists of a cell body with _____ protruding from it and a long _____. (DDSTEINER) (OAXN)

III. Match parts of the nervous system with their functions.

Parts of the nervous system	Functions
1. Brain	a) carries information from the body to the brain and from the brain to the body, regulates the work of the internal organs
2. Spinal cord	b) keeps the body in order, helps to control all of the body systems and organs, allows us to think, feel, remember and imagine
3. Senses	c) carry messages in the form of electrical impulses
4. Neurons	d) tell you what is happening in the outside world

Listening

I. Listen and answer the questions.

1. What is the primary function of the cerebrum in the human brain?
2. How does the cerebellum contribute to our physical movement?
3. Can you name the three parts of the brain stem and explain their collective role in body function?
4. How is the nervous system structurally classified?
5. What does the spinal cord connect, and where does it extend in the body?
6. Can you describe the two types of traffic in the Peripheral Nervous System's "highway" analogy?
7. How many pairs of nerves make up the Peripheral Nervous System, and how are they categorised?
8. What are the three main parts of a neuron, and what are their functions?
9. Why are dendrites considered as the input device of a neuron?
10. Can you explain how a neuron transmits an electrical signal?

II. Unmix the definitions.

1. Central Nervous System	a) serve as an input device for neuron
2. Peripheral Nervous System	b) is the basic unit of nervous system; it is the nerve cell which transmits electrical signals to brain
3. Spinal cord	c) is a network of nerves spread across our body

4. Axon	d) is the bridge that connects the brain to the peripheral nervous system
5. Neuron	e) is comprised of the brain and spinal cord
6. Dendrites	f) serves as output device from where it transmits electrical response to other neurons

III. Complete the sentences using the words from the word bank.

brain stem, brain, cerebrum, movement coordination, three, two, connects

1. Our _____ is an organ that rules all of our body.

2. Our brain can be divided into _____ main parts.

3. _____ is the largest part of the brain, which can be further divided into right and left halves called hemisphere.

4. Cerebellum is responsible for _____ _____.

5. _____ _____ controls your body's involuntary actions like breathing, heart rate and blood pressure.

6. Structurally, nervous system is classified into _____ types.

7. Think of Peripheral Nervous System as a network of highway that _____ the body with Central Nervous System.

Speaking

I. Discuss in groups the following interesting facts

1. Your brain controls your thoughts and actions.
2. The spinal cord helps you move and feel.
3. The brain needs oxygen and nutrients to work.
4. Your nervous system helps you breathe and digest.
5. Reflexes are automatic reactions to danger.
6. Some nerves can repair themselves over time.
7. The nervous system helps you sense the world.

II. Match a line in A with a line in B.

A

a. My brain is tired from studying all day.
b. I have a spine injury and it's been causing me a lot of pain.
c. My nerves are shot from all the stress at work.
d. Scientists are studying how cells regenerate in the body.
e. I'm trying to improve my cognitive abilities by doing crossword puzzles.
f. I have so many memories from my trip to Europe.
g. I always forget to take my vitamins in the morning.

B

1. You should try some relaxation techniques to help calm your nerves.
2. That's a great way to stimulate your brain!
3. You should take a break and do something relaxing to recharge.
4. That's so interesting! I wonder how they do it.
5. Oh no, I'm sorry to hear that. Have you seen a doctor about it?
6. You should set a reminder on your phone to help you remember.
7. I bet it was an amazing experience. I'd love to hear all about it.

III. Memorise some of the dialogues in II. Close your books and practice them in pairs.

IV. Choose some of the dialogues in II and continue them.

Writing

1. Write a short social media post describing the importance of taking care of your brain and nervous system. Use at least 3 target vocabulary words in your post.

2. Imagine you are writing an email to a friend explaining how important it is to exercise your brain regularly. Include at least 4 target vocabulary words in your email.

3. Create a blog post discussing the effects of technology on cognitive functions and mental health. Incorporate at least 5 target vocabulary words in your blog post.

Target vocabulary for the writing exercise

brain to remember

spine	to concentrate
nerves	to analyze
cells	to stimulate
cognitive	mental health
memories	neurological disorders

Key words

autonomic nervous system
axon
brain
central nervous system
cerebellum
cerebrum
cortex
cranial
damage
dendrite
effector
environment
ganglion
grey matter
impulse
instruction
layer
memory
mental health
message
nerve
nervous breakdown
network
neuron
peripheral nervous system
receptor
reflex
sense
signal
spinal cord
synapse
to carry messages
to control movement
to respond
to transmit signals

Go back through this unit. What other useful words and expressions do you remember?

MODULE IV. TEST I

I. Read the text. Match each topic below with a paragraph (A-E).

1. Maintaining blood flow in the human body ___
2. The purpose of the heart ___
3. The need for interaction between all organ systems ___
4. Prevention of one of the most common diseases of the circulatory system ___
5. The components of the circulatory system that transport blood throughout the human body ___

A. For the human body to go about its daily routine, it needs energy. We need energy to run, to play, to read, to study, to watch TV, even in sleeping we burn off energy. This energy comes from the various foodstuffs which we eat, as well as from the air we breathe and the water we drink. From these raw materials, the body has to convert these things into a form which the human body can use. Finally, the useable energy should be distributed all along the human body. All these tasks are accomplished by the various organ systems in the body. Together, these systems cooperate to make sure that the nutrients we take in are properly utilised by the billions of cells in the human body.

B. Blood performs a very special duty in the body as it forms the transportation system of the body. Each cell in the body needs food, water, and air to function. Blood is responsible for getting these things from the responsible organ system and bringing it to the different cells. The responsibility for keeping the blood flowing across the human body falls on the circulatory system. The circulatory system is composed of the heart, arteries, veins and capillaries. The heart is arguably the most important part as it acts like a pump which keeps the blood flowing. The heart has two entrances and two exits. There is one entrance and exit for blood which goes and comes back from the lungs and another pair for blood which goes and comes back from the rest of the body. Blood actually goes around in a figure eight, going from the circulatory system to the respiratory system to get its load of oxygen, then returning to the heart where it will be sent out all over the body so that the cells can use the oxygen and food carried in the blood stream.

C. Arteries are blood vessels which carry blood away from the heart while veins are blood vessels which carry blood back to the heart. Capillaries are the tiniest of blood vessels. Blood does not simply travel “through” the capillaries, the important nutrients carried by blood actually leaks through the capillaries into the surrounding cells. We can then make the following analogy that the arteries

and veins are the railroad tracks of the body while the capillaries are the actual stops where the cargo and passengers are unloaded.

D. As mentioned, the heart is the most important organ in the whole circulatory system. We all know that a heart which has stopped beating is synonymous with death, underscoring the heart's importance not only in the circulatory system but also to the human body. Its purpose is simple, to keep blood flowing. It is composed of cardiac muscle – a special form of involuntary muscle specially suited for the continuous operating condition of the heart. The heart contains four chambers, two atria (which act as receiving chambers for blood coming into the heart) and two ventricles which contract to pump the blood out of the heart. The heart is asymmetrical as its left ventricle is composed of thicker cardiac muscle tissue due to its need for more power to be able to send blood all over the body as composed to the right ventricle which only needs to send blood to the lungs.

E. One major disease of the circulatory system is Atherosclerosis – the narrowing of the arteries. Atherosclerosis is caused by the buildup of fat and cholesterol inside the arteries. Since arteries carry the nutrients to the rest of the body, patients will suffer from decreased energy levels. Moreover, there is also the danger of the artery becoming completely blocked, resulting in a loss of blood flow towards the brain or the heart which can result in death. To prevent Atherosclerosis, one should try to aim for a healthy lifestyle. This means reducing the intake of unhealthy foods high in fat and cholesterol. Exercise also plays a part in keeping the circulatory system pumping and healthy and safe from Atherosclerosis.

II. Do you know everything about body systems? Take this body systems test to check your knowledge. The body is made up of different systems that meet a specific objective. Choose the right answer *a, b, c,* or *d*.

1. Which system is the heart in?
    a. Circulatory
    b. Respiratory
    c. Digestive
    d. Excretory
2. Which system are the lungs in?
    a. Respiratory
    b. Digestive
    c. Excretory
    d. Circulatory

3. Which system is the stomach in?
    a. Respiratory
    b. Digestive
    c. Excretory
    d. Circulatory
4. Which system is the esophagus in?
    a. Circulatory
    b. Respiratory
    c. Digestive
    d. Excretory
5. Which system is the trachea in?
    a. Circulatory
    b. Respiratory
    c. Digestive
    d. Excretory
6. Which body organ pumps blood to the rest of the body?
    a. Lungs
    b. Heart
    c. Liver
    d. Kidney
7. What are the smallest blood vessels called?
    a. Veins
    b. Arteries
    c. Capillaries
    d. Nerves
8. What blood vessels take blood away from the heart after oxygen is added?
    a. Veins
    b. Arteries
    c. Capillaries
    d. Venules
9. Which body organ is not in the respiratory system?
    a. Nose
    b. Bronchi
    c. Pancreas
    d. Trachea
10. What is the name of the muscle that you use when breathing correctly?
    a. Diaphragm
    b. Alveoli
    c. Bronchi

d. Trachea

11. Which of the following is the main function of the respiratory system in a body?
    a. Inhale oxygen and exhale waste like carbon dioxide
    b. Inhale carbon dioxide and exhale oxygen
    c. To move nutrients throughout the body
    d. All of the above
12. Where does the process of digestion start?
    a. Stomach
    b. Esophagus
    c. Mouth
    d. Kidney
13. What tube is a part of the digestive system which is between the mouth and the stomach?
    a. Trachea
    b. Esophagus
    c. Ureters
    d. Stomach
14. Which body organ produces bile?
    a. Liver
    b. Pancreas
    c. Gallbladder
    d. Kidney
15. What is the main task of the digestive system?
    a. It breaks down foods into nutrients that can be used by the body
    b. To take in oxygen and exhale waste like carbon dioxide
    c. All of the above
    d. None of the above
16. Which part of the brain controls balance and coordination?
    a. Cerebrum
    b. Cerebellum
    c. Brainstem
    d. Amygdala
17. Which two systems work together to ensure that oxygen reaches the bloodstream and carbon dioxide is removed from the bloodstream?
    a. Digestive and circulatory
    b. Circulatory and excretory
    c. Respiratory and circulatory
    d. None of the above

III. Complete the text using the words from the box

to take care, overweight, complications, local immunity, walk, cause, lungs, gas pollution, the health, bronchi, diaphragm, destructive, alveoli, air, the infection

In modern conditions a person is exposed to a large number of negative factors that _____ (1) various severe and chronic diseases. Having studied them, you will want to read how _____ (2) of the respiratory system. Memo with its rules in life will help to avoid possible _____ (3). Consider the most common:

Tobacco and smoking. If a person smokes, then for a year of such harmful activity, _____ (4) will get kilograms of harmful and toxic resins, destroying the _____ (5), and narrowing the _____ (6). As a result, a person earns reduced _____ (7) of the lungs and chronic bronchitis.

A sedentary lifestyle. If you do not _____ (8) very much, your lungs will in due course begin to let in less and less _____ (9), which is necessary for normal life.

Excess weight. Fat presses and displaces the _____ (10) in _____ (11) people, as a result of which the lungs and respiratory system work.

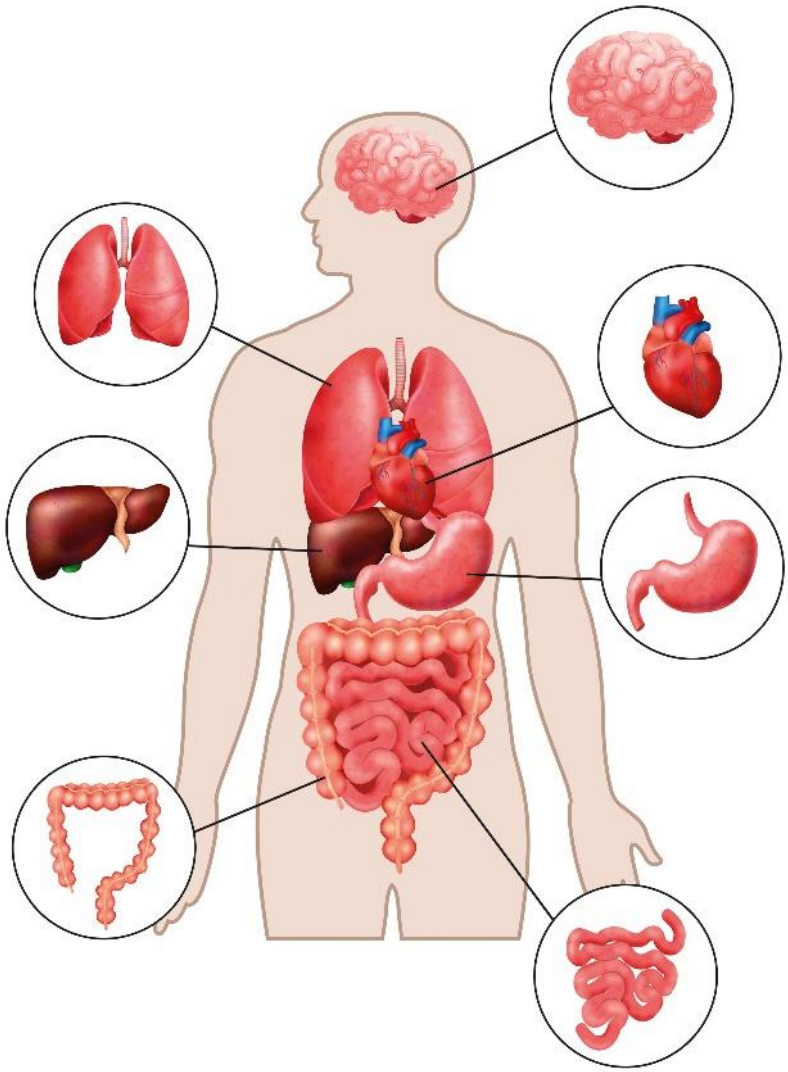
Negligent attitude to one's own health. Untreated, as well as severe catarrhal diseases lead to bronchitis, which allows _____ (12) to move to the lungs and begin _____ (13) processes.

Ecology. Dust in the city, _____ (14) and other factors worsen not only the quality of air in the metropolis, but also _____ (15) of all living things.

IV. There are 11 organ systems of the human body that work together to maintain homeostasis in the body.

Homeostasis is the process by which organisms keep internal conditions relatively stable despite changes in external environments.

Write the names of the organs in the picture.



MODULE IV. TEST II

I. Read the text. In each question below choose the right answer *a*, *b*, *c*, or *d*.

Organ Systems

In our bodies, each organ has its own job. However, organs don't work alone. They are part of groups called organ systems. These systems are important because they help us understand how our bodies work. Medical professionals use organ systems to study the body, diagnose diseases, and plan treatments.

Organ systems need to communicate with each other. This communication is crucial for the body to function properly. For example, the heart needs to know when to pump blood faster or slower. The lungs should know how much oxygen to take in. This is only possible because organs talk to each other.

Communication between organs helps the body maintain balance. This balance is called homeostasis. Homeostasis is when the body keeps stable conditions, even if the outside world changes. If it's hot outside, your body sweats to cool down. If you're cold, you shiver to warm up. All of this happens because your organs are talking and responding to each other.

Without communication, our bodies would not work well. Imagine if your muscles didn't get signals from your brain. You wouldn't be able to move properly. Or if your kidneys didn't get messages about how much water to keep or release, you could get sick.

So, while each organ has its own role, they all work together. They communicate to keep your body running smoothly. Understanding this interconnected system encourages us to take holistic care of our bodies. Eating a balanced diet, exercising, monitoring our mental health, and getting regular check-ups can help keep each organ, and thus the entire body, in good condition. When we appreciate how complex and interconnected our body systems are, it becomes clear why taking a comprehensive approach to health is essential. Every part of the body is important and works together to keep us alive and well. Taking care of one part can have a positive impact on others, leading to better health overall.

When we talk about the health of teens, we're not just talking about eating right or exercising. There are many, many other habits that go beyond those couple of basics, even though eating healthy and exercising is also very important for teenagers. If you start while you're younger in life, it'll be easy to create lifelong habits that will keep you healthier, enrich your life, and make you happier.

First, let's talk about sleep. Many teens do not get enough sleep, which can make you feel tired and less focused. Try to go to bed and wake up at the same time every day, even on weekends. This helps your body get into a good rhythm and you will feel more awake and ready to tackle the day.

Next, it is important to manage stress. Teenagers face a lot of pressure from school, friends, and sometimes even from family. Finding ways to relax, like listening to music, reading a book, or spending time in nature, can help you feel less stressed. Don’t be afraid to talk to someone if you’re feeling overwhelmed.

Another important habit is staying hydrated. Drinking enough water helps your body work better. Try to drink eight glasses of water a day. This can help you feel more energetic and focused.

It’s also good to have hobbies and interests. Doing things you enjoy, like playing sports, painting, or playing a musical instrument, can make you feel happy and fulfilled. These activities can also help you build skills and confidence.

It is very important to spend time with family and friends. Strong relationships can provide support when you need it and make you feel more connected. Try to set aside time each week to be with people who make you feel good about yourself.

Lastly, take care of your mental health. If you ever feel sad or anxious, it is important to talk to someone. Sometimes, just talking about your feelings can help you find solutions to your problems.

By following these habits, you can create a healthy, happy life for yourself. Remember, starting these habits now will help you in the future. Take care of your body, mind, and relationships to live your best life.

1. What is the primary function of organ systems in the human body?
   a. To help organs perform their individual tasks
   b. To maintain the body's internal balance
   c. To diagnose and treat medical conditions
   d. To allow organs to communicate with each other
2. Which of the following best explains the importance of communication between organs?
   a. It ensures that organs work independently.
   b. It helps the body adapt to changes in the external environment.
   c. It allows the body to plan medical treatments.
   d. It enables the body to maintain a stable internal environment.

3. If the organs in the body did not communicate with each other, what would most likely happen?
   a. The body would be unable to move properly.
   b. The body would be unable to diagnose diseases.
   c. The body would be unable to plan medical treatments.
   d. The body would be unable to maintain its internal balance.

4. What is the relationship between the different organs in the body according to the passage?
   a. They work in isolation to perform their specific functions.
   b. They work together as a coordinated system.
   c. They communicate with each other to plan medical treatments.
   d. They communicate with each other to diagnose diseases.

5. How does the concept of homeostasis relate to the communication between organs?
   a. Homeostasis helps the body maintain its independent functioning.
   b. Homeostasis allows the body to change the external environment.
   c. Homeostasis enables the body to maintain a stable internal balance.
   d. Homeostasis helps the body plan and implement medical treatments.

6. What is the main idea conveyed in the passage?
   a. The importance of understanding the individual functions of organs
   b. The role of communication between organs in maintaining the body's overall functio
   c. The process of diagnosing and treating medical conditions in the body
   d. The way the body adapts to changes in the external environment

7. Which of the following best summarises the central message of the passage?
   a. The body is a complex system that requires specialised care and maintenance.
   b. The body is composed of independent organs that work together to function properly.
   c. The body is a well-designed system that can adapt to changes in the external environment.
   d. The body is a machine that needs to be repaired and modified to maintain its optimal performance.

II. Match these words to their definitions.

Words	Definitions
1. job	a) the process by which the body keeps its internal environment stable despite changes outside

2. to function properly	b) to identify an illness by examining symptoms and medical history
3. homeostasis	c) to share information or ideas with others through speaking, writing, or gestures
4. bodies	d) to create a strategy for how to address a health issue or condition
5. organ systems	e) to work correctly without issues
6. diagnose diseases	f) groups of organs that work together to perform specific functions in the body
7. stable conditions	g) a regular activity or task that someone does to earn money or fulfill responsibilities
8. maintain balance	h) physical structures of living beings, including muscles, bones, and organs
9. communicate	i) to keep things steady and equal, preventing one side from becoming too strong or weak
10. work alone	j) to complete tasks without help from others, relying only on oneself
11. plan treatments	k) situations where things remain constant and do not change significantly over time

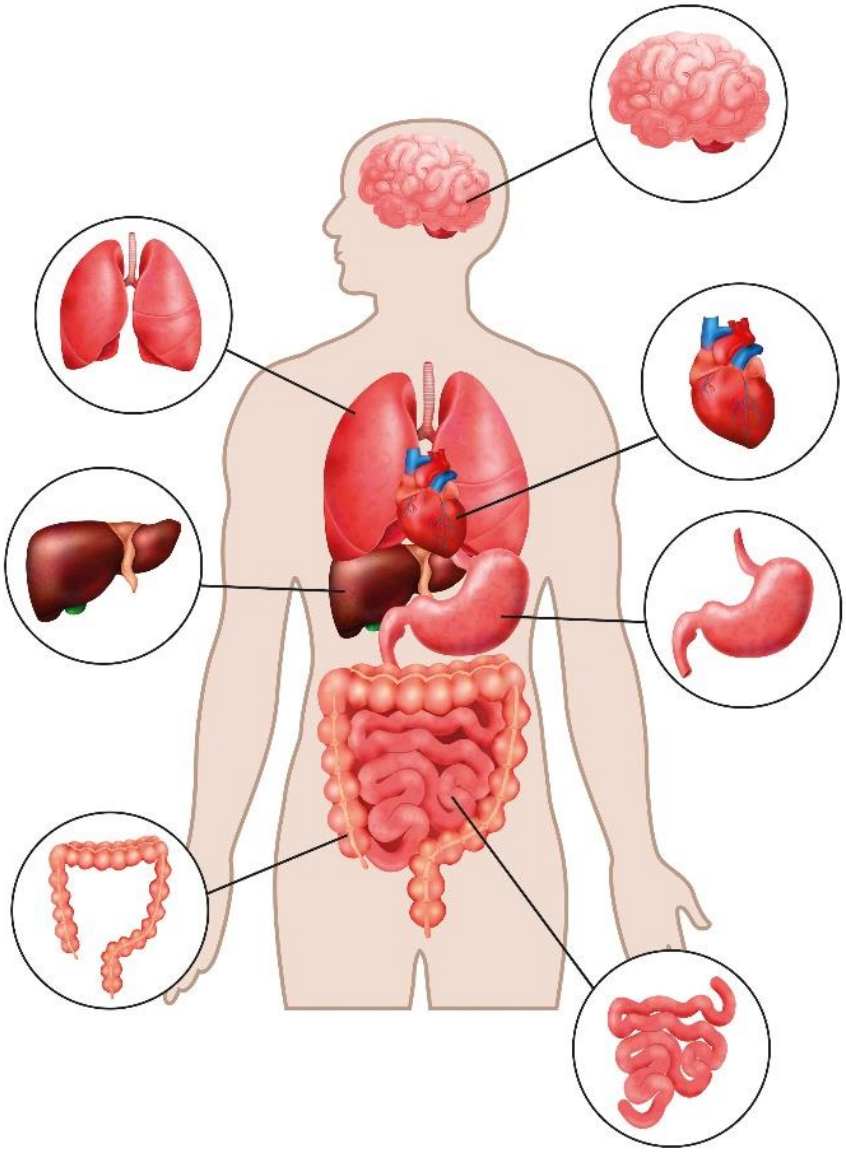
III. Answer the questions.

1. What are organ systems and why are they important?
2. Why is communication between organs crucial for the body to function properly?
3. How does communication between organs help the body maintain balance?
4. What would happen if there was no communication between organs in our bodies?
5. How does homeostasis play a role in keeping the body stable?
6. Why is it important for organs to communicate with each other for movement and bodily functions?
7. How does understanding the communication between organs help us appreciate our bodies and the importance of overall health?

IV. There are 11 organ systems of the human body that work together to maintain homeostasis in the body.

Homeostasis is the process by which organisms keep internal conditions relatively stable despite changes in external environments.

Name the organ systems to which the organs below belong.



Module V
Diseases

UNIT 1. PAIN

What do you think?

1. Look at the pictures and guess what is wrong with these people.
2. When was the last time you experienced pain in your body? What was it?
3. What do you do when you feel pain?

Reading

Pain is an unpleasant feeling that tells you something is wrong. It can be short-term (**acute**) or long-term (**chronic**). It can stay in one place or move around your body. It can feel like a dull ache or a sharp stab.

Pain can be classified by quality, frequency, intensity and dynamics. There are other ways to classify pain, but these are the most important.

Quality refers to how the pain feels: burning, stabbing, throbbing, shooting. Frequency refers to how often the pain occurs: constant, frequent, **occasional**. Intensity refers to how strong the pain is: mild, moderate, **severe**. Dynamics refers to how the pain changes over time: getting better, getting worse, staying the same. Here is an example of how you can use these four ways of classifying pain together, 'I have a moderate, occasional headache'. Moderate means it isn't too bad. Occasional means it comes and goes.

When you are in pain, it's important to listen to your body and take care of yourself. Resting, applying ice or heat, or taking pain relief **medication** can help alleviate

the discomfort. It's also crucial to seek medical attention if the pain persists or worsens.

Remember, pain is a natural part of life, but it doesn't have to control you. By understanding and addressing the source of your pain, you can take steps towards feeling better and improving your overall **well-being**.

I. Read the text and decide if these statements are true (T) or false (F).

1. Pain is an unpleasant sensation indicating an issue.
2. Pain cannot be classified by quality, frequency, intensity and dynamics.
3. The author provides an example of classifying pain as 'I have a severe, constant headache'.
4. It's crucial to pay attention to your body and look after yourself when experiencing pain.
6. Resting, applying ice or heat, or taking pain relief medication cannot alleviate the discomfort.
7. Bear in mind, pain is a normal aspect of existence, but it doesn't have to dominate you.

II. Choose the correct answer *a, b, c, or d.*

1. What are the two main types of pain mentioned in the text?
   a. Short-term and long-term
   b. Burning and stabbing
   c. Mild and severe
   d. Constant and occasional

2. Which term refers to how often the pain occurs?
   a. Quality
   b. Frequency
   c. Intensity
   d. Dynamics

3. What does the term 'moderate' indicate about pain?
   a. It is a sharp stab
   b. It is getting worse
   c. It isn't too bad
   d. It stays the same

4. How should you take care of yourself when in pain, according to the text?
   a. Keep ignoring the pain
   b. Seek medical attention immediately

c. Apply ice or heat
d. Avoid resting

5. According to the text, which of the following is NOT a way to describe the quality of pain?
a. Burning
b. Stabbing
c. Sore
d. Shooting

6. What is the main purpose of pain?
a. To tell you something is wrong
b. To make you feel uncomfortable
c. To help you relax
d. To make you feel sleepy

7. What is this text mainly about?
a. How to classify pain
b. How to treat pain
c. What causes pain
d. How to prevent pain

III. Write out of the text any three (3) attributes of pain. Ask your partner to determine to which classification each of them belongs (quality, frequency, intensity, or dynamics).

Vocabulary

I. Find in the text the words with the following meanings.

Word	Definition
1.	a feeling of discomfort or suffering in the body or mind
2.	a substance used to treat or prevent an illness or medical condition
3.	the state of being healthy, happy, and comfortable
4.	persisting for a long time or constantly recurring
5.	happening from time to time; not regularly or frequently
6.	severe or intense, typically of short duration.

7.	very bad or serious

II. Distribute the words describing pain into categories.

burning, getting better, stabbing, shooting, moderate, constant, frequent, mild, severe, getting worse, throbbing, occasional, staying the same, sharp

Quality	**Frequency**	**Intensity**	**Dynamics**

III. Complete the gaps with the given words from the text.

pain, staying, chronic, take care, moderate, pain, acute, occasional, persists, aching, throbbing

1. The doctor prescribed some medication for my _____.
2. If you have _____ pain, it is usually intense but short-lived.
3. _____pain can last for months or even years.
4. After intensive exercising my whole body was _____.
5. The _____ pain in my head felt like hammer strokes.
6. I only have _____pain in my knee, but when it comes, it is very sharp.
7. The doctor said my pain is only _____, so he would not recommend strong painkillers.
8. My back pain has been _____the same for the past week.
9. Don't forget to _____ of yourself if you are experiencing pain.
10. If the pain _____, you should see a doctor for different treatment options.
11. I need to find some _____ relief for my sore muscles.

Listening

I. Listen to the short article and answer the questions.

1. What is the main idea of the article?
2. What are the main differences between ache and pain?

3. What can be said about pain as a condition?

II. Listen again and write down the attributes of ache and pain.

Ache	
Pain	

Speaking

Work with a partner. Select a topic from the list below that you would like to speak about. Make sure to select different topics. Take 3 minutes to prepare.

Student A: deliver your prepared narration to Student B.

Student B: listen to the narration and take notes of key ideas.

Then take turns.

At the end of the activity, be prepared to share with the group or teacher the ideas you have noted down from your partner's speech.

1. Do you think it's necessary to understand different types of pain?
2. What are some common causes of pain that you know of?
3. Do you believe in using natural remedies for pain management?
4. How does pain affect people's daily life and activities?
5. In what situations would you consider seeking medical attention for pain?
6. Why is it important to understand the source of your pain?

Writing

Read an opinion about pain in our life and write your response to it. Do you agree or disagree with the opinion given below?

"I think pain is just something you have to deal with. When I broke my arm, it hurt a lot, but I didn't complain. Pain is part of life."

Key words:

acute
burning
chronic
constant

frequent
getting better
getting worse
intensity
medication
mild
moderate
occasional
pain
pain relief
severe
shooting
stabbing
staying the same
throbbing
well-being

Go back through this unit. What other useful words and expressions do you remember?

UNIT 2. CARDIOVASCULAR DISEASES

What do you think?

Scalpel

Blood pressure monitor

Syringe

Thermometer

1. What is the function of the heart in the human body?
2. Do you know any diseases of the cardiovascular system?
3. How can lifestyle choices impact heart health? Name two risk factors that contribute to the development of cardiovascular diseases.
4. Look at the pictures. Name the tools and equipment used to check cardiac function.

Reading

Cardiovascular diseases (CVD) happen when fatty deposits build up in the arteries. These include heart attacks, strokes, heart failure, and others. They are the top cause of deaths around the world, so it's important to know how to prevent and treat them.

One common type of CVD is coronary artery disease. It happens when the blood vessels that supply the heart get narrow or blocked. It can cause chest pain, shortness of breath, and heart attacks.

Another common type is hypertension, also known as high blood pressure, which can put stress on the heart and blood vessels over time.

Several risk factors contribute to the development of CVD. These include eating a lot of unhealthy fats and cholesterol, not exercising, smoking, and drinking too much alcohol. Genetics and family history can also make you more likely to get these conditions.

Preventing CVD means making healthy lifestyle choices. Eating a diet rich in fruits, vegetables, whole grains, and lean proteins can help reduce the risk. Regular exercise and keeping a healthy weight are also important. Not using tobacco products can lower the risk even more.

Treating CVD often involves using medicines, changing lifestyle, and having medical procedures. Medicines like statins help control cholesterol, and blood pressure medicines manage hypertension. Sometimes, surgeries like angioplasty or bypass surgery are needed to improve blood flow to the heart.

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What is a common symptom of coronary artery disease?
   a. Headaches
   b. Chest pain
   c. Joint pain
   d. Stomach ache

2. What is another name for hypertension?
   a. Low blood pressure
   b. High blood pressure
   c. Normal blood pressure
   d. Irregular blood pressure

3. Which of the following is NOT a risk factor for developing CVD?
   a. Smoking
   b. Lack of physical activity
   c. Eating a balanced diet
   d. Excessive alcohol consumption

4. How can people lower their risk of developing CVD?
   a. Eating a diet high in saturated fats
   b. Regular exercise
   c. Smoking cigarettes
   d Consuming excessive alcohol

5. What is a common treatment for high cholesterol in CVD patients?
   a. Statins
   b. Insulin injections
   c. Antibiotics
   d. Painkillers

6. Which type of CVD is characterised by narrow or blocked arteries?
   a. Hypertension
   b. Heart failure
   c. Coronary artery disease
   d. Stroke

7. What is a common medical procedure used to restore blood flow to the heart?
   a. Statins
   b. Angioplasty
   c. Hypertension medications
   d. Electrocardiogram

II. Mark the following statements as true (T) or false (F).

1. CVD is the leading cause of death globally.
2. Coronary artery disease is the only type of CVD.
3. Preventing CVD does not require lifestyle changes.
4. Treating CVD always needs surgery.
5. A balanced diet does not lower the risk of CVD.
6. Smoking less can lower the risk of heart disease.
7. Statins can help control cholesterol levels.

Vocabulary

I. Match the diseases with their descriptions.

1. Arrhythmias	a) is a common heart condition where the blood pushes too hard against the artery walls
2. Stroke	b) does not mean the heart has stopped beating; it is just unable to pump blood well
3. Heart valve disease	c) happens when cholesterol and other substances build up in the arteries, making them narrow and limiting blood flow to the heart
4. Hypertension	d) are irregular heart rhythms that can cause the heart to beat too fast, too slow, or unevenly

5. Heart failure	e) is a condition where blood pressure in the arteries is unusually low
6. Coronary artery disease	f) occurs when the blood flow to the brain is blocked, and brain cells don’t get enough oxygen and nutrients
7. Hypotension	g) occurs when one or more of the heart's valves do not work correctly

II. Complete the text using the words from the word bank.

conditions, signals, electrical, arrhythmias, procedure, electrodes, test

An electrocardiogram (ECG) is a medical _____ (1) that records the _____ (2) activity of the heart. It is a simple, non-invasive _____ (3) that can be used to diagnose a variety of heart _____ (4), including _____ (5), heart attacks, and heart failure.

An ECG is performed by attaching _____ (6) to the patient's chest, arms, and legs. These electrodes record the electrical _____ (7) produced by the heart as it beats. They are then displayed on a monitor or printed out on paper.

III. Work in small groups. Match the words to make collocations. Then use these collocations in sentences of your own.

1. cardiovascular	a. pressure
2. heart	b. surgery
3. balanced	c. diseases
4. blood	d. history
5. bypass	e. activity
6. family	f. diet
7. physical	g. failure

IV. Work in small groups. Create a vocabulary mind map with words related to cardiovascular diseases.

Listening

I. Listen to the dialogue again and pick the right summary.

1.

Mr. Jones visits the doctor with dull chest pain radiating to his right arm and shoulder. The doctor orders tests, such as echocardiogram and blood test, and diagnoses him with coronary artery disease; he explains that it is treatable but requires lifestyle changes like a healthy diet, regular exercise, quitting smoking, and stress management.

2.

Mr. Jones visits the doctor with chest pain that spreads to his left arm and shoulder. The doctor orders tests, diagnoses him with endocarditis, explains that it is treatable but requires lifestyle changes like a healthy diet, regular exercise, quitting smoking, and stress management.

3.

Mr. Jones visits the doctor with chest pain radiating to his left arm and shoulder, shortness of breath, dizziness, and fatigue. The doctor orders tests which confirm coronary artery disease, a serious condition that is treatable through lifestyle changes, medication, and possibly surgery.

II. Listen to the dialogue again and choose the correct answer *a, b, c, or d.*

1. What are Mr. Jones' symptoms based on the conversation with the doctor?
   a. Headache
   b. Chest pain
   c. Back pain
   d. Stomach ache

2. In which areas does Mr. Jones feel the chest pain radiate to?
   a. Right arm and shoulder
   b. Left arm and shoulder
   c. Both arms and shoulders
   d. Legs

3. What other symptoms does Mr. Jones mention to the doctor besides chest pain?
   a. Fever and chills
   b. Fatigue and sleepiness

c. Sore throat
d. Shortness of breath and dizziness

4. What tests does the doctor mention ordering for Mr. Jones?
   a. Blood test and X-ray
   b. Electrocardiogram and stress test
   c. Urine test and MRI
   d. CT scan and ultrasound

5. According to the doctor, what condition do Mr. Jones' test results reveal?
   a. Diabetes
   b. Hypertension
   c. Coronary artery disease
   d. Asthma

6. How does the doctor describe the seriousness of coronary artery disease?
   a. Untreatable
   b. Non-existent
   c. Treatable
   d. Fatal

7. What are the three main lifestyle changes suggested by the doctor to Mr. Jones?
   a. Eat a healthy diet, exercise regularly, and manage stress levels
   b. Drink more caffeine, sleep less, and eat fast food
   c. Stop taking medication, smoke more, and avoid fruits and vegetables
   d. Skip meals, avoid water, and watch TV all day

Speaking

I. Work in pairs. Make a dialogue between a doctor and a patient. Student A acts as a patient diagnosed with a cardiovascular condition (e.g., hypertension, coronary artery disease, heart failure). Student B acts as a doctor explaining the disease to the patient in a clear and understandable manner.

II. Role-play a scenario where one student is a doctor advising a patient on preventing cardiovascular diseases. The other student acts as the patient asking questions about prevention strategies.

III. Complete the sentences.

1. One common cardiovascular disease is…

2. Some symptoms of cardiovascular diseases include…
3. To diagnose cardiovascular diseases, doctors may use tests such as…
4. One way to prevent cardiovascular disease is…
5. Regular physical activity is …
6. Healthy eating habits play a crucial role in …
7. Medications such as statins can help control…

Writing

Create a pamphlet outlining preventative measures for cardiovascular diseases.

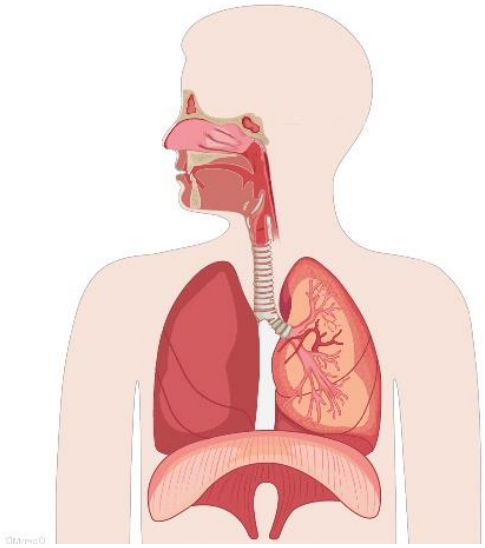
Key words

arrhythmia
atherosclerosis
bypass surgery
cardiovascular system
cholesterol levels
congestive heart failure
coronary artery disease
echocardiogram
electrocardiogram
heart attack
heart failure
hypertension
hypotension
lifestyle choices
statins
stress test
stroke

Go back through this unit. What other useful words and expressions do you remember?

UNIT 3. RESPIRATORY DISEASES

What do you think?



Spend two minutes writing down all of the different words you associate with the words "respiratory system". Share your words with your partner and discuss them. Together, put the words into different categories.

Discuss the questions:

1. How can a person's lifestyle influence the respiratory health?
2. What is the role of smoking in the development of respiratory diseases?
3. How can air pollution influence respiratory health in urban areas?

Reading

Respiratory diseases affect the lungs and breathing. They can range from mild conditions like the common cold to more serious illnesses like asthma, bronchitis, and pneumonia. It's important to understand these diseases and how they can influence our health.

Common cold is a viral infection that primarily affects the nose and throat. Symptoms may include a runny nose, sneezing, coughing, and a sore throat. While it is usually not serious, it can make people feel unwell for a few days. Drinking plenty of fluids and getting enough rest can help the body fight off the virus.

Asthma is a condition that affects the airways. People with asthma have breathing problems that come and go. They may cough, wheeze, or be short of breath. This happens because airways get swollen, narrowed, and filled with mucus. There is no cure for asthma. There are treatments, such as different kinds of medicines to help people with asthma.

Bronchitis is an inflammation of the bronchial tubes that carry air to the lungs. Symptoms of bronchitis include coughing, mucus production, fatigue, and chest discomfort. It usually happens because of a virus or breathing in something that irritates the lungs such as tobacco smoke, dust and air pollution.

Pneumonia is an infection that inflames one or both lungs. People with pneumonia often have fever, chills, cough, chest pain, and difficulty breathing. Treatment for pneumonia ranges from antibiotics to hospitalisation in severe cases.

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What are the symptoms of the common cold?
   a. Sneezing, chest pain, difficulty breathing
   b. Runny nose, coughing, sore throat
   c. Wheezing, fatigue, chills
   d. Fever, mucus production, cough
2. How is bronchitis typically caused?
   a. Bacterial infection
   b. Genetics
   c. Virus or lung irritants
   d. Allergy
3. What is a common symptom of pneumonia?
   a. Runny nose
   b. Chest pain
   c. Sore throat
   d. Sneezing
4. Which respiratory disease cannot be cured?
   a. Pneumonia
   b. Asthma
   c. Common cold
   d. Bronchitis
5. What can help the body fight off the common cold virus?
   a. Avoiding rest
   b. Drinking plenty of fluids
   c. Exercising vigorously
   d. Eating spicy foods
6. Which disease is characterised by inflammation of the bronchial tubes?
   a. Asthma
   b. Common cold
   c. Pneumonia
   d. Bronchitis
7. What is a common treatment for pneumonia?

a. Drinking herbal teas
b. Antibiotics
c. Exercise regimen
d. Cold compress

II. Mark the following statements as true (T) or false (F).

1. The common cold primarily affects the lungs and can be a serious illness.
2. Asthma causes the airways to swell and fill with mucus, leading to breathing difficulties.
3. Bronchitis results from inflammation in the bronchial tubes.
4. Pneumonia can cause fever, chest pain, and difficulty breathing.
5. Treatment for asthma includes different kinds of medicines that can cure the condition completely.
6. Bronchitis is commonly caused by exposure to tobacco smoke.
7. Pneumonia is caused by breathing in substances like tobacco smoke, dust, and air pollution.

III. Answer the questions.

1. How do respiratory diseases affect the body?
2. What are some examples of mild respiratory diseases mentioned in the text?
3. What are the symptoms of the common cold?
4. How can individuals help their bodies fight off the common cold?
5. Why do people with asthma experience breathing issues? Is there a cure for this disease?
6. What are some causes of bronchitis mentioned in the text?
7. What are common symptoms of pneumonia outlined in the text?

Vocabulary

I. Complete the sentences using the words from the word bank.

Affects, asthma, breathing, cold, fever, inflamed, mucus

1. One or both lungs are _____ in people with pneumonia.
2. Asthma is a disease that _____ the airways.
3. When a person has bronchitis, bronchial tubes produce a lot of _____ .
4. The common _____ is a sickness that many of us experience, especially during the colder months.

5. Pneumonia often starts with symptoms like a _____, coughing and difficulty breathing.
6. If you have _____, you'd better always have an inhaler with you.
7. When people have respiratory diseases, their _____ can become difficult.

II. Read the sentences and choose the correct words.

1. *Common cold / mucus / inflammation* affects the upper respiratory tract causing symptoms like a runny nose and sneezing.
2. *Cough / fever / inflammation* is a high body temperature, often a symptom of a disease or infection.
3. *Mucus / fever / asthma* is a chronic disease of the airways, leading to coughing and difficulty breathing.
4. Infection of the lungs that can be caused by bacteria or viruses is called *cough / pneumonia / mucus*.
5. The thick liquid produced by the body is *cough / common cold / mucus*.
6. When you have *mucus / inflammation / cough*, a part of your body becomes red, swollen and painful.
7. He had a bad *cough / mucus / fever* and couldn't speak for a few moments.

Listening

I. Listen to the conversation between two students and tick the respiratory diseases that you will hear.

- ☐ Common cold
- ☐ Bronchitis
- ☐ Influenza
- ☐ COVID-19
- ☐ Pneumonia
- ☐ Asthma
- ☐ Chronic obstructive pulmonary diseases
- ☐ Tuberculosis

II. Complete the expressions. Then listen again and check.

a) … respiratory diseases are health _____ that affect the lungs.
b) It causes the airways in the lungs to become swollen and _____ …

c) … often use inhalers to help open up their airways and make _____ easier.
d) It usually gets _____ over time and can be caused by _____ …
e) … can work with their doctors to create a _____ plan that may include medications, _____ therapy, and pulmonary rehabilitation.
f) One of the best ways to prevent respiratory diseases is to avoid smoking and exposure to _____ smoke.
g) Eating a healthy diet, staying active, and avoiding _____ _____ can also help keep our lungs healthy.

Speaking

I. Complete the sentences.
1. One common respiratory disease is … .
2. Symptoms of respiratory diseases may include… .
3. To prevent respiratory diseases, it is important to… .
4. When someone has a respiratory disease, they may experience … .
5. If you notice any of these symptoms, it is important to … .

II. Read the cases and say what medical problem the people had in each situation: asthma, common cold, bronchitis or pneumonia. Give your arguments.

a) Recently, Tom was admitted to the hospital as he had an inflammation in the **lungs.** He had a **high temperature** of 39.5°C and constant **coughing** fits. The doctor prescribed a course of **antibiotics** to treat the bacterial infection in his lungs, aiming to reduce the inflammation and clear up the infection effectively.

b) Yesterday, Sarah woke up feeling under the weather with a **mild** headache. Throughout the day, she couldn't stop **sneezing** and her **runny nose** made it hard to focus in class. By the afternoon, she noticed a **slight temperature** and decided to rest early to help her body fight off whatever bug was causing her symptoms.

c) Last week, Eliza visited the clinic due to a severe **allergy** to dust. The young girl complained of it **from time to time**, especially when exposed to dust or pollen. During the consultation, she said that using her inhaler provided quick relief whenever she had trouble breathing. The doctor advised her to keep her inhaler handy at all times to manage her symptoms effectively.

e) A patient arrived at the hospital last week. He had been suffering from cough for several days, which made his breathing difficult. After running tests, the doctors determined that his disease was caused by a **virus**. The patient's lungs were inflamed, leading to excessive **mucus production**. It was discovered that exposure to **tobacco smoke** made his condition worse.

III. Imagine you are a doctor discussing respiratory diseases with a patient. Make a dialogue between the doctor and the patient, including key information about causes, symptoms, and prevention of respiratory diseases.

Writing

Research and write a paragraph of 120-150 words on a respiratory disease of your choice, including its impact on the body and ways to prevent it.

Project

Create a poster illustrating the respiratory system and how respiratory diseases can affect it.

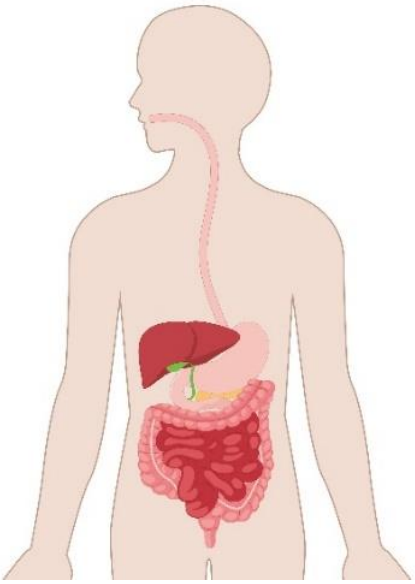
Key words:

affect
asthma
bronchitis
common cold
cough
inflame
inflammation
fever
mucus
pneumonia

Go back through this unit. What other useful words and expressions do you remember?

UNIT 4. GASTROINTESTINAL DISEASES

What do you think?



1. In groups create a list of foods that are easy on the stomach and beneficial for digestion. Share the list with the class and explain why you chose those foods.
2. Think of a symptom related to digestive diseases (e.g., bloating, heartburn, constipation) and come up with a short skit where you act out the symptom without using words. The rest of the class must guess the symptom being portrayed.

Reading

Digestive diseases

Digestive diseases are disorders of the digestive tract, which is sometimes called the gastrointestinal (GI) tract.

In digestion, food and drink are broken down into small parts (called nutrients) that the body can absorb and use as energy and building blocks for cells.

The digestive system is made up of the esophagus (food tube), stomach, large and small intestines, liver, pancreas, and the gallbladder.

The first sign of problems in the digestive tract often includes one or more of the following symptoms:

- Bleeding
- Bloating
- Constipation
- Diarrhea
- Heartburn
- Incontinence
- Nausea and vomiting
- Pain in the belly
- Swallowing problems
- Weight gain or loss

A digestive disease is any health problem that occurs in the digestive tract. Conditions may range from mild to serious. Some common problems include heartburn, cancer, irritable bowel syndrome, and lactose intolerance.

Patients may be referred to a gastroenterologist for chronic disorders. Specialists may be able to help the patient determine how to adjust their lifestyle, diet, medications, or manage their ongoing symptoms. In cases where serious underlying disorders are suspected by your health care provider, immediate referral to the emergency department may be necessary.

Though specific treatments vary depending on the diagnosis, general care of stomach or digestive trouble may include:

- Resting and drinking plenty of fluids.
- Following the BRAT diet – bananas, rice, applesauce and toast – all of which are easy on the stomach and beneficial in their own way. At the same time, avoid things like dairy, grease, and spices, as they can aggravate your digestive system.
- Taking over-the-counter medications to ease symptoms (for example, laxatives for constipation).

Upon being examined by a medical provider, medications could be prescribed to control symptoms such as nausea to provide comfort and aid in the ability to rehydrate. When appropriate, anti-nausea medications and/or intravenous (IV) rehydration may be administered.

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What is the digestive tract also known as according to the text?
   a. Gastrointestinal (GI) tract
   b. Cardiovascular tract
   c. Endocrine system
   d. Respiratory system

2. What are some common symptoms of digestive tract problems mentioned in the text?
   a. Dizziness and fatigue
   b. Muscle pain and joint stiffness
   c. Nausea and vomiting
   d. Headaches and migraines

3. What is the BRAT diet mentioned in the text?
   a. Bananas, rice, applesauce, and toast
   b. Berries, radishes, avocados, and tomatoes

c. Broccoli, radicchio, arugula, and turnips
d. Brown rice, asparagus, tofu, and tempeh

4. What is a possible treatment for constipation mentioned in the text?
a. Eating dairy products
b. Drinking plenty of fluids
c. Avoiding the BRAT diet
d. Taking spicy foods

II. Mark the following statements as true (T) or false (F).

1. The digestive tract is sometimes referred to as the gastrointestinal (GI) tract.
2. In digestion, food and drink are broken down into large parts that the body can't absorb.
3. The digestive system includes the liver and the gallbladder.
4. The first sign of problems in the digestive tract never includes bloating.
5. A digestive disease is any health problem that occurs in the respiratory tract.
6. Patients are never referred to a gastroenterologist for chronic disorders.
7. Specialists may be able to help the patient determine how to adjust their hairstyle.
8. Taking over-the-counter medications never eases symptoms.

III. Answer the questions.

1. What is the digestive tract made up of?
2. What are some common symptoms that may indicate problems in the digestive tract?
3. What are some examples of digestive diseases mentioned in the text?
4. When might patients be referred to a gastroenterologist for chronic disorders?
5. What general care measures are recommended for stomach or digestive trouble?
6. What diet is suggested for individuals experiencing digestive issues?
7. What treatments may be prescribed by medical providers to control symptoms such as nausea?

Vocabulary

I. Match the words with their definitions.

1. IV rehydration	a) having trouble going to the bathroom
2. irritable bowel syndrome	b) medicines you can buy without a prescription at a store

3. to ease symptoms	c) to make signs of illness less severe or uncomfortable
4. referral	d) feeling sick to your stomach and throwing up
5. constipation	e) a burning feeling in your chest caused by acid from your stomach coming back up into your esophagus
6. diarrhea	f) a condition that causes stomach pain and changes in bowel habits
7. laxatives	g) a doctor who specializes in treating problems with the digestive system
8. GI tract	h) having loose or watery bowel movements
9. over-the-counter medications	i) medicines that help you have a bowel movement
10. heartburn	j) a viral infection that causes nausea, vomiting, and diarrhea
11. BRAT diet	k) the pathway food takes through your body from your mouth to your anus
12. gastroenterologist	l) a recommendation from one doctor to see another specialist
13. nausea; vomiting	m) eating bananas, rice, applesauce, and toast to help with an upset stomach
14. stomach flu	n) getting fluids through a tube into your vein when you are dehydrated
15. bloating	o) feeling full, tight, or swollen in your stomach area

II. Complete the sentences using the words from the word bank.

to ease symptoms, BRAT diet, over-the-counter medications, gastroenterologist, heartburn, nauseous, diarrhea, GI tract, referral, stomach flu, IV rehydration, constipated, irritable bowel syndrome, laxatives, bloated

1. She felt _____ (1) after eating too much candy at the party.
2. Ethan had trouble using the bathroom because he was _____ (2).
3. Emily had to stay home from school due to a bad case of_____ (3).
4. After eating spicy food, Maria frequently experiences _____ (4).
5. Lily's stomach felt uncomfortable and _____ (5) after eating too quickly.
6. Jason was diagnosed with _____ (6) by his doctor.
7. The _____ (7) consists of bananas, rice, applesauce, and toast.

8. Sarah missed work because she had the _____ (8) and was sick.
9. Jasmine bought _____ (9) at the pharmacy for her upset stomach.
10. Lucas took _____ (10) to help relieve his constipation problem.
11. Emma scheduled an appointment with a _____ (11) for her stomach issues.
12. The doctor gave Ava a _____ (12) to see a specialist for her digestive problems.
13. Due to dehydration, Maya needed _____ (13) at the hospital.
14. Drinking ginger tea can help _____ (14) of nausea and vomiting.
15. The _____ (15) includes the esophagus, stomach, and intestines in the body.

III. Rephrase the sentences using the given words/ phrases.

stomach flu, laxatives, constipated, over-the-counter medications, referral, nauseous, BRAT diet, gastroenterologist, GI tract

1. I felt sick after eating that expired yogurt.
2. He was backed up for days until he finally took some fiber supplements.
3. The doctor recommended eating bananas, rice, applesauce and toasts to settle her stomach.
4. The whole family caught a stomach bug and had to stay home for a week.
5. She relied on non-prescription medications to relieve her stomach pain.
6. He took special medications to help with his chronic constipation.
7. The specialist in digestive disorders performed a colonoscopy to check for any issues.
8. She needed a recommendation from her primary care physician to see the specialist.
9. The infection affected her entire digestive system, causing severe discomfort.

Listening

I. Listen to the dialogue and mark the following statements as true (T) or false (F).

1. Ava asked Max how he was feeling.
2. Max is feeling great and hasn't been nauseous at all.
3. Ava asked Max about his recent diet.
4. Max has not experienced any digestive issues recently.
5. Ava suggests that Max should see a gastroenterologist.

6. Max is unsure about the referral process to see a specialist.
7. Ava advises Max to speak with his primary care physician about his symptoms.
8. Max is feeling great and has no symptoms of heartburn.

II. Listen again and complete the dialogue using the words from the word bank.

diet, doctor, see, heartburn, referral, stomach, ease, over-the-counter, constipated, flu, diarrhea, nauseous, make, brat, stay, hydrated, symptoms (2), appointment

Ava: Hey, Max. How are you feeling?
Max: Not great. I've been really _____ (1) lately.
Ava: Have you eaten anything unusual lately?
Max: No, but I'm also _____ (2) and have had _____ (3) on and off for a few days now.
Ava: That doesn't sound good. Have you tried any _____ (4) medications?
Max: Yeah, but they haven't really helped. I think I need to _____ (5) a _____ (6).
Ava: You should definitely _____ (7) an _____ (8) with a gastroenterologist. They can help figure out what's causing your symptoms.
Max: But how do I get a _____ (9)? Do I need to go to the hospital first?
Ava: No, just talk to your primary care physician and explain your _____ (10). They'll give you a referral to a specialist if necessary.
Max: Thanks, Ava. Oh, excuse me, I think I might be getting _____ (11) now...
Ava: Maybe it's time to try the _____ (12) _____ (13) - bananas, rice, applesauce, toast.
Max: Good idea. And maybe some crackers too. I heard that helps with _____ (14) _____(15).
Ava: Definitely. And don't forget to _____ (16) _____ (17), maybe even with some IV rehydration. It will help to _____(18) the _____(19).
Max: Thanks for the advice, Ava.
Ava: Anytime, Max. Take care of yourself!

Speaking

I. Discuss the following questions.

1. Have you ever felt nauseous after eating certain foods?
2. What do you usually do when you feel constipated?
3. How do you manage diarrhea when you have it?
4. Do you experience heartburn often after meals?
5. Have you ever felt bloated and uncomfortable after eating a large meal?
6. What do you know about irritable bowel syndrome?
7. Have you heard of the BRAT diet for digestive issues?
8. What remedies do you use for stomach flu symptoms?
9. Have you ever taken over-the-counter medications for digestive problems?
10. When should someone see a gastroenterologist for stomach issues?

II. Agree or disagree. Give your arguments.

1. "The food you eat can be either the safest and most powerful form of medicine or the slowest form of poison." - Ann Wigmore
2. "Let food be thy medicine and medicine be thy food." - Hippocrates
3. "The doctor of the future will no longer treat the human frame with drugs, but rather will cure and prevent disease with nutrition." - Thomas Edison
4. "The natural healing force within each one of us is the greatest force in getting well." - Hippocrates
5. "The mind and body are not separate. What affects one, affects the other." – Anonymous

Writing

1. Write a social media post sharing your experience of feeling nauseous and seeking advice from friends on how to ease the symptoms. Remember to use the target vocabulary in your post.
2. Compose an email to your friend describing how you had indigestion and what remedies you tried to relieve it. Include any advice you received from a healthcare professional, using the target vocabulary in your email.

3. Write a review of a popular over-the-counter medication for heartburn, discussing your personal experience with the product and recommending it to others who may suffer from similar symptoms. Incorporate the target vocabulary in your review.

Target vocabulary for the writing exercise:

nauseous, constipated, diarrhea, heartburn, bloated, irritable bowel syndrome, brat diet, stomach flu, over-the-counter medications, laxatives, gastroenterologist, referral, iv rehydration, to ease symptoms, GI tract

Key words:

bloating
brat diet
constipation
diarrhea
heartburn
irritable bowel syndrome
IV rehydration
laxatives
nausea
vomiting
over-the-counter medications
stomach flu

Go back through this unit. What other useful words and expressions do you remember?

MODULE V. TEST I

I. Read the text. In each question below choose the right answer *a*, *b*, *c*, or *d*.

1. Pain and other symptoms are how our bodies tell us that something is wrong. It is important to notice these signals. If we ignore them, the problem could get worse and lead to more issues. Finding out about symptoms early can help us understand what is causing them and make us feel better. Knowing about pain and symptoms also helps us talk with doctors, which is important for getting the right diagnosis and treatment.

2. Pain can feel sharp, dull, throbbing, or burning. It can be in one area or all over the body. Acute pain is short and often from an injury. Chronic pain lasts a long time, maybe weeks, months, or years. Knowing what pain feels like helps find out why it happens. For example, sharp pain might mean a sudden injury, while dull pain could mean a long-term problem.

3. Symptoms can show that a person may have different health problems. They are divided into three main types: physical, emotional, and cognitive.
Physical symptoms are those that you can see or feel in your body. Examples are fever, tiredness, nausea (feeling sick to your stomach), dizziness, trouble breathing, skin rashes, or headaches.
Emotional symptoms are related to how a person feels. These can affect your mood, causing feelings like sadness or anxiety (worry).
Cognitive symptoms relate to how well a person can think. These might include confusion, problems with memory, trouble focusing, and brain fog.

4. To deal with pain effectively you can take certain steps. This can include different kinds of medical treatments, changes in daily habits, and ways to take care of yourself. Regular exercise, a healthy diet, relaxation techniques, enough sleep can all help reduce pain and improve overall well-being.

1. What is the main purpose of pain and symptoms according to the text?
   a. To cause discomfort
   b. To signal that something is wrong in the body
   c. To be ignored
   d. To make us stronger
2. How is chronic pain different from acute pain?
   a. Chronic pain is short, while acute pain is long
   b. Chronic pain is caused by an injury, while acute pain means a long-term problem

c. Chronic pain lasts for weeks, months, or even years, while acute pain is short-term
d. Chronic pain is in one area, while acute pain is widespread

3. What can sharp pain indicate?
   a. Chronic Condition
   b. Emotional Symptom
   c. Sudden Injury
   d. Fatigue
4. Physical symptoms can include all of the following EXCEPT:
   a. Fever
   b. Rash
   c. Memory Loss
   d. Nausea
5. What do emotional symptoms affect?
   a. Physical health
   b. Mood or feelings
   c. Memory
   d. Ability to think clearly
6. How can understanding pain and symptoms help us communicate with doctors?
   a. It confuses the diagnosis.
   b. It helps get the right treatment.
   c. It worsens the condition.
   d. It makes communication difficult.
7. What can cognitive symptoms affect according to the text?
   a. Ability to walk
   b. Ability to think clearly
   c Ability to see
   d. Ability to taste

II. Match the headings with the paragraphs of the text.

A) Types of Pain
B) The Importance of Understanding Pain and Symptoms
C) Pain Management
D) Common Symptoms

III. Mark the following statements as true (T) or false (F).

1. Early detection of symptoms can prevent conditions from worsening.

2. Acute pain is typically long-lasting and can last for weeks, months, or years.
3. Emotional symptoms do not affect a person's mood or feelings.
4. Detecting symptoms early can lead to more effective treatment.
5. Cognitive symptoms may affect a person's ability to think clearly.
6. Chronic pain is often short-term and usually related to an injury.
7. Physical symptoms are those that cannot be seen or felt physically.

IV. Match the cases with the possible diagnosis.

Case1

John Smith presents to the emergency department with complaints of chest pain that started suddenly while he was at work. He describes the pain as a crushing sensation in the center of his chest that radiates to his left arm and jaw. He also reports feeling short of breath and sweaty.

Case2:

Sarah Johnson visits her physician with complaints of abdominal pain, bloating, and episodes of diarrhea and constipation. Additionally, she reported experiencing fatigue and a decreased appetite.

Case 3

Andrew Roberts presents to the emergency department with complaints of fever, productive cough with yellow-green mucus, chest pain, and shortness of breath. He reports feeling weak and fatigued and mentions a recent history of influenza-like illness.

a) irritable bowel syndrome
b) coronary artery disease
c) pneumonia

V. Complete the sentences using the words from the word bank.

nausea, bloating, dizziness, heartburn, BRAT, hypertension, fever, temperature, shortness of breath, cough

1. An elevated body _____ is often a sign that the body is fighting an infection or illness.
2. _____ can be an indication of respiratory problems or infections.
3. Sensation of _____, feeling off-balance, can be caused by various conditions including low blood pressure, dehydration, or inner ear problems.
4. _____, or feeling breathless, can be a symptom of respiratory or cardiac problems.

5. _____is the feeling of needing to vomit, often associated with gastrointestinal issues.
6. Certain foods, drinks, or lifestyle choices can contribute to the development of _____. Symptoms can include a burning pain in the chest, a sour taste in the mouth, and difficulty swallowing.
7. _____ can lead to serious health problems such as heart disease or stroke.
8. Patients with gastrointestinal disorders are often recommended the _____ diet.
9. Eating too much greasy food can lead to _____ and discomfort.
10. When your body temperature rises above its normal range, it's called a_____.

VI. Answer the questions.

1. What are the three categories in which symptoms can be classified?
2. What are some forms in which pain can appear?
3. What is an example of a cardiovascular disease?
4. What is an example of a respiratory disease?
5. What are some common symptoms that may indicate problems in the digestive tract?

UNIT V. TEST II

I. Read the text. In each question below choose the right answer *a, b, c, or d.*

1. Many people suffer from diseases of the cardiovascular, respiratory, and digestive systems. One common respiratory disease is bronchitis. This condition involves the inflammation of bronchial tubes, which leads to a cough, increased mucus production, and chest discomfort. Fatigue is also a symptom that patients often experience. Bronchitis can make breathing difficult and persistent, affecting daily activities and overall quality of life. If left untreated, it may lead to more serious complications, so it's important to seek medical advice if symptoms persist.

2. For the digestive system, gastritis is a prevalent issue. It is believed to be caused by a bacterial infection. The patient complains of a stomach ache or discomfort, bloating, and heartburn. People with gastritis might also have constipation. All these symptoms can make life quite uncomfortable. Gastritis can affect appetite and digestion, leading to more issues if not managed properly. Treatment often involves medications and dietary changes to relieve symptoms and prevent further problems.

3. The cardiovascular system is also not free from problems. Coronary artery disease is a significant issue for many people. It leads to chest pain and shortness of breath, and in severe cases, it can even cause heart attacks. These conditions highlight the importance of taking good care of our heart. Managing risk factors such as high blood pressure and cholesterol is crucial for heart health. Regular check-ups and a healthy lifestyle are key to preventing and managing cardiovascular issues.

4. Prevention is key when it comes to these diseases. Leading a healthy lifestyle is crucial. That includes doing regular exercises and eating a balanced diet. It's also vital to follow all of the doctor's recommendations to manage and prevent these conditions effectively. Making these lifestyle changes can significantly reduce the risk of developing these diseases and improve overall well-being.

1. Which of the following is a key symptom of bronchitis?
   a. Increased heart rate
   b. Constipation
   c. Headache
   d. Cough

2. What is the primary cause of gastritis?
   a. Stress
   b. Bacterial infection
   c. Bronchitis
   d. Lack of exercise

3. What is the main risk associated with a coronary artery disease?
   a. Heartburn
   b. Constipation
   c. Kidney problems
   d. Heart attack

4. Which of the following is important for PREVENTING the discussed diseases?
   a. Taking regular medication
   b. Visiting the doctor monthly
   c. Maintaining a balanced diet and doing regular exercise
   d. Quitting smoking

5. Which system is not mentioned as being affected by the diseases discussed in the passage?
   a. Cardiovascular system
   b. Nervous system
   c. Respiratory system
   d. Digestive system

6. Which of the following is a common symptom of gastritis?
   a. Chest pain
   b. Cough
   c. Shortness of breath
   d. Heartburn

7. Which of the following is a key symptom of a coronary artery disease?
   a. Chest pain
   b. Constipation
   c. Nausea
   d. Production of mucus

II. Match the headings with the paragraphs of the text.

A) Significant Cardiovascular Problems
B) Prevalent Digestive Issues
C) Importance of Prevention and Healthy Lifestyle
D) Common Respiratory Diseases

III. Mark the following statements as true (T) or false (F).

1. Bronchitis is a disease that affects the cardiovascular system.
2. Gastritis can cause symptoms like stomach ache and bloating.

3. Coronary artery disease can lead to heart attacks in severe cases.
4. Leading a healthy lifestyle can help prevent diseases of the cardiovascular and digestive systems.
5. Fatigue is a common symptom of a coronary artery disease.
6. Gastritis is caused by a viral infection.
7. Bronchitis means that one's bronchial tubes are inflamed.

IV. Match the cases with the possible diagnosis.

Case 1:
Mr. Brown presented to the physician complaining of a pain in the chest, severe cough with mucus and fatigue. He mentioned that attacks of cough became stronger at night and that he had had flu two weeks before.

Case 2:
Mrs. Simpson was admitted at the emergency department complaining of a chest pain on exertion and shortness of breath when walking. She also mentioned having called an ambulance 4 days previously for her high blood pressure.

Case 3:
Mr. Lewis, during a visit to his physician, complained of being often constipated. He added that he usually felt bloaty and had a dull stomach ache during meals and a frequent heartburn after meals. He admitted having discomfort in his stomach for most of the time.

a) coronary artery disease
b) gastritis
c) bronchitis

V. Complete the sentences using the words from the word bank.

stomach ache, gastritis, shortness of breath, heart attack, heartburn, coronary artery disease, bronchitis, dry cough, fatigue, symptoms

1. If you have a burning sensation in your chest after eating, you may be experiencing _____.
2. _____ is inflammation of the stomach lining that can cause nausea and vomiting.
3. A common sign of _____ is a sharp pain in the abdomen.
4. If you have difficulty breathing and feel like you can't catch your breath, you may have _____.

5. _____ is a condition that causes narrowed or blocked blood vessels that can lead to chest pain.
6. Severe chest pain, shortness of breath, dizziness, and sweating are symptoms of a _____.
7. _____ is inflammation of the bronchial tubes that can cause a persistent cough.
8. A persistent cough without mucus may be a sign of _____.
9. Feeling extremely tired and lacking energy can be a symptom of _____.
10. Chest tightness, trouble breathing, fatigue and a dry cough are all _____ of bronchitis.

VI. Answer the questions.

1. Which human body system does a coronary artery disease affect?
2. What are the symptoms of a coronary artery disease?
3. What are the symptoms of bronchitis?
4. What are the symptoms of gastritis?
5. What are the means of preventing many gastric and cardiovascular diseases?

Module VI
At the Doctor's

UNIT 1. AT THE DOCTOR'S. AT THE DENTIST'S

What do you think?

1. Look at the pictures and think about your experience of visiting a doctor. Share your story with the class.
2. Discus the questions below with your partner and share your answers with the class.

1. Have you ever been to the dentist before?
2. What complaints do you usually have when visiting the dentist?
3. Do you complain of toothache often?
4. How important is knowing your dental history when visiting the dentist?
5. Have you ever had gum disease or experienced swelling in your mouth?
6. Do you experience bleeding while brushing your teeth?
7. Have you ever needed crowns and bridges for your teeth?
8. What does the dentist usually examine during a check-up?
9. Have you ever needed a dental filling?
10. Do you think prevention is important when it comes to oral health?

Reading

A general practitioner (GP) is a doctor who treats acute and chronic illnesses and provides preventive care and health education to patients. They manage a wide range of health issues and are trained to treat patients of all ages. GPs typically work in private practices, but they may also work in hospitals or other healthcare facilities.

When you visit your GP, you will usually need to make an appointment in advance. During the appointment, the GP will ask you about your complaints and medical history, and they will perform a physical examination if necessary. Based on this information, the GP will diagnose your condition and recommend a treatment plan. In some cases, they may prescribe medication or refer you to a specialist for further evaluation and treatment.

Here are some common signs and symptoms that people see their GP for:
- Headache: If you have a persistent headache that does not go away with over-the-counter painkillers, you should see your GP.
- Fever: If you have a high temperature (over 38°C or 100.4°F) that lasts for more than a few days, you should see your GP.
- Stomachache: If you have severe abdominal pain or discomfort, you should see your GP.
- Cough: If you have a persistent cough that lasts for more than three weeks, you should see your GP.
- Fatigue: If you feel very tired and lack energy for more than two weeks, you should see your GP.

It is important to see your GP regularly for check-ups and screenings, even if you are not experiencing any health problems. This allows your GP to monitor your overall health and detect any potential issues early on.

If you are unable to visit your GP's office due to illness or disability, you can request a home visit. However, home visits are typically reserved for patients who are unable to leave their homes due to serious health conditions or mobility issues.

Remember, your GP is there to help you stay healthy and address any health concerns you may have. If you are unsure whether or not you should see your GP, it is always best to contact their office for advice.

I. Read the text and choose the best title.

1. How to Cure Common Ailments Without Seeing a Doctor
2. Can You Get Surgery Done at Your GP's Office?
3. The Role of a General Practitioner in Primary Healthcare

II. Answer the questions.

1. What is the role of a general practitioner (GP)?
2. Where do GPs typically work?
3. What is the process when visiting a GP?
4. When should you see your GP for a persistent headache?

5. Why is it important to see your GP regularly even if you are not experiencing health problems?
6. In what circumstances can patients request a home visit from their GP?
7. How can individuals determine whether they should see their GP or not?

III. Read the text below and choose the right answer *a, b, c, or d.*

When you go to the dentist for a check-up, they will first examine your mouth and ask if you have any complaints. People often complain of toothache or swollen, bleeding gums. The dentist will then take a look at your dental history. They will want to know if you have ever had any serious problems with your teeth or gums in the past and how they were treated. They will also ask about any allergies you have to medication.

If you need treatment for a particular problem, the dentist will usually give you a local anaesthetic to numb the area before they start. One common type of treatment is having a dental filling. If you have a cavity (a hole) in one of your teeth, the dentist will remove the decayed part and fill it with a special material. Another treatment that many people need is having a tooth extracted. This means that the dentist removes the whole tooth from its socket in the gum. If the tooth is difficult to remove, you may be referred to an oral surgeon, who is a specialist in this area.

Many adults have crowns or bridges. A crown is a false tooth that fits over an existing tooth that has been damaged, while a bridge is a row of false teeth that are fixed onto the teeth on either side of a gap. If you need a crown or bridge, your dentist will take an impression of your teeth and send it to a dental technician, who will make the crown or bridge. You will then go back to the dentist to have it fitted.

Children should see a dentist as soon as their baby teeth start to come through. Baby teeth play an important role in speech development and chewing, and they also save space in the mouth for the adult teeth. A paediatric dentist is a dentist who specialises in treating children. They can give parents advice on how to care for their child's teeth and help to prevent tooth decay by applying fluoride treatments and dental sealants.

1. What does the dentist do during a check-up?
   a. Looks at your teeth and asks about any problems
   b. Gives you a general anesthetic
   c. Takes an impression of your teeth
   d. Talks to you about your dental history
2. What is a common treatment the dentist does?

a. Removing the whole tooth
b. Giving you a crown
c. Applying fluoride to your teeth
d. All of the above

3. Why should children see a dentist early?
   a. To prevent tooth decay
   b. To get advice on taking care of their teeth
   c. Their baby teeth are important for speech and chewing
   d. All of the above

4. What is a dental filling?
   a. A special material the dentist uses to fill a hole in your tooth
   b. A false tooth that fits over an existing damaged tooth
   c. A row of false teeth attached to the teeth on either side of a gap
   d. None of the above

5. Who is a pediatric dentist?
   a. A dentist who specialises in treating children
   b. A dental technician who makes crowns and bridges
   c. A dentist who performs oral surgery
   d. All of the above

IV. Mark the following statements as true (T), false (F), or not stated (N/S).

1. When you go to the dentist for a check-up, they will first examine your teeth and ask if you have any complaints.
2. Many individuals often report toothache or swollen, bleeding gums.
3. The dentist will then take a look at your medical history.
4. If you need treatment for a particular problem, the dentist will not give you a local anaesthetic.
5. A popular treatment involves getting a dental filling.
6. Few adults have crowns or bridges.
7. Children should see a dentist as soon as their adult teeth start to come through.
8. A paediatric dentist is a dentist who specialises in treating adults.

Vocabulary

I. Match the words with their definitions.

1. medication	a) written instructions from a doctor for getting specific medication

2. extracted	b) material used by dentists to repair a cavity in a tooth
3. complaints	c) removed, especially when talking about teeth being taken out
4. oral hygiene	d) problems or concerns that you tell someone about
5. toothache	e) taking care of your mouth and teeth to keep them clean and healthy
6. dental history	f) medicine prescribed by a doctor to treat an illness or condition
7. prescription	g) not able to feel anything in a part of your body
8. filling	h) regular visits to the dentist for examination and cleaning of your teeth
9. check-ups	i) pain in or around a tooth
10. numb	j) information about your past dental treatments and any issues with your teeth

II. Complete the sentences using the words from the word bank.

signs and symptoms, home visit, heart disease, prescribe, pain (3), general practitioner, fever, treatment, present complaint history, complaints, headache, stomachache, sick

- Hi, I'm Dr. Smith, your _____ (1). How can I help you today?
- I have some _____ (2) about a persistent _____ (3) and _____ (4).
- I've been feeling really sick lately. Do you think I caught a cold?
- It's possible. What are your _____ (5)?
- I've had a _____ (6) for a few days now. What _____ (7) do you recommend?
- I'll _____ (8) some antibiotics and advise plenty of rest and fluids.
- Can you tell me more about your _____ (9)?
- Well, it all started last week with a _____ (10) in my chest...
- Does anyone in your family have a history of _____ (11)?

- Yes, my grandpa had a heart attack a few years ago.
- Have you traveled anywhere recently or been in contact with anyone who's _____ (12)?
- No, I've been staying at home most of the time.
- Can you describe where the _____ (13) is and how it feels?
- It's a sharp _____ (14) in my lower back and it gets worse when I move.
- I'm not feeling well and I can't come to the clinic. Can you do a _____ (15)?
- Of course, I'll stop by this afternoon to examine you.

Listening

I. Listen to the conversation and mark the following statements as true (T), false (F), or not stated (N/S).

1. The dentist greets the author and asks about their well-being.
2. Rachel is feeling good.
3. The dentist asks about any issues with Rachel's eyes.
4. Rachel has been experiencing a toothache recently.
5. The dentist decides to skip the examination.
6. Rachel mentions having some dental issues.
7. The dentist assures Rachel won't feel anything with the local anaesthetic.
8. Rachel expresses gratitude.

II. Listen to the conversation once again and complete the sentences with the words from the word bank.

oral hygiene, numb, toothache, dental history, filling, medication, oral surgeon, check-ups, complaints, prescription, extracted

Dentist: Hi, Rachel. How have you been?
Rachel: Fine, thanks.
Dentist: Any _____ (1) about your teeth or gums since your last visit?
Rachel: Actually, I've had a _____ (2) for the past few days...
Dentist: Let's take a look. When was the last time you had an x-ray?
Rachel: It was about two years ago, I think.
Dentist: And has anything in your _____ (3) changed since then?
Rachel: No, everything's been good.
Dentist: Do you have any allergies to _____ (4)?

Rachel: No, not that I know of.
Dentist: Alright, let me _____ (5) the area and check for any decay. Looks like we'll need to do a _____ (6) on this tooth.
Rachel: Okay, will it hurt?
Dentist: You shouldn't feel anything with the local anaesthetic. Have you ever had a tooth _____ (7) before?
Rachel: No, I haven't.
Dentist: If needed, I can refer you to an _____ (8) who specialises in removing difficult teeth. Otherwise, you just need to keep up good _____ (9) and come in every six months for _____ (10).
Rachel: Sounds good. Thanks, doctor.
Dentist: Of course. Oh, and here's a _____ (11) for some fluoride treatments to help prevent decay.
Rachel: Thank you!

Speaking

I. Agree or disagree with the quotes and explain why.

1. "The best way to find yourself is to lose yourself in the service of others." - Mahatma Gandhi
2. "The first wealth is health." - Ralph Waldo Emerson
3. "To keep the body in good health is a duty... otherwise we shall not be able to keep our mind strong and clear." - Buddha
4. "The greatest wealth is health." - Virgil
5. "Happiness is nothing more than good health and a bad memory." - Albert Schweitzer

Writing

Choose a personal or general essay topic and write an essay.

Personal essay topics:
1. My visit to the doctor and how I felt.
2. The time I had to get a shot at the doctor's office.
3. My experience at the dentist's office and how I stayed calm.
4. A funny moment during a check-up at the doctor's.
5. How I take care of my teeth every day.

General essay topics:
1. Going to the doctor can be scary for some kids. What do you think?

2. Some people believe that visiting the dentist regularly is important. Do you agree?
3. Many kids feel nervous before going to the doctor or dentist. Do you agree?
4. Seeing the doctor regularly helps us stay healthy. Do you think this is true?
5. It's important to brush our teeth twice a day. Do you agree?

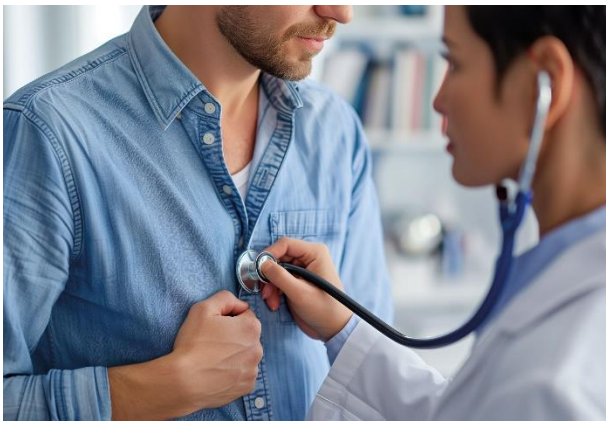
Key words

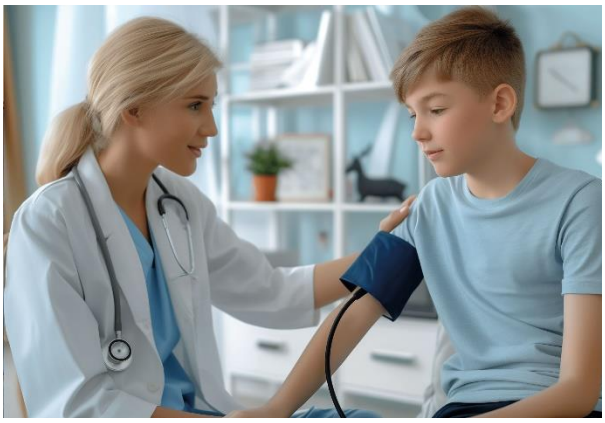
baby teeth
bleeding
complain of
complaints
crowns and bridges
dental filling
dental history
dentist
fever
gum disease
headache
operative dentist
oral surgeon
paediatric dentist
prescribe
signs and symptoms
stomachache
swelling
toothache
treatment
to catch a cold
to examine
to extract a tooth
to fall ill
to treat

Go back through this unit. What other useful words and expressions do you remember?

UNIT 2. EXAMINATION OF THE PATIENT

What do you think?





1. Look at the pictures. What is happening there? Discuss in pairs.
2. What medical equipment or devices can you see in the pictures?
3. What kind of information about patients can medical staff get while doing such activities?

Reading

A physical examination is a routine procedure where a doctor checks your body for any signs of a disease. This process involves several important steps that help the doctor understand your condition and make a proper diagnosis.

During the physical examination, the doctor will typically start by checking your vital signs. Vital signs include measurements such as blood pressure, heart rate, temperature, and breathing rate. These measurements provide valuable information about how well the body is functioning.

Next, the doctor often examines the eyes, ears, and throat and checks for any problems related to these areas. The physician may ask you to follow an object with your eyes or perform a hearing test to assess your senses.

The doctor will also listen to your heart and lungs using a stethoscope. This allows them to listen to any abnormal sounds that could indicate issues with these organs. Additionally, they may tap on your chest and back to check for any unusual sounds that could suggest problems.

During the physical examination, the doctor will also make a thorough examination of the abdomen. They will use their hands to feel for any abnormalities in organs like the liver, spleen, and kidneys. This part of the examination helps to detect any tenderness, swelling, or masses that may require further investigation.

In addition to physical examination, doctors may also ask about your medical history, lifestyle habits, and any symptoms or complaints that you may have. All this information is valuable for the doctor in making the correct diagnosis and planning the treatment.

I. Mark the following statements as true (T) or false (F).

1. A physical examination is a rare procedure where a doctor checks your body for any signs of a disease.
2. During the physical examination, the doctor will typically start by checking your mental health.
3. The physician may ask you to follow an object with your eyes.
4. The doctor will also listen to your heart and lungs using a microscope.
5. They will use their hands to feel for any abnormalities in organs like the heart, lungs, and brain.
   In addition to physical examination, doctors may also ask about your favorite food.
6. In addition to physical examination, doctors may also ask about your favorite medical book.
7. A physical examination includes some steps that help the doctor to make the correct diagnosis.

II. Answer the questions.

1. What are vital signs and why are they important during a physical examination?
2. What are some specific areas that the doctor examines after checking vital signs?
3. Why does the doctor listen to the heart and lungs using a stethoscope?
4. What organs in the abdomen does the doctor examine for abnormalities during a physical examination?
5. Why is it important for doctors to ask about a patient's medical history, lifestyle habits, and symptoms during a physical examination?
6. What steps are involved in the process of a physical examination?
7. How does the information obtained during a physical examination help the doctor in making a proper diagnosis and treatment plan?

Vocabulary

I. Match the halves to make the correct sentences.

1. X-rays can	a) to listen to your heart.
2. Doctors use stethoscopes	b) with an otoscope.
3. A thermometer checks	c) clothing for examination.
4. Blood pressure is	d) family medical history.
5. Doctors ask about	e) tests for diagnosis.
6. Doctors check ears	f) measured with a cuff.
7. Patients may need blood	g) show broken bones.
8. Patients need to remove	h) body temperature.

II. Complete the sentences using the words from the word bank.

complaints, condition, detect, diagnosis, examination, measurements, swelling, blood pressure

1. The doctor did an _____ to check if I am healthy.
2. After the examination, the doctor made a _____. I had the flu.
3. It's important for the doctor to know my _____ and temperature.
4. The nurse took _____ of my weight and height during the exam.
5. My _____ improved after taking the prescribed medication.
6. The doctor was able to _____ a small lump during the examination.
7. I told the doctor about my _____ of back pain.
8. The doctor noticed _____ a in my ankle during the examination.

III. Match the words with their definitions.

1. chest	a) the front part of your body between your neck and stomach
2. lifestyle	b) finding out what is making someone sick
3. hearing	c) very important for staying alive and healthy
4. diagnosis	d) using your ears to listen to sounds
5. swelling	e) when a body part gets bigger because of an injury or sickness
6. vital	f) a tool that doctors use to listen to your heart and lungs
7. stethoscope	g) the way you live, including what you eat and how active you are

IV. Rephrase the sentences using the words given in brackets.

1. The doctor found no _____ (abnormal) during the patient's check-up.

2. Chest pain was a common _____ (complain) among the patients.
3. All patients had a complete physical _____ (examine).
4. The doctor listened to his _____ (breathe) and checked his pulse.
5. He is undergoing _____ (treat) for his chronic back pain.
6. His _____ (hear) improved after using ear drops prescribed by the doctor.
7. He decided to devote the rest of his life to scientific _____ (investigate).
8. The spider's bite can cause pain and _____ (*swell)*.

Listening

I. Listen to a conversation between a doctor and a patient. Order the topics as they talk about them.

_____ Smoking
__1___ Medications
_____ Sleep
_____ Alcohol
_____ Diet
_____ Allergies
_____ Pain
_____ Exercise

II. Listen to the conversation once again. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. How does Mr. Oladele describe his backache to Dr. Edwards?
   a. Terrible
   b. Mild
   c. Severe
   d. Bearable

2. What type of medication is Mr. Oladele currently taking?
   a. Medication for his back
   b. Medication for his allergies
   c. Medication for his heart
   d. Pain medication

3. How often does Mr. Oladele exercise?
   a. He never exercises

b. He exercises daily
c. He exercises once a week
d. He exercises monthly

4. What is Mr. Oladele's diet like?
   a. He only eats sweets
   b. He loves fruit and vegetables
   c. He is a meat lover
   d. He doesn't have a specific diet

5. On a scale of 1-10, how much pain is Mr. Oladele feeling?
   a. 3
   b. 5
   c. 8
   d. 10

6. When did Mr. Oladele's pain start?
   a. Five weeks ago
   b. Five days ago
   c. Five months ago
   d. Five years ago

7. What was Mr. Oladele doing when the pain started?
   a. Gardening
   b. Exercising
   c. Sleeping
   d. Cooking

8. What did Dr. Edwards ask Mr. Oladele to do after the conversation?
   a. Take off his shoes
   b. Lie down on the floor
   c. Take off his shirt
   d. Stand up and walk

III. Here are some of the questions from the dialogue. Put the words in the correct order.

1. for / you / I / can / today / do / What / ?
2. you / moment / taking / the / are / What / medications / at / ?
3. you / Do / any / allergies / if / you / know / have / ?
4. me / you / how / often / tell / you / Could / exercise / ?

5. start / this / did / When / pain / ?

6. what / when / were / you / Can I ask / doing / the pain / started / ?

Speaking

I. Read the comments of different people about physical examination. Do you agree with the comments? Why? / Why not?

Lily*:* I think physical exams are important because they help the doctor find any problems early. Last time I had an exam, the doctor found high blood pressure and gave me medicine to help.

Mike*:* I don't like going for physical exams because I feel scared. When I went last time, the doctor had to take my blood and it hurt a lot.

Sarah*:* I am not sure about physical exams. Sometimes I think they are good for health, but other times I feel nervous about what the doctor might find. It makes me hesitate to go.

Tom*:* Physical exams are very emotional for me because I once had a scare with a lump in my abdomen. The doctor did an exam and told me everything was okay. I felt so relieved and grateful for the exam.

II. Work in pairs. Discuss the questions.

1. Do you know what vital signs are and why they are important to check during an examination?
2. Do you think it's important for doctors to ask about your medical history and lifestyle habits during an examination? Why?
3. What are some common reasons people go to see a doctor for an examination?
4. How often do you think it's necessary to have a medical examination?
5. What medical equipment can be helpful in performing a medical examination?
6. How important is it for patients to actively participate in their own examinations?

III. Make a dialogue between the doctor and the patient, including questions about medical history, lifestyle habits, and any symptoms or complaints. Use the words from the active vocabulary.

Writing

Write a social media post describing a recent physical examination you had. Include details about the vital signs and measurements taken during the exam.

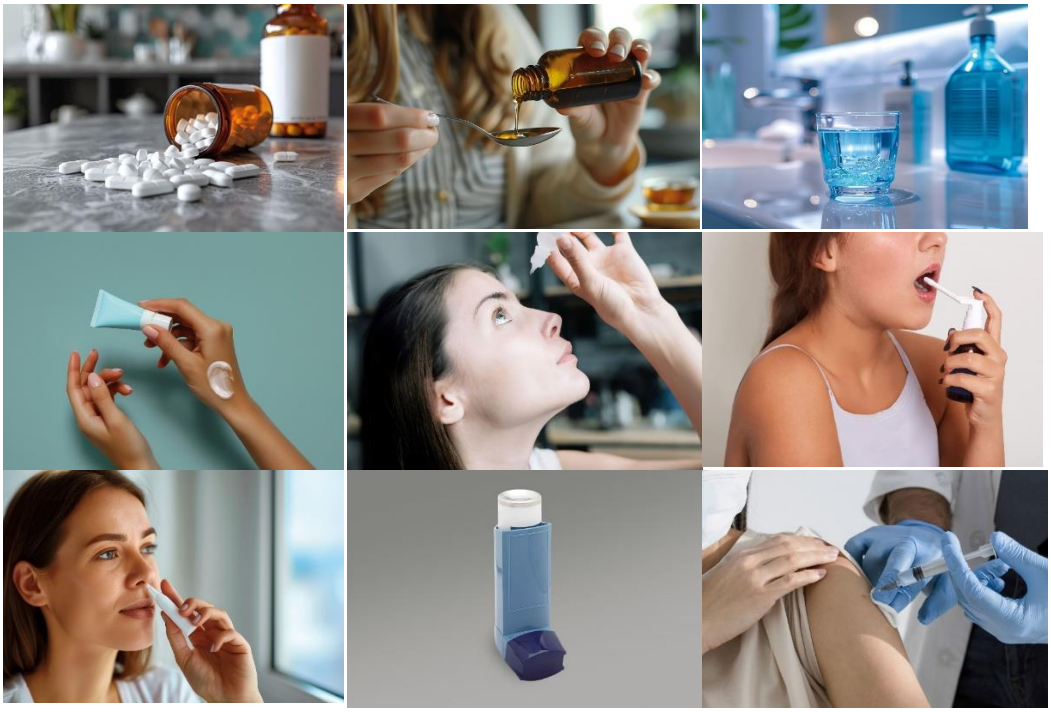
Key words:

complaints
condition
investigation
measurements
physical examination
swelling
vital signs
to detect
to examine
to make a diagnosis
to tap

Go back through this unit. What other useful words and expressions do you remember?

UNIT 3. MEDICATIONS

What do you think?



1. Look at the pictures. Can you guess what each medication is used for?
2. Choose the medications that are in liquid form.

Reading

Medications are also called drugs and medicines. They come in many different types, dosage forms, and strengths. For example, there are supplements, antihistamines, and antibiotics. Supplements help people with shortage of vitamins. Antihistamines are for allergies, and antibiotics are for infections.

Dosage form means how a medicine is given to you. There are many different dosage forms: capsules, suppositories, tablets, drops etc.

Strength means how much medicine is in a pill, drop etc. The strength can be different: medications can be junior strength and extra strength.

Medications have more than one name. The brand name is the name the company gives it. The generic name is the name of the medicine itself. For example, Tylenol is a brand name for the generic medicine called acetaminophen. There is a third name – a chemical name, which is in fact a long chemical formula of the medication. The chemical name of Tylenol is $HOC_6H_4NHCOCH_3$.

When you take medicine, you need to follow the instructions. The instructions tell you how much to take and how often. You should also read the warnings and side

effects. Warnings are things you need to be careful about. Side effects are things that can happen as a result of taking the medicine. For example, some medicines can make you feel sleepy or dizzy.

Before taking any new medicine, it's a good idea to talk to your doctor or pharmacist. A pharmacist is a person who works in a pharmacy and gives out medicine. They can tell you if it's safe to take with other medicines you're already taking. You should also tell them if you have any allergies or health problems.

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What are medications also known as?
   a. Vitamins
   b. Drugs and medicines
   c. Herbal remedies
   d. Food supplements
2. What are antihistamines used for?
   a. Infections
   b. Allergies
   c. Vitamin deficiency
   d. Pain relief
3. What does dosage form refer to?
   a. The chemical composition of the medicine
   b. How the medicine is given
   c. The strength of the medicine
   d. The expiry date of the medicine
4. What is the generic name of the brand name Tylenol?
   a. Paracetamol
   b. Aspirin
   c. Ibuprofen
   d. Acetaminophen
5. What does the chemical name of a medication represent?
   a. The company that produces it
   b. The name given by the pharmacist
   c. The long chemical formula of the medicine
   d. The expiry date of the medicine
6. What should you do before taking any new medicine?
   a. Read the side effects

b. Consult your doctor or pharmacist
c. Take it with other medicines
d. Ignore the warnings

7. Who can advise you on whether it's safe to take a new medicine?
   a. Doctor
   b. Dentist
   c. Nutritionist
   d. Teacher

II. Fill in the table for medication No. 1 from the text. Choose any two medications that you know and fill in the same information in line No. 2 and 3.

Brand name	Generic name	Chemical name
1.		
2.		
3.		

III. Answer the following questions.

1. How is strength defined in relation to medications?
2. Can you explain the difference between brand name, generic name, and chemical name of a medication with an example?
3. Why is it important to follow the instructions, warnings, and side effects when taking medicine?

Vocabulary

I. Match the words with their definitions.

Word	Definition
1. medications	a) the simple name of a medicine
2. side effects	b) how powerful a medicine is
3. dosage forms	c) other things that can happen when you take a medicine
4. extra strength	d) the special name given by the company that makes the medicine
5. warnings	e) a person who gives out medicines in a shop
6. pharmacist	f) the scientific name of a medicine
7. junior strength	g) different ways to take medicine, like tablets or liquids

8. chemical name	h) bad reactions your body has to certain things
9. strengths	i) very powerful medicine
10. generic name	j) things that help you get better when you are sick
11. brand name	k) medicine for children
12. allergies	l) important information about possible dangers of a medicine

II. Work in pairs. Look at the following dosage forms and distribute them into the columns according to the type and dosage forms.

1. Suppository 2. Drops 3. Ointment 4. Adhesive patch 5. Inhaler 6. Tincture 7. Tablets 8. Capsules 9. Syrup 10. Powder

Solid form	**Liquid form**	**Soft form**	**Aerosol form**

III. Work in pairs. Look at the list of dosage forms in ex. II above and think of other dosage forms that were not mentioned in the exercise.

IV. Complete the sentences using the words from the word bank.

tincture, dosage forms, ointment, side effects, strength, tablet, junior strength, extra strength, powder, brand name, capsule

1. Different _____, such as capsules and tablets, are available for administering medications.
2. The _____ of a medication refers to the amount of active ingredient it contains.
3. Some medications are available in both _____ and _____ for different age groups or needs.
4. The _____ of a medication is the name given to it by the manufacturer.
5. It's important to be aware of potential _____ before taking any medication.
6. Some medications are available in _____ form, especially when they are intended to take effect in the intestines.

7. _____ is a dosage form of medications which can be mixed with food or liquid.
8. _____ is a common dosage form for topical medications.
9. _____ is a liquid form of medication that is typically taken orally.
10. _____ is a solid form of medication that is swallowed whole or crushed and mixed with food or liquid.

Listening

I. Listen to the short article and answer the questions.

1. What is the pharmacist's first question to the customer?
2. What type of medication is the customer looking for?
3. What are some common side effects of acetaminophen mentioned by the pharmacist?
4. How does the pharmacist suggest the customer choose the dosage form for their son?
5. Which dosage form does the customer decide would be easiest for their son to take?
6. What does the pharmacist advise the customer to do regarding the dosage instructions?

II. Listen again and decide if the following statements are true (T), false (F) or not stated (NS).

1. The pharmacist greeted the customer with a smile.
2. The customer needed to buy medication for a fever but was unsure what to get.
3. The pharmacist refused to help the customer.
4. The customer will need a different medication for their son in the future.
5. The pharmacist informed the customer about the available options in junior strength.
6. The customer had a specific brand in mind.
7. The pharmacist suggested acetaminophen for fever and pain relief, mentioning its potential side effects.
8. The customer will experience side effects from the medication.
9. The pharmacist mentioned rare side effects of the medication.
10. The customer's son will develop allergies in the future.

Speaking

I. Work in pairs to interview each other.

Student A:

1. You are the interviewer for a local pharmaceutical newspaper. Ask Student B the following questions and note down the answers.
2. Change roles. Read the action plan for Student B.
3. Give your summary of Student B's answers to your questions.

Your question list:

1. What are the different types of medications available?
2. How do dosage forms and strengths affect the administration of medications?
3. What is the difference between brand names, generic names, and chemical names for medications?
4. What information should be included on medication instructions?

Student B:

1. You are a pharmacist who is interviewed by a reporter from a local pharmaceutical newspaper. Answer the reporter's questions.
2. Change roles. Read the action plan for Student A.
3. Give your summary of Student A's answers to your questions.

Your question list:

1. What are the potential risks and benefits of taking medications?
2. What role do healthcare professionals play in providing information and guidance on medication use?
3. How can individuals ensure they are using medications safely and effectively?
4. What factors should be considered when choosing a particular medication?

Writing

Prepare a report about a medication that was a breakthrough in medicine. Structure your report like this:

1. What is the medicine you've chosen?
2. What is it for?
3. When and by whom was it discovered?
4. How did it help people?

5. Were there any side effects?

Key words:

allergies
brand name
capsules
chemical name
dosage forms
drops
extra strength
generic name
inhaler
junior strength
medications
ointment
pharmacist
powder
side effects
suppository
syrup
tablets
tincture

Go back through this unit. What other useful words and expressions do you remember?

UNIT 4. FIRST AID

What do you think?

1. Why is it important to have knowledge about First Aid?
2. Can you think of some common situations where knowing First Aid might be important?
3. Why is it important to provide First Aid as soon as possible?
4. What things do you think should be in a basic First Aid kit?
5. Do you agree with the quote? Why?/Why not? “The best first aid for the injured is knowledge.” - William Hazlitt

Reading

The Importance of First Aid

First Aid means giving quick care to someone who is hurt or suddenly sick. It is a skill everyone should learn, as it can make a significant difference in emergency situations.

Here are some First Aid steps that can help stabilise a person until professional medical help arrives:

1. Assess the situation: Look for any dangers and make sure it is safe to help the person.
2. Check the person: Tap their shoulder and ask if they are okay. Look for signs of injury or illness.
3. Call for help: If the person is very sick or hurt, or you don't know what to do, call emergency services.
4. Keep them calm and comfortable: Reassure them and help them lie down if needed.
5. Stop bleeding: Press on any bleeding wounds with a clean cloth or bandage. Raise the injured limb if you can.
6. Treat for shock: If they have pale or sweaty skin, breathe fast, or are confused, lay them down, lift their legs, and cover them with a blanket.
7. Do CPR (cardiopulmonary resuscitation) if needed: If they are not breathing or their heart has stopped, do CPR until help arrives.

It's also important to know basic first aid techniques such as treating burns, fractures, or performing the Heimlich manoeuvre for someone who is choking.

Remember, staying calm and acting quickly are key when providing First Aid.

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What is the first step in providing First Aid, according to the text?
   a. Perform CPR
   b. Call for help
   c. Control bleeding
   d. Assess the situation

2. What should you do if the person shows signs of shock?
   a. Lay them down and elevate their legs
   b. Keep them standing up
   c. Give them water to drink
   d. Perform Heimlich manoeuvre immediately

3. What should you do if the person is not breathing or their heart has stopped?
   a. Control bleeding
   b. Keep them calm and comfortable
   c. Elevate their legs
   d. Perform CPR

4. How can you treat bleeding wounds according to the text?
   a. Apply ice
   b. Elevate the injured limb to increase bleeding
   c. Press on the wound using a clean cloth or bandage
   d. Leave the wound uncovered

5. When should you call for help in a First Aid situation?
   a. Only if the person is not breathing
   b. When the person is in a critical condition or you are unsure of what to do
   c. Before checking for the person's injuries
   d. If the person is calm and comfortable

6. What should you do if the person is hurt but can still talk to you?
   a. Perform CPR immediately
   b. Lay them down
   c. Keep them calm and comfortable. Provide injury specific aid
   d. Perform Heimlich manoeuvre

7. When is Heimlich manoeuvre used?
   a. To help someone who is choking
   b. To treat fractures
   c. To stop bleeding
   d. To treat shock

II. Mark the following statements as true (T) or false (F).

1. First Aid does not mean checking dangers around you.
2. Checking if the person responds and looking for injuries is part of First Aid.
3. Basic First Aid includes treating burns, broken bones, and doing the Heimlich manoeuvre.
4. Do not do CPR if the person is not breathing or their heart has stopped.
5. First Aid recommends keeping the person anxious and uncomfortable.
6. To stop bleeding, press on the wound and lift the limb.
7. Signs of shock are pale or sweaty skin, fast breathing, and confusion.
8. Staying calm and acting quickly is not important in providing First Aid.

Vocabulary

I. Match emergency scenarios with the appropriate First Aid response.

1. If you cut your finger,	a) sit down and put your head between your legs. If you are hungry, try eating something.
2. If you have a nose bleeding,	b) drink plenty of liquids to make sure you stay hydrated. Take enterosorbents.
3. If you have food poisoning,	c) scrape off the stinger with a fingernail. Wash the sting with soap and water. Use a cold compress.
4. If you're alone and choking,	d) sit down, put your head forward, pinch your nose and breathe through your mouth. Don’t blow your nose for at least an hour.
5. If you feel dizzy,	e) wash it with clean water. Cover it with a plaster, but take it off at night. Air helps the cut heal.
6. If you get a bee sting,	f) try not to move the injured part, and put ice on it for about 20 minutes to reduce pain and swelling.
7. If you have a strain,	g) give yourself the Heimlich manoeuvre: bend over a hard surface like the back of a chair. Press your abdomen against the surface until the object comes out.

II. Here are some steps to follow in case of small burns. Put them in the correct order.

1. Run cool water over the burn for at least 10 minutes.
2. Keep the burn clean and covered with a dressing until it heals.

3. Change the dressing once a day.
4. Put a sterile, non-sticky dressing on the burn.
5. Check how bad the burn is.
6. Gently dry the area with a clean cloth.
7. Put a thin layer of cream on the burn.

III. Complete the text about First Aid for allergic reaction. Use the words from the word bank.

information, breathing, condition, medication, dial, inhaler, reaction, conscious

If someone is having a bad allergic _____ (1), right away _____ (2) 112 and ask for help. Give the operator as much _____ (3) as you can about the person's _____ (4). If the person has their _____ (5), help them use it. The medication is given using a piece of equipment called an _____ (6). If the person is _____ (7), help them sit in a comfortable position to ease their _____ (8).

IV. Label the contents of the First Aid kit.

1 2 3 4




5 6 7 8




9 10 11 12




a. Safety pin		g. Disposable gloves	
b. Thermometer		h. Antiseptic wipes	
c. Adhesive bandages (Plasters)		i. Antiseptic solution	

d. Sterile gauze pads		j. Pain relievers	
e. Tweezers		k. First Aid kit	
f. Scissors		l. Bandage	

Listening

I. Listen to the conversation between Olivia and Ethan. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What happened to Mary?
   a. She was stung by a bee.
   b. She fell and broke her arm.
   c. She had a heart attack.
   d. She was bitten by a snake.
2. Why should Ethan call for medical help immediately?
   a. To get pain relief medication
   b. To get a photo of the snake
   c. To get an antivenom if necessary
   d. To get a bandage for the wound
3. Why should Ethan remove any jewellery Mary is wearing?
   a. To prevent more snake bites
   b. To make swelling in the bitten area bigger
   c. To avoid hurting Mary during swelling
   d. To clean the wound well
4. What should Ethan NOT do while waiting for the ambulance?
   a. Write down the time of the bite
   b. Try to suck out the venom
   c. Keep Mary calm
   d. Take a photo of the snake
5. Why is it important for Mary to remain calm and still?
   a. To avoid attracting more snakes
   b. To stop the venom from spreading faster
   c. To make the ambulance come faster
   d. To heal quicker
6. Why does Olivia recommend taking a photo of the snake?
   a. To prevent Mary from getting bored
   b. To make sure Mary gets the right care
   c. It may help in pain relief
   d. It may help identify the type of venom
7. What is the main reason why Ethan should not apply a tourniquet or ice on the bitten area?

a. They can make it worse
b. They help in concentrating the venom
c. They stop swelling
d. They help in cleaning the wound

II. According to the audio, what are three DOs and three DON'Ts of providing First Aid for a snake bite?

III. Listen again and fill in the gaps with the words from the word bank.

quickly, swelling, circulation, suck out, apply, absorption, remove, antivenom, giving, venom

When _____ (1) First Aid for a snake bite, act _____ (2), because some _____ (3) can kill in minutes.
What should you do?
Get medical help straight away as _____ (4) may be needed.
Write down the time of the bite.
_____ (5) accessories and jewelry as they can hurt the patient if _____ (6) takes place.
Do not _____ (7) the venom.
Do not _____ (8) a tourniquet.
Do not put ice on a snake bite. It may block blood _____ (9), like a tourniquet.
Alcohol or caffeine speed up the body's _____ (10) of the snake venom.

Speaking

I. Work with a partner. Take turns to speak about the following situations. What steps would you take to assist the person in need?
A – cuts
B – burns
C – choking
D – snake bite

II. In small groups discuss the following questions.
1. Have you ever needed to use First Aid in an emergency situation?

2. What do you think are the most important skills to have for providing First Aid?
3. Do you know where to find a First Aid kit in your home or school?
4. How do you feel about learning more about First Aid techniques?
5. Why is it important to remain calm and focused when providing First Aid?
6. What would you do if someone near you needed immediate First Aid assistance?
7. What information should you give when calling for an ambulance?

Writing

Write a social media post warning your friends about common first aid mistakes to avoid.

Key words:

bandage
bee sting
bleeding
burn
choking
emergency
First Aid kit
injury
pain reliever
poisoning
shock
snake bite
venom
to apply pressure
to call for help
to perform CPR
to treat wounds

Go back through this unit. What other useful words and expressions do you remember?

MODULE VI. TEST I

I. Read the text. In each question below choose the right answer *a*, *b*, *c*, or *d*.

Throughout history, people have been using plants and herbs as medicine, a tradition that started in ancient civilizations like Egypt, Greece, and China. These early societies learned about the healing properties of certain plants through trial and error and passed this knowledge down through generations.

As time passed, medicine evolved. In ancient Greece, the famous physician Hippocrates laid the basis for modern medicine with his principles of diagnosing and treating illnesses. During this period, the idea of using medication to help people get better became clearer. The focus was on studying the body and its symptoms to find the best ways to treat illnesses.

Advancements in medication continued through the Middle Ages and Renaissance periods with the rise of apothecaries and pharmacists, creating remedies with great care. But it wasn't until the 1800s and 1900s that medicine really began to grow. During this time, doctors learned more about sicknesses and how to help people feel better.

These two centuries saw significant progress in the field of medicine. Insulin, antibiotics, and other life-saving medications were discovered. The invention of anaesthesia by William Morton in the mid-1800s helped doctors perform surgeries without causing pain. Thanks to anaesthesia, patients felt better during and after operations. The germ theory of disease developed by Louis Pasteur and the finding of penicillin by Alexander Fleming changed the way bacterial infections were treated, saving many lives.

In the 20th century, pharmaceutical companies began mass-producing medications, making them more available to everyone. The introduction of vaccines further revolutionised healthcare by preventing infectious diseases such as polio and measles.

Today, medicine is still progressing quickly. Scientists are studying and finding new ways to treat various conditions, ranging from chronic illnesses to rare genetic disorders. The history of medicine shows how humans have been creative and innovative in the quest to treat diseases and improve people's lives.

1. What is one way in which ancient civilizations like Egypt, Greece, and China learned about the healing properties of plants and herbs?
   a. Through modern technologies
   b. Through trial and error

c. By bying knowledge
d. Through social media influencers

2. Who is credited with laying the foundation for modern medicine with principles of diagnosing and treating illnesses in ancient Greece?
   a. Hippocrates
   b. Louis Pasteur
   c. Alexander Fleming
   d. William Morton

3. During what time period did medicine see advancements with the rise of apothecaries and pharmacists?
   a. Ancient Egypt
   b. 1800s and 1900s
   c. Middle Ages and Renaissance periods
   d. 20th century

4. Which key advancement in medicine during the 1800s allowed for painless surgeries?
   a. Insulin
   b. Anaesthesia
   c. Antibiotics
   d. Penicillin

5. Who developed the germ theory of disease that changed the way bacterial infections were treated?
   a. Hippocrates
   b. William Morton
   c. Louis Pasteur
   d. Alexander Fleming

6. What major discovery by Alexander Fleming revolutionised the treatment of bacterial infections?
   a. Insulin
   b. Vaccines
   c. Anaesthesia
   d. Penicillin

7. In what century did pharmaceutical companies begin mass-producing medications?
   a. 17th century
   b. 18th century
   c. 19th century
   d. 20th century

8. How did the introduction of vaccines revolutionise healthcare?
   a. By introducing home remedies
   b. By preventing infectious diseases
   c. By creating more resistant bacteria
   d. By increasing the cost of medical treatments
9. What does research in medicine today lead to according to the text?
   a. Fewer treatments available
   b. New treatments for various conditions
   c. No progress in the medical field
   d. Limited access to healthcare
10. According to the text, what does the history of medicine demonstrate about humans?
   a. Lack of creativity
   b. Innovation in treating diseases and improving lives
   c. Dependency on modern technology
   d. Hesitation to try new treatments

II. Mark the following statements as true (T) or false (F).

1. People in ancient civilizations like Egypt, Greece, and China did not use plants and herbs as medicine.
2. Hippocrates is known for laying the foundation for modern medicine with his principles of diagnosing and treating illnesses.
3. Medicine evolved significantly during the Middle Ages and Renaissance periods with the rise of apothecaries and pharmacists.
4. Modern medicine took off in the 1800s and 1900s due to major advancements in understanding diseases and developing effective treatments.
5. The invention of anaesthesia in the mid-1800s by William Morton enabled painless operations.
6. Alexander Fleming discovered insulin, which helped in treating diabetes.
7. Louis Pasteur is credited with developing the germ theory of disease, which revolutionised how bacterial infections were treated.
8. The 20th century saw the introduction of vaccines, which helped in preventing infectious diseases like polio and measles.
9. Research in medicine today is leading to new treatments for various conditions, including chronic illnesses and rare genetic disorders.
10. The history of medicine highlights how humans have been uncreative in the quest to improve healthcare over time.

III. Match the words with their definitions.

1. complaint	a) cardiopulmonary resuscitation, a life-saving technique used to help someone who has stopped breathing or whose heart has stopped beating
2. First Aid kit	b) when blood comes out of a wound or cut in the skin
3. vital signs	c) a problem or symptom that a patient tells their doctor
4. emergency	d) when a doctor looks at and touches your body to check for any signs of illness or injury
5. abnormality	e) a serious situation that requires quick action to prevent harm or danger
6. bleeding	f) something that is not normal or typical in a person's health or condition
7. CPR	g) a box or bag containing basic medical supplies for treating small injuries or illnesses
8. physical examination	h) important measurements of your body's functions, like heart rate and temperature
9. diagnosis	i) the force of blood against the walls of your arteries as your heart pumps it around your body
10. blood pressure	j) the identification of a disease or medical condition based on symptoms and test results

IV. Match the beginnings of the sentences on the left with the endings on the right.

1. My dentist recommended dental	a. check up next week, I hope everything is okay with my teeth.
2. I can't eat anything because of this toothache,	b. it's really painful.
3. Unfortunately, the dentist needs to extract	c. teeth, but they look very natural and she can eat anything.
4. I have a dental	d. sealants to protect my back teeth from decay.
5. The dentist will use local	e. the tooth because it can’t be fixed.

6. Fluoride	f. anaesthetic, so I don't feel any pain during the procedure.
7. My grandma has false	g. toothpaste helps prevent cavities and strengthens your teeth.

V. Answer the questions.

1. What is the purpose of medical checkups?
2. What does the dentist do during a check-up?
3. What are the three main vital signs that are typically checked during a medical examination?
4. Can you name three common things found in the First Aid kit?
5. Why is it important to follow the instructions when taking medicine?

MODULE VI. TEST II

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

A visit to the doctor can be a nerve-wracking experience for many people. However, it is important to remember that doctors are there to help and support us in maintaining our health.

During a patient examination, the doctor will typically ask about your medical history, symptoms, and any medications you are currently taking. They may also perform a physical examination to check for any abnormalities or signs of illness. It is important to be open and honest with your doctor during this process, as this information will help them make an accurate diagnosis and recommend appropriate treatment.

If the doctor determines that you need medication, they will prescribe the appropriate drug and dosage for your condition. It is important to follow their instructions carefully and take the medication as directed. If you have any concerns or experience unwanted side effects, be sure to communicate this to your doctor so that they can make changes as needed.

In the event of a medical emergency or injury, knowing basic first aid can be life-saving. It is important to have a basic understanding of how to perform CPR, treat minor wounds, and respond to common medical emergencies. Keeping a first aid kit stocked with essentials like bandages, antiseptic wipes, and pain relievers can also be helpful in these situations.

Overall, visiting the doctor, undergoing a patient examination, taking medications as prescribed, and knowing basic first aid are all important aspects of maintaining our health and well-being. By taking care of our health and seeking medical care when needed, we can ensure that we stay healthy and happy for years to come.

1. Why can visiting the doctor be a nerve-wracking experience for many people?
    a. Because doctors are usually unfriendly
    b. Because it involves maintaining health
    c. Because it is an unfamiliar situation for many
    d. Because it is typically a pleasant experience
2. What will a doctor typically ask about during a patient examination?
    a. Personal hobbies and interests
    b. Medical history, symptoms, and current medications
    c. Social activities and lifestyle
    d. Dietary preferences and exercise habits

3. What might a doctor do during a physical examination?
    a. Perform an intelligence assessment
    b. Conduct a psychological evaluation
    c. Check for abnormalities or signs of illness
    d. Perform a reactions assessment

4. What is crucial to provide your doctor with during an examination?
    a. A detailed report of your lifestyle
    b. Open and honest information about your health
    c. A list of your favorite medications
    d. A summary of your family history

5. What should you do if the doctor prescribes medication?
    a. Take it according to your own schedule
    b. Skip doses if you feel better
    c. Follow the doctor's instructions carefully
    d. Stop taking it if you experience side effects

6. How should you handle unwanted side effects from medication?
    a. Ignore them and continue taking the medication
    b. Stop taking the medication immediately
    c. Communicate your concerns to your doctor
    d. Switch to a different medication on your own

7. What is important to know in the event of a medical emergency or injury?
    a. How to perform CPR and treat minor wounds
    b. How to negotiate with medical professionals
    c. What kind of medication to take
    d. How to fill out insurance forms

8. What should a first aid kit contain?
    a. A list of emergency contacts
    b. Essentials like bandages, antiseptic wipes, and pain relievers
    c. A manual on medical procedures
    d. Surgical instruments

9. What is the overall goal of visiting the doctor and knowing basic first aid?
    a. To avoid all medical care
    b. To ensure you stay healthy and happy
    c. To delay medical treatments
    d. To save money on medical expenses

10. What is essential for maintaining health and well-being according to the text?
    a. Seeing a doctor only when you are very sick

b. Being proactive about health and seeking medical care when needed
c. Avoiding medication and treatments
d. Using alternative medicine exclusively

II. Mark the following statements as true (T) or false (F).

1. A visit to the doctor is always a pleasant experience for everyone.
2. Doctors are there to help and support us in maintaining our health.
3. During a patient examination, the doctor will not ask about your current medications.
4. It is important to be open and honest with your doctor to help them make an accurate diagnosis.
5. You should communicate any concerns or unwanted side effects of medication to your doctor.
6. If you take prescribed medication, you should ignore the doctor's instructions if you feel better.
7. Knowing basic first aid is unnecessary in case of a medical emergency or injury.
8. A well-stocked first aid kit should include bandages, antiseptic wipes, and pain relievers.
9. The text suggests avoiding medical care unless you are very sick.
10. Being proactive about health and seeking medical care when needed helps in staying healthy and happy.

III. Match the words with their definitions.

1. antiseptic wipes	a. medicines that a doctor gives to a patient to take, which are specifically chosen for their health needs
2. mouth-to-mouth	b. tests done in a laboratory to check for health problems. They often involve taking samples like blood or urine
3. medical history	c. a method of giving first aid where one person breathes air into another person's mouth to help them start breathing
4. lab tests	d. a medical term for low blood pressure, which can make a person feel dizzy or weak
5. ambulance	e. the process of breathing in and out, where the body takes in oxygen and gets rid of carbon dioxide

6. hypotension	f. a medicine that reduces or stops pain in the body
7. respiration	g. small cloths that are soaked in a liquid that kills germs. They are used to clean hands or surfaces
8. pain reliever	h. a special vehicle used to transport sick or injured people to a hospital
9. minor wound	i. a record of a person's past health problems and treatments, including any illnesses or surgeries they have had
10. prescribed medications	j. a small cut or injury that is not very serious and usually heals on its own

IV. Match the beginnings of the sentences on the left with the endings on the right.

1. You should be examined	a) medications to help with your illness.
2. If the injury is severe, you might need to be	b) a treatment plan to get better quickly.
3. The doctor prescribed	c) first aid until help arrives.
4. It is important to follow	d) CPR if someone stops breathing.
5. If someone gets hurt, you should give	e) by a doctor if you feel sick.
6. In an emergency, you may need to give a	f) an ambulance right away.
7. If there is a serious accident, you should call	g) operated on in the hospital.

V. Answer the questions.

1. Why might visiting the doctor be a nerve-wracking experience for some people?
2. What should you do during a patient examination to help your doctor make an accurate diagnosis?
3. How can you manage unwanted side effects from prescribed medications?
4. Why is it important to have basic first aid knowledge and a stocked first aid kit?
5. What are some ways to be proactive about your health according to the text?

Module VII
Research

UNIT 1. RESEARCH ARTICLES

What do you think?

1. Are you engaged in research?
2. What is the subject of your research?
3. What helps you do your research?

Reading

What is a Research Article?

A research article is a written paper that illustrates an outcome of scientific research with supporting clinical data. This differs from other types of informative articles, such as magazine features or research papers, which typically address the topic in a general scope as a means of introduction. A research article is written by and for researchers for the purpose of making specific findings known to the scientific community at large.

Another key difference between other papers and a research article is that the latter strictly presents facts, rather than serve as a letter of opinion or a summary of the existing scientific literature.

A research article often presents results of clinical research. As with any type of targeted writing, there is a protocol to follow when writing a research article in terms of layout. The title, for example, should provide a summary statement that either describes the research or presents the main conclusion drawn from the work. This not only helps the article to be noticed in table of contents in the print version of the scientific journal, but also assists in indexing the article in electronic forms. For instance, PubMed Medline is an online database of published journal material provided by the U.S. National Library of Medicine. A lookup of a key word or phrase scans articles published in thousands of scientific journals and returns search results according to their relevance in the title.

New therapies and treatment often come out of clinical research. The author or authors of a research article are listed according to their degree of contribution to the work, easily permitting one to identify the lead researcher. Someone looking to write a research article may begin by doing an online search to make sure their ideas haven't already been covered.

While most other forms of articles contain a summary at its end, the process is reversed in a research article. In fact, the summary, known as the abstract, precedes the full content of the paper. There is also a specific formula for its construction. It contains one or two introductory sentences explaining the necessity of the research

performed, followed by the methodology used, the results found, and how the researchers applied the results. Finally, the abstract contains a single sentence representing a statement of conclusion of the authors based on these findings.

I. Read the text. In each question choose the right answer *a, b, c,* or *d*.

1. What is the main purpose of a research article?
   a. To tell a story
   b. To share new scientific discoveries
   c. To give the author's opinion
   d. To summarise other research
2. What does the title of a research article usually do?
   a. Describe the main conclusion of the study
   b. Give a general introduction to the topic
   c. List all the important details
   f. Explain the research methods
3. What is included in the abstract of a research article?
   a. The author's background
   b. A detailed summary of the entire article
   c. Key information about the study
   d. Opinions and recommendations
4. How are research articles different from other types of articles?
   a. They are longer and more complex
   b. They are written by scientists for other scientists
   c. They only contain factual information
   d. All of the above
5. How are research articles usually found in online databases?
   a. By the author's name
   b. By the research methods used
   c. By keywords in the title
   d. By the journal they were published in

II. Mark the following statements as true (T) or false (F).

1. A research article presents scientific research outcomes with clinical data.
2. A research article rarely presents results of clinical research.
3. The lead researcher in a research article is easily identified based on their contribution.

4. Most articles have summaries at the beginning, unlike research articles.
5. The abstract comes before the full content in a research article.
6. There is no specific formula for constructing an abstract.
7. The abstract includes a single sentence summarising the authors' conclusions.

Vocabulary

I. Match the sentences halves to make sentences.

1. Someone looking to write a research article may begin by doing	a) a written paper that illustrates an outcome of scientific research with supporting clinical data.
2. A research article often presents results of	b) articles published in thousands of scientific journals and returns search results according to their relevance in the title.
3. The title, for example, should provide	c) clinical research.
4. A research article, on the other hand, is written by and for researchers for the purpose of	d) making specific findings known to the scientific community at large.
5. Another key difference between other papers and a research article is	e) an online database of published journal material provided by the U.S.
6. A lookup of a key word or phrase scans	f) an online search to make sure their ideas haven't already been covered.
7. A research article is	g) a summary statement that either describes the research or presents the main conclusion drawn from the work.
8. For instance, PubMed Medline is	h) the process is reversed in a research article.
9. New therapies and treatment often come out of	i) that the latter strictly presents facts, rather than serve as a letter of opinion or a summary of the existing scientific literature.
10. While most other forms of articles contain a summary at its end,	j) clinical research.

II. Fill in the blanks with the correct words from the word box.

aid, save, overabundance, summary, purpose, document, full, decide

An abstract is a brief _____ (1), generally from 100 to 200 words, of the contents of a document such as a research paper, journal article, thesis, review, conference proceeding, and other academic or legal _____(2). The primary _____ (3) of an abstract is to facilitate a selection of documents. A reader can grasp the essential points of the document without reading a _____ (4) document. A reader can _____ (5) what to read and what not to read. Abstracts, thus, speed up selection and _____ (6) time. An abstract, together with index, is a key finding _____ (7) of information in today's _____ (8) of information.

III. Unmix the definitions.

1. online database	a) someone who studies and investigates to learn new things
2. researcher	b) a collection of information that can be accessed on the interne
3. summary	c) a publication where scientists share their research findings
4. key word	d) a piece of writing that shares new information about a topic
5. print version	e) studying how to improve people's health through experiments and observations
6. clinical research	f) a short explanation of the main points in something
7. scientific journal	g) a physical copy of something like a book or magazine
8. research article	h) an important word that helps you find specific information

Listening

I. Listen and choose the right answer *a, b, c, or d.*

1. What is the main purpose of the Introduction section of a research article?
   a. To describe the results of the study
   b. To provide background information on the research problem and objectives
   c. To list the limitations of the study

d. To explain the statistical analysis used

2. Which section of a research article typically includes information about study participants?
   a. Results
   b. Discussion
   c. Methods
   d. Introduction

3. What does the Discussion section usually include?
   a. Descriptions of the procedures used in the study
   b. A list of the references cited in the article
   c. Explanations and significance of the study findings
   d. A summary of the main results

4. What is the overall structure of a typical research article called?
   a. IMRaD
   b. Acknowledgments
   c. Conclusion
   d. Abstract

5. Where would you typically find information about people who helped with the research?
   a. Introduction
   b. Acknowledgments
   c. Results
   d. Methods

6. What is the main purpose of the Results section?
   a. To explain the limitations of the study
   b. To describe the statistical analysis
   c. To present the key findings of the study
   d. To provide background on the research topic

7. Which section would include a statement of the study's hypothesis or purpose?
   a. Methods
   b. Discussion
   c. Acknowledgments
   d. Introduction

II. Match the halves to make sentences.

1. The Introduction section ends	a) explanations and statements of significance of the study.
2. It may also list	b) what was found and the results of the study.
3. At the end of most articles there is	c) background information about the research problem, research question, and objectives of the study.
4. The Methods section provides	d) limitations or parts of the study that were unsatisfactory and suggest what research needs to be done in the future.
5. The Discussion section contains	e) with a clear statement of the hypothesis or purpose of the study.
6. The Introduction section of a research article provides	f) a small Acknowledgments section.
7. The Results section describes	g) information about the people examined - the study participants.

Speaking

I. Find an article in a medical journal or online to comment on the typical structure of a scientific article.

II. Discuss in groups the following question

When you read a research article, which section do you read first? Why?

Writing

I. Statements about objectives often contain the following verbs:

assess We assessed whether…

determine The aim of our study was to determine whether…

investigate We investigated the …

Look at the research questions (1-3) and write a statement of the objective of each study, using an appropriate form of the verb in brackets.

1. Can taking vitamin D reduce the risk of rickets? (assess)

2. Does creating an empathic relationship impact the doctor-patient relationship? (determine)

3. Is there a risk of stress when working at a computer for a long time? (investigate)

II. Discussion section usually begins with a summary of the main findings. This is related to the objective of the study. Typical verbs include:

show	We have shown that…
confirm	Our study confirmed that…
provide evidence	These findings provide strong evidence that…

If results are less certain:

suggest	The results suggest that…

and with negative results:

fail to	This study failed to show that…

Write a sentence about the main finding in each of the studies 1-3 above, assuming a result as shown in brackets below.

1 (no)
2 (yes)
3 (yes)

Key words

abstract
analysis
author
data
evidence
experimental design
introduction
key findings
literature review
method
methodology
research
researcher
result
study
to analyze data
to conduct research
to publish findings
to reach a conclusion

Go back through this unit. What other useful words and expressions do you remember?

UNIT 2. PRESENTATION

What do you think?

1. Remember any course books in you school subjects. Which of those course books do you like most? Which of them do you not like? Try to come up with the reasons why you like or dislike a particular book.
2. Now try to remember blog posts you have recently seen. Were there posts that were easy to understand? Were there posts that were hard to understand? Try to think of the reasons.

Reading

Making presentations is an essential skill in today's professional world. A well-crafted presentation can effectively convey information and ideas to an audience. To create a successful presentation, it is important to first have a clear understanding of the topic and objective of the presentation.

One key element in a presentation is the use of slides. Slides are visual aids that help to support and enhance the information being presented. It is important to keep slides simple and to the point, using bullet points and visuals to convey key points.

There are many software options available for creating presentations, such as Microsoft PowerPoint, Google Slides, and Prezi. These tools offer a variety of features that can help enhance your presentation, such as templates, animations, and slide transitions.

When creating a PowerPoint presentation, there are several rules to follow in order to make it effective and engaging for your audience.

1. First and foremost, it is important to make sure that your slides are simple and easy to read. Avoid cramming too much text onto each slide, as this can overwhelm your audience. Instead, use bullet points or short phrases to convey your message.

2. When it comes to arranging text and pictures, make sure they are strategically placed on the slide. You want to make sure that your audience can easily follow along with your presentation without getting lost in a sea of information. Use visuals to enhance your message and keep your audience engaged.

3. The background of your slides is also important. Choose a background that is not too distracting but still visually appealing. You want the focus to be on your content, not on the design of your slides. Stick to a simple color scheme and avoid using busy backgrounds that can take away from your message.

4. As for the number of slides, it is best to keep your presentation concise and to the point. Aim for around 10-15 slides for a typical presentation. Each slide should convey a key point or idea, and should not be overloaded with information. Remember, you want to keep your audience interested in what you have to say.

5. Lastly, consider including audio and video files in your PowerPoint presentation to enhance your message. Audio and video can help to bring your content to life. Just make sure that the files you include are relevant to your topic and add value to your presentation.

In conclusion, following these rules when creating a PowerPoint presentation can help you deliver a clear and effective message to your audience. Keep your slides simple, use visuals to enhance your message, choose a background that is not distracting, keep your presentation concise, and consider including audio and video files to make your presentation more interactive. With these tips in mind, you can create a successful PowerPoint presentation that will leave a lasting impression on your audience.

I. Read the text. In each question choose the right answer *a*, *b*, *c*, or *d*.

1. What is the main purpose of a presentation?
   a. To entertain the audience
   b. To share information and ideas
   c. To showcase your public speaking skills
   d. To pass the time

2. Which of the following is an important element in creating an effective PowerPoint slide?
   a. Using a complex background
   b. Including as much text as possible
   c. Keeping the slide simple and easy to read
   d. Adding lots of fancy animations

3. What is the recommended number of slides for a typical presentation?
   a. 5-10 slides
   b. 10-15 slides
   c. 15-20 slides
   d. There is no recommended number

4. Why is it important to include visuals in a presentation?
   a. To make the slides look more colourful
   b. To showcase your artistic skills

c. To enhance the information and keep the audience engaged
d. To distract the audience from the content

5. What should you avoid when creating PowerPoint slides?
a. Using a plain background
b. Including bullet points
c. Inserting relevant images
d. Cramming too much text

II. Answer the following questions about slide presentations.

1. What is important to keep slides simple and to the point?
2. How many slides should you aim for in a typical presentation?
3. What is important to avoid when arranging text and pictures on slides?
4. What should you consider when choosing a background for your slides?
5. What type of files can you include in your PowerPoint presentation to enhance your message?
6. What is the main goal of including audio and video files in a presentation?

Vocabulary

I. Match the words and their definitions.

1. appealing	a) communicate a specific idea or information
2. keep to the point	b) successful in achieving a desired result
3. deliver a message	c) putting too much content into a limited area or a limited time span
4. bullet points	d) attractive and interesting
5. effective	e) concise and summarised list items
6. overwhelm	f) provide with a large amount of something at once
7. cramming	g) focus on the main idea
8. get lost	h) make a strong impact or memory
9. follow along with	i) understand and go along with
10. leave an impression	j) not to know where you are or what to do or what to think

II. Fill in the gaps to make correct sentences. Use the words from the word bank.

convey, relevant, key points, overload, background, visually appealing, bullet points, concise, focus, address

1. When giving a presentation, it is important to _____ clear ideas.
2. _____ can help you deliver a message that is easy to understand.
3. It is essential that your presentation includes only information that is _____ to your topic.
4. An effective presentation can help you convey _____ that you want your audience to remember.
5. Avoid including too much information in your presentation, keep it _____ and to the point.
6. Choose the _____ that will not distract your audience from the contents of the presentation.
7. Visuals such as charts and graphs can make your presentation _____.
8. When delivering your presentation, _____ on the most important points and avoid unnecessary details.
9. Your slides should only include the key points you want to _____ in your presentation.
10. Avoid putting too much text into your slides, this will _____ your audience with information.

III. Unscramble the sentences.

1. an / information / can / ideas / and / audience / A / convey / presentation / to / effectively / well-crafted
2. slides / and / to / point / is / simple / important / the / keep / It / to
3. visuals / Use / convey / key / to / points / bullet / and / points
4. many / are / presentations / for / options / creating / software / There / available
5. along / with / follow / easily / your / audience / can / your / Make / presentation / sure / that
6. ornaments / complex / a / Stick / and / simple / using / background / to / avoid
7. in / your / Include / your / and / audio / files / enhance / message / video / presentation / to

Listening

I. Listen to the dialogue and say if the speakers are doing everything correctly. Write down the words that helped you decide.

II. Listen again and mark the following statements as true (T), false (F), or not stated (NS).

1. Sarah hasn't started working on the presentation yet.
2. Alex believes the slides look good but could be simplified.
3. Sarah is worried about the font size.
4. Alex suggests using busy backgrounds to make the presentation more engaging.
5. Sarah appreciates the feedback and will make the necessary changes before the meeting.
6. Alex suggests meeting for lunch tomorrow.

III. Insert the missing chunks to complete the dialogue.

Alex: Hi Sarah. 1)_____
Sarah: Yes, I have. I've done some research and pulled together the key points we want to cover.
Alex: Great! (2) _____
Sarah: I've made a few sample slides with bullet points and visuals, but I'm not sure if they're too busy or distracting.
Alex: Let me take a look. (3) _____
Sarah: You think so? Won't it be too plain then?
Alex: Not at all. Keeping it simple will help our audience focus on the content instead of being overwhelmed by too much information.
Sarah: Okay, I'll adjust them. (4) _____
Alex: Stick to a simple color scheme and avoid using busy backgrounds.
(5)_____
Sarah: Makes sense. And should we include any audio or video files?
Alex: Definitely. 6)_____
Sarah: Alright, thanks for your feedback. 7)_____
Alex: Sounds good. See you tomorrow!
Sarah: See you. Bye!

a. What about the slides?
b. I'll make the changes and send it over to you to review before our meeting tomorrow.

c. And what about the background?
d. Have you started working on our presentation yet?
e. It will bring our presentation to life and keep our audience engaged.
f. We don't want anything that will distract from our message.
g. Hmm, I think they look good, but maybe we can make them simpler.

Speaking

I. Read the text in the Reading section again. Write out 3 rules of a good presentation that you consider the most important. Be ready to explain your choice.

II. Work with a partner. Ask your partner what rules of making a successful presentation they consider to be the most important. Ask your partner to explain their choice.

Writing

I. Make a short presentation about how to make a good presentation. Keep within 3-5 slides.

Key words

background
bullet points
busy background
color scheme
cramming
effective
key element
relevant
slide transitions
software options
templates
visual aids
visually appealing
to convey
to deliver a message
to overwhelm

Go back through this unit. What other useful words and expressions do you remember?

UNIT 3. POSTER PRESENTATIONS

What do you think?

1. Think about posters you have seen at your previous conferences. Analyze the posters and identify key elements such as clear headings, visuals, and effective use of color. Discuss with your fellow students what makes each poster successful and note down any ideas you can use for own poster presentations.
2. Imagine that you are presenting a virtual poster at a conference. Brainstorm ideas for incorporating videos, animations, or interactive features into the virtual poster to make it more engaging. Think about how these multimedia elements can enhance the audience's understanding of your research or work. Share your ideas with a partner and discuss the potential impact of these interactive elements on virtual poster presentations.

Reading

Poster Presentations

A poster presentation is a way to communicate your research or work to people at a conference. You usually have a big piece of paper with information and pictures on it. The paper is on a wall or a billboard, or a roller banner. You stand next to it and talk to people about your work.

You don't need to give a speech, but you should prepare what you want to say. You can start by introducing yourself and saying what your work is about. Then you can explain the key figures, graphs, and so on in your poster. If you're not sure how to do this, look at other people's posters for ideas.

A good poster is easy to understand and looks nice. Use clear headings and short sentences. Put important information in a text box or use a different color. Be careful with colors, though - some colors are difficult to read on a poster. It's also a good idea to put your email address and website on your poster so that people can contact you later.

Some conferences have virtual posters. This means you don't print out your poster and put it on a wall. Instead, you show it on a computer screen or a tablet. You can add videos, animations, and interactive parts to your poster. This can make it more interesting for people. But be careful - too much interaction can make your poster slow and difficult to use.

At the conference, you can ask people to vote for the best poster. This can be a good way to get feedback on your work. Some conferences have special sessions for posters. You can show your poster and talk to people about it. They can ask you questions and give you suggestions. Remember, you don't need to know everything about your topic. Just try to tell a story and explain why your work is important for scientific progress.

If you're nervous about talking to people, remember that they're probably interested in your work. They might have similar ideas or work in the same area. And don't forget to enjoy yourself!

I. Mark the following statements as true (T) or false (F).

1. A poster presentation is a way to communicate your research or work to people at a museum.
2. You usually have a big piece of paper with information and graphs on it.
3. The author stands beside the poster and discusses their work with others.
4. You must not introduce yourself when presenting your work.
5. A good poster is easy to understand and has a lot of text.
6. Clear headings and concise sentences should be used.
7. All colors should be easy to read on a poster.
8. All conferences have virtual posters.

II. Answer the questions.

1. What is a poster presentation and how is it used to communicate research or work?
2. Do you need to give a speech during a poster presentation?
3. How can you make your poster easy to understand and visually appealing?
4. What are some tips for using colours effectively on a poster?
5. What are virtual posters, and how do they differ from traditional printed posters?
6. Why is it important to include your email address and website on your poster?
7. How can asking people to vote for the best poster at a conference benefit you as a presenter?

Vocabulary

I. Match the words with their definitions.

1. key figures	a) someone who talks about a topic in front of others
2. research	b) studying to find out new things or solve problems
3. graph	c) a picture that shows information using lines or bars
4. take-away message	d) important numbers or facts
5. cognitive load	e) showing information on a big paper in front of people
6. roller banner	f) the main idea that you remember after seeing or listening to something
7. table	g) how much your brain has to work to understand something
8. poster fatigue	h) sharing ideas through pictures or images
9. presenter	i) feeling tired from looking at too many posters
10. visual communication	j) a way to show information in rows and columns
11. poster presentation	k) a tall, narrow sign that you can roll up and down

II. Complete the sentences using the words from the word bank.

research, visual communication, graph, presenter, poster noise, poster presentation, take-away message, table, cognitive load, poster fatigue

1. We created a beautiful _____ (1) for our science project.
2. Our teacher asked us to do some _____ (2) before making the poster.
3. The _____ (3) of the poster is to recycle and conserve energy.
4. The _____ (4) shows how the temperature changes throughout the year.
5. The _____ (5) displays information about different types of animals.
6. The _____ (6) will explain the poster to the audience.
7. The class felt _____ (7) after looking at too many presentations.
8. _____ (8) happens when you add irrelevant or unnecessary information to your poster.
9. Too much text on a poster can increase _____ (9) for viewers.
10. _____ (10) through images helps to make the poster interesting.

Listening

I. Listen to the dialogue and answer the questions.

1. What did Nina think of Sam's poster presentation at the conference?
2. How did Sam feel about Nina's feedback on his take-away message?
3. What was one suggestion for improvement that Nina mentioned?
4. Why did some people experience poster fatigue when looking at too many posters?
5. What aspect of the poster did a few people comment on as having too much visual noise?
6. What does Sam plan to do to reduce cognitive load for viewers in the future?
7. How did Nina describe Sam's poster in terms of visual communication?

II. Listen again and complete the dialogue using the words from the word bank.

effective, commented, overall, cognitive load, feedback, poster presentation, poster fatigue, great presenter, suggestions, research, focus

Nina: Hi, Sam. I saw your _____ (1) at the conference today.
Sam: Oh, really? How was it?
Nina: It was great! Your _____ (2) is so interesting.
Sam: Thank you! What did you think of my take-away message?
Nina: It was clear and concise. And you were a _____ (3)!
Sam: Thanks, Nina. Did you have any _____ (4) for improvement?
Nina: Well, some people mentioned they experienced _____ (5) when looking at too many posters in one go.
Sam: That's true. Any other _____ (6)?
Nina: A few also _____ (7) on there being too much visual noise on the poster that made it hard to _____ (8) on key points.
Sam: Okay, noted. Next time, I'll try to reduce the _____ (9) for viewers.
Nina: Definitely. Your poster was very _____ (10) in terms of visual communication though.
Sam: Thanks, I worked hard on that aspect.
Nina: _____ (11), great job with your poster presentation, Sam.
Sam: Thank you, Nina.

Speaking

Discuss the following topics with a partner and share your experience with the class.

1. My first experience presenting a poster at a conference.
2. How I prepared for my poster presentation and what I learned from it.
3. The most interesting feedback I received about my poster.
4. My favorite part of creating a poster presentation.
5. The importance of clear communication in a poster presentation.

Writing

Choose a topic, which appeals to you, and write an essay.

1. Poster presentations are an effective way to share research findings. Do you agree?
2. Visual aids like posters can enhance the understanding of complex information. What do you think?
3. Some people believe that virtual posters are more engaging than traditional ones. Do you agree or disagree?
4. The design of a poster can greatly impact how well it is received. Do you think visuals are important in presentations?
5. Poster presentations allow for interactive and multimedia elements. Is this beneficial for conveying information effectively?

Key words:

cognitive load
graph
poster fatigue
poster noise
poster presentation
presenter
research
table
take-away message
visual communication

Go back through this unit. What other useful words and expressions do you remember?

UNIT 4. ORAL PRESENTATIONS

What do you think?

1. Look at the pictures and discuss with a partner or in a group the importance of engaging the audience in a presentation. Think of different ways to capture the audience's interest right from the beginning. Present your ideas to the class.
2. Think about positive and negative aspects of a presentation. What do you think makes an oral presentation excellent?

Reading

How to Give a Great Presentation

The main thing is to engage the audience. Get them interested in your topic from the start. Then, use visuals to help explain your points. But don't put too much information on each slide. And don't read from the screen or your notes. Look at the audience and speak clearly.

Before you present

Prepare your presentation well. Know what you are going to say for each slide. Practice many times – but not so much that it sounds like you have learnt it by heart. It's important to be yourself. Try to relax and enjoy the moment.

At the beginning

When you start, smile and make eye contact with the audience. Say hello and introduce yourself. Then, introduce your topic. For example, say 'Today I'm going to talk about …' or 'My presentation is about …'

During the presentation

Speak slowly and clearly. Keep a normal pace. Use pauses to give yourself time to think and the audience time to understand. Make sure everyone can hear you. If

you need a microphone, ask for one. If there is a problem with the technology, stay calm. You can say something like 'Sorry, I'll try again' or 'Let me just check this'.

At the end

Finish with a clear summary of your main points. For example, say 'So, in conclusion …' or 'To sum up …' Thank the audience for listening and ask for questions.

During the questions

Listen carefully to each question. If you don't understand, ask the person to repeat it. If you still don't understand, ask for more information. Answer as directly as possible. If you don't know the answer, say so. But offer to find out later. If you get a difficult question, stay calm and positive. Don't argue with the person. If you need time to think, say something like 'That's an interesting question' or 'I've never thought about that before'.

At the end of the presentation

Thank the audience again and smile. Make eye contact with different people in the room. After your presentation, try not to worry about how it went. Learn from any mistakes you made, but also think about what went well. And enjoy the moment!

I. Read the text. In each question choose the right answer *a, b, c,* or *d*.

1. What should you do to engage the audience at the start of a presentation?
   a. Use a lot of technical language
   b. Read directly from your notes
   c. Smile and make eye contact
   d. Show a long video clip

2. Which of these is NOT recommended when giving a presentation?
   a. Practice your presentation many times
   b. Use visual aids like slides
   c. Speak slowly and clearly
   d. Read word-for-word from the slides

3. What should you do if you have trouble with the technology during your presentation?
   a. Get angry and blame the organisers
   b. Apologise and try to fix the problem
   c. Sit down and refuse to continue
   d. Change the topic to avoid using the technology

4. How should you end your presentation?
   a. Summarise your main points

b. Ask the audience to leave
c. Tell a long joke
d. Introduce a new topic

5. What is the best advice if you're asked a question you don't know the answer to?
a. Make up an answer
b. Say you don't know but offer to find out
c. Argue with the person asking
d. Pretend you didn't hear the question

II. Mark the following statements as true (T) or false (F).

1. Engaging the audience is not important in a presentation.
2. It is important to prepare your presentation thoroughly.
3. Speaking quickly and unclearly is recommended during a presentation.
4. It is advised to smile and establish eye contact with the audience at the beginning of a presentation.
5. Ignoring questions is acceptable during a presentation.
6. It is recommended to express gratitude to the audience and smile at the end of a presentation.
7. It is important to dwell on any mistakes made during the presentation.

Vocabulary

I. Rearrange the words to make sentences.

1. my / had / slides / presentation / it / difficult / which / with / made / I / share / to / problem / a / technology / a / my / me / oral / smoothly / for / During
2. everyone / a / in / presenting / the / saying / pace / audience / normal / keep / important / what / so / It's / that / understand / to / can / you're / when
3. with / the / engaging / to / good / to / your / presentation / make / eye / in / make / practice / different / It's / contact / more / audience / people
4. Remember / public / deliver / moment / in / to / speaking / it / the / enjoy / your / more / when / help / presentation / and / effectively / you / relax / will
5. during / presentation / points / be / of / pauses / afraid / used / Don't / emphasise / your / be / important / to / can / they
6. engage / to / audience / from / At / your / of / presentation / further / for / end / the / the / questions / ask / them
7. your / front / to / say / more / feel / going / to / you're / confident / rehearse / in / presentation / when / others / of / Before / what / speaking

8. or / use / enhance / your / graphs / images / to / presentation / points / like / To / visuals / illustrate / your / help
9. start / nervous / calm / with / feel / by / stay / before / deep / breaths / continuing / presentation / your / remember / to / to / If / taking / you
10. after / Be / the / may / any / prepared / to / have / clarify / questions / from / answer / to / doubts / presentation / your / they / audience

II. Rephrase the sentences using the words from the word bank.

enjoy the moment, practice, engage the audience, keep the normal pace, prepare your presentation, use visuals, Q&A session, ask for questions, make eye contact, deliver an oral presentation

1. Before starting your speech, captivate the audience with an interesting fact.
2. It's important to utilise visuals such as charts and graphs to enhance your presentation.
3. Remember to thoroughly plan your presentation to ensure it flows smoothly.
4. Rehearse your speech in front of a mirror to improve your delivery.
5. At the end of your presentation, request questions from the audience.
6. Following the presentation, there will be time for questions and answers.
7. While delivering your speech, maintain a normal pace to ensure clarity.
8. Establish a connection by making eye contact with various audience members.
9. Take a moment to relish the experience of delivering an oral presentation.
10. Ensure you present an engaging and informative oral presentation.

Listening

I. Listen to the dialogue and answer the questions.

1. How is Lisa preparing for her presentation?
2. What strategy does Lisa plan to use to engage the audience at the beginning of her presentation?
3. Why did Lisa ensure that her slides were not overcrowded with information?
4. What advice does Alex give Lisa about speaking during her presentation?
5. How does Lisa plan to introduce herself and her topic before starting the presentation?
6. What tip does Alex give Lisa for handling technical difficulties during her presentation?
7. What advice does Alex provide for the Q&A session after Lisa's presentation?

II. Listen again and complete the dialogue using the words from the word bank.

visuals, lifesaver, practicing, engaging, audience, ready, public speaking, relates, introduce, difference, give, Q&A session, carefully, main points, attention, eye contact, overcrowd, enjoy

Alex: Hi, Lisa. Are you _____ (1) for your presentation tomorrow?
Lisa: Yes, I think so. I've been _____ (2) like crazy.
Alex: That's great. Do you have a plan for _____ (3) the audience?
Lisa: I'm going to start with a short story that _____ (4) to my topic. Hopefully it will grab their _____ (5).
Alex: Good idea. And what about _____ (6)? Have you included any in your slides?
Lisa: Yes, but I made sure not to _____ (7) them with too much information.
Alex: Perfect. And remember, don't read from your notes or the screen. Make _____ (8) and speak clearly.
Lisa: Right, right. I practiced doing that today and it really makes a _____ (9).
Alex: Definitely. Oh, and before you go up, be sure to _____ (10) yourself and your topic.
Lisa: Got it. I'll say "Hello everyone, today I'm going to talk about how to _____ (11) a great presentation."
Alex: Awesome. During your presentation, take pauses to let the _____ (12) process the information.
Lisa: Yes, I learned that during a _____ (13) workshop. And if there are technical difficulties, I'll just stay calm and try again.
Alex: Sounds good. And when you end, make a clear summary of your _____ (14) and thank the audience for listening.
Lisa: Of course. After that, we can have a _____ (15). Did you have any tips for that part?
Alex: Just listen _____ (16) and answer as directly as possible. If you don't know something, offer to find out later. And don't argue with anyone.
Lisa: Okay, got it. Thank you for all the advice, Alex. You're a _____ (17).

Alex: No problem, Lisa. Just _____ (18) the moment and do your best.

Speaking

Discuss the following quotes with a partner or class; agree/ disagree, explain your opinion.

1. "*The success of your presentation will be judged not by the knowledge you send but by what the listener receives.*" - Lilly Walters
2. "*It usually takes me more than three weeks to prepare a good impromptu speech.*" - Mark Twain
3. "*The human brain starts working the moment you are born and never stops until you stand up to speak in public.*" - George Jessel
4. "*A good speech should be like a woman's skirt: long enough to cover the subject and short enough to create interest.*" - Winston Churchill
5. "*The most precious things in speech are the pauses.*" - Sir Ralph Richardson

Writing

Choose a topic, which appeals to you, and write an essay.

1. My favourite topic to talk about in an oral presentation.
2. How I prepare for an oral presentation at school.
3. The most memorable oral presentation I have given.
4. My top tips for delivering a successful oral presentation.
5. A time when I overcame my fear of public speaking during an oral presentation.

Key words:

eye contact
pace
practice
Q&A session
visuals
to engage the audience

Go back through this unit. What other useful words and expressions do you remember?

FINAL TEST I

I. Read the text.

a) Mark the following statements as true (T) or false (F).

Medicine plays a vital role in modern life, shaping our health and well-being in countless ways. From the moment we are born until the end of our days, medicine surrounds us, offering hope, healing, and comfort.

The heart of healthcare delivery is a medical facility. Hospitals, clinics, and doctor's offices are where people go to seek medical help. These places are equipped with state-of-the-art technology and staffed by skilled professionals dedicated to providing the best care possible.

Within hospitals, different departments work together seamlessly to provide holistic care to patients. From emergency rooms to intensive care units, each department plays a specific role in diagnosing, treating, and supporting patients on their journey to recovery.

Advanced medical equipment is essential for healthcare professionals to assess, diagnose, and treat patients effectively. From stethoscopes to MRI machines, these tools help healthcare providers assess patients' health, monitor vital signs, and detect underlying conditions.

In the vast field of medicine, there are various specialties focused on different aspects of health. Whether it's cardiology, neurology, oncology, or pediatrics, each specialty addresses unique health issues and provides more accurate care. Therefore, the dominant role in health service belongs to a doctor.

Doctors need to be able to communicate well with patients and to work effectively with other medical staff such as nurses. They must also be good at problem-solving and decision-making. One of the most important parts of a doctor's job is to diagnose illnesses and injuries. This involves listening carefully to the patient's description of their symptoms (for example, pain or dizziness), examining the patient, and sometimes ordering tests such as blood tests or X-rays. Doctors prescribe medications and treatments, and they monitor patients' progress.

In recent years, advances in technology have changed the way doctors work. For example, many doctors now use electronic medical records rather than paper ones. They can use artificial intelligence and treat patients from remote areas.

In addition, medical research drives innovation in healthcare. Scientists and researchers work tirelessly to discover new treatments, cures, and technologies that can improve the quality of life and extend life expectancy for millions of people

worldwide. Through research, doctors gain a deeper understanding of diseases and how to combat them effectively.

1. From birth to death, medicine is present in our lives, providing hope, healing and comfort.
2. Hospitals, clinics, and doctor's offices have the latest technology and are run by expert staff committed to delivering great care.
3. Different departments in hospitals fail to collaborate effectively to provide holistic care.
4. Healthcare providers rely on advanced medical equipment to effectively assess, diagnose, and treat patients.
5. The same health issues are addressed by different medical specialists.
6. Technological advancements have not impacted the way doctors work in recent years.
7. By conducting research, physicians enhance their knowledge of illnesses and improve their ability to effectively fight against them.

b) Find in the text the words that mean the following:

1. Measurements that show that somebody is alive, such as the rate of their breathing, their body temperature or their heartbeat
2. The scientific study of nerves and their diseases
3. Harm done to a person's or an animal's body, for example in an accident
4. A photograph showing bones or organs in the body
5. Drugs or other forms of medicines that you take to prevent or to treat an illness
6. The number of years that a person is likely to live
7. A careful study of a subject in order to discover new facts or information about it

II. For each organ listed below identify the name of the system it belongs to and then match to its function.

Organ	**System**	**Function of the System**
1. _____ skin	_____	a) processes food and eliminates waste
2. _____ heart	_____	b) provides support and protection to the body
3. _____ stomach	_____	c) controls and coordinates bodily functions

4. _____ bones	_____	d) protects the body and regulates body temperature
5. _____ lungs	_____	e) eliminates waste and regulates water balance
6. _____ kidneys	_____	f) produces movement
7. _____ brain	_____	g) pumps blood through blood vessels
8. _____ muscles	_____	h) obtains oxygen

III. Rephrase the sentences using the words given in brackets.

1. Blood is a fluid _____ (to connect) tissue that connects blood cells and plasma.
2. Boys and girls are treated by _____ (paediatrics) up to age 18.
3. Endoscope allows doctors to _____ (visual) and treat internal structures.
4. Medical facilities offer services such as _____ (vaccine), screenings and regular check-ups.
5. Good _____ (communicate) skills are necessary for any doctor.
6. There are mild substances in the saliva that begin the whole process of _____ (digest).
7. The _____ (spine) cord is the body's central processing center, receiving information from the brain and sending it to the nerves.
8. She couldn't ignore the _____ (burn) pain in her legs any longer.
9. If someone is having a severe allergic _____ (react), immediately dial 112 and ask for help.
10. He had to have a medical _____ (examine) when he joined the pension scheme.

IV. Unscramble the names of different diseases and symptoms.

1. IWGLENSL	a place on your body that has become larger or rounder than normal as the result of an illness or injury
2. RETKSO	a sudden serious illness when a blood vessel in the brain breaks open or is blocked, which can cause death or the loss of the ability to move or to speak clearly
3. SPONTOIANTIC	the condition of being unable to get rid of waste material from the bowels easily
4. MANIPONUE	a serious illness affecting one or both lungs that makes breathing difficult

5. NIGIMOTV	to bring food from the stomach back out through the mouth
6. IEPNOSHETRYN	blood pressure that is higher than is normal
7. ZINALEFUN	a serious disease caused by a virus, that causes a high temperature, severe pains and weakness
8. TRANRUBEH	a painful burning feeling in the lower chest caused by the stomach not digesting food correctly
9. GOHCIGUN	the action or sound of forcing air through the throat suddenly and noisily because of illness

V. Read the report and complete it with the words from the box.

Articles, conducting, conferences, researcher, skills, speech, topics, treatments

My name is Emma Johnson and I am a medical (1) _____. I have a PhD in Medicine from the University of Chicago. My work focuses on finding new (2) _____ for cancer patients.

I have experience in (3) _____ laboratory experiments, analyzing data, and writing scientific (4) _____. I also have experience taking part in (5) _____and delivering (6) _____ through poster presentations. In addition to my research work, I have been involved in teaching medical students. I have led small group discussions and given lectures on (7) _____ related to my field of study. I enjoy working with students and helping them develop their research (8) _____.

VI. Answer the questions.

1. What medical innovations help doctors in their work?
2. What medical institutions do you remember and what kind of services can be provided there? What departments can be found there?
3. What medical specialists can provide different medical services?
4. What are the main systems of the human body and what are the vital organs?
5. What are the main diseases of the cardiovascular, respiratory and digestive systems? What are their symptoms?
6. Why should people undergo medical and dental checkups regularly?
7. Why is it important for a medical man to be involved in research activity?

FINAL TEST II

I. Read the text.

a) Mark the following statements as true (T) or false (F).

Medicine plays a vital role in modern life. In recent years, the field of healthcare has seen significant advancements. When people feel unwell, they often seek medical attention at a medical facility such as a hospital or clinic. Hospitals have various hospital departments, e.g., cardiology, dermatology, gastroenterology, neurology, ophthalmology, etc, to provide medical care for different conditions.

Medical equipment is essential in hospitals. Doctors use it to assess patients' conditions. They diagnose illnesses and treat them. A common tool is a stethoscope. Advanced tools like the MRI machine and CT scanner help doctors to detect diseases. Medical tools have seen many advances. To examine a patient properly, good equipment is key.

However, doctors use many techniques to diagnose illnesses. They listen carefully to the symptoms that the patient describes. Sometimes, they need to examine the patient physically. In certain cases, they might order tests, e.g., blood tests or X-ray, to get more information. Based on their findings, doctors can prescribe medications and treatments that will help the patient recover.

There are many medical specialties (anaesthesiologist, ENT specialist, paediatrician, psychiatrist, radiologist, etc.) and each focuses on a different area of healthcare. Some doctors are experts in surgery, while others specialise in treating children or heart diseases. Doctors must communicate with a patient effectively to make sure that they understand the treatment plan. This helps the patient to follow the instructions accurately and recover faster.

Thanks to advances in technology, the medical field is constantly evolving. Electronic medical records have made it easier for doctors to access a patient’s history quickly. Artificial intelligence is being used in some areas to help with diagnoses and treatments. Moreover, medical research continues to bring new innovation every year, improving treatments and discovering new ways to combat illnesses.

In conclusion, medicine and healthcare are essential for maintaining a healthy society. With ongoing improvements and innovation, we're able to treat and support patients more effectively than ever before. The dedication of healthcare professionals and the continuous progress in medical science ensure that we can always look to a brighter, healthier future.

1. Hospitals have departments that specialise in different medical conditions.
2. Doctors only use medical equipment to diagnose illnesses.
3. A stethoscope is an advanced medical tool used in hospitals.
4. Doctors sometimes need to order tests to gather more information about a patient's condition.
5. All doctors are experts in surgery.
6. Electronic medical records have made it easier for doctors to access patient histories.
7. Medical research is no longer bringing new innovations.

b) Find in the text the words that mean the following:

1. The introduction of new ideas, products, or methods that improve something.
2. The branch of medicine that focuses on skin disorders and diseases.
3. A sign or indication that something is wrong with your health, such as pain or fever.
4. The methods used to help someone recover from an illness or injury.
5. A condition that affects the normal functioning of the body or mind, often causing illness.
6. A doctor who treats problems related to the ear, nose, and throat.
7. A type of radiation used in medical imaging to see inside the body for diagnosis.

II. Match each organ listed below with the disease that can affect it; then write the name of the doctor who treats the disease.

Affected organ	**Doctor (Specialty)**	**Disease**
1. _____ skin	_____	a) gastric ulcer
2. _____ heart	_____	b) otitis media
3. _____ stomach	_____	c) renal failure
4. _____ bones	_____	d) eczema
5. _____ lungs	_____	e) stroke
6. _____ kidneys	_____	f) osteosarcoma
7. _____ brain	_____	g) asthma
8. _____ ears	_____	h) coronary artery disease

III. Rephrase the sentences using the words given in brackets.

1. The ___ (nerve) system is the body's communication network.
2. An ____ (to operate) is also called a surgery.

3. The ____(image) department is equipped with state-of-the-art scanning technology.
4. _____(smoke) increases your risk of heart problems.
5. Numerous medical innovations improve quality of life and extend life ____ (to expect) of people.
6. The doctor orders tests, diagnoses him with endocarditis, explains that it is ____ (to treat) but requires lifestyle changes.
7. She works as a heart ___ (surgery).
8. That medicine can cause ___ (dizzy) or nausea.
9. Bronchitis is an ___ (to inflame) of the bronchial tubes that carry air to the lungs.
10. Every day doctors help their patients recover from ___ (ill) and injuries.

IV. Unscramble the names of different diseases and symptoms.

1. GOHCIGUN	the action or sound of forcing air through the throat suddenly and noisily because of illness
2. EIDRHORAA	a situation when you have frequent and watery bowel movements, which can lead to dehydration
3. BRGINUP	the act of releasing gas from the stomach through the mouth, often making a sound
4. ENSAUA	feeling of sickness in the stomach that may make you want to vomit
5. AHHAEEDC	a pain or discomfort in the head that can vary in intensity and may be caused by various factors such as stress, dehydration, or illness.
6. IWGLENSL	a place on your body that has become larger or rounder than normal as the result of an illness or injury
7. EGFAITU	an extreme tiredness that makes it hard to perform daily activities or concentrate
8. GEYLLRA	a reaction of the immune system to certain substances, causing symptoms like sneezing, itching, or swelling
9. SITHINBOCR	an inflammation of the tubes that carry air to your lungs, often resulting in coughing and difficulty breathing

V. Read the report and complete it with the words from the box.

research, articles, experience, experiments, treat, conferences, Q&A session, condition, presentations

My name is Dr Smith. I am a resident at the university hospital. I have a lot of _____(1) working with patients. Every day, I _____(2) patients who need special care. I also take part in _____(3) to learn and share knowledge.

At these conferences, I do poster and oral _____(4). I enjoy discussing my research with other doctors and scientists. Sometimes, I write scientific _____(5) about my findings. My _____(6) focuses on Alzheimer's disease, a serious _____(7) that affects memory.

In my work, I conduct laboratory _____(8) to find new treatments. After the presentations, there is often a _____(9) where everyone can ask questions. Working in this field is very rewarding, and I learn something new every day.

VI. Answer the questions.

1. How do hospitals provide medical care for different conditions?
2. Why is good medical equipment essential in hospitals?
3. What techniques do doctors use to diagnose illnesses?
4. How do doctors communicate with patients to ensure they understand the treatment plan?
5. In what ways has technology advanced the field of medicine?
6. What role does medical research play in improving treatments and combating illnesses?
7. Why are medical specialties important in healthcare?

TABLE OF IRREGULAR VERBS

Verb (V1)	Past (V2)	Past Participle (V3)
abide	abode, abided	abode, abided
arise	arose	arisen
awake	awoke	awaked, awoke
be	was, were	been
bear	bore	born, borne
beat	beat	beaten
become	became	become
befall	befell	befallen
beget	begot, begat	begotten
begin	began	begun
behold	beheld	beheld
bend	bent	bent, bended
bereave	bereft, bereaved	bereft, bereaved
beseech	besought, beseeched	besought, beseeched
beset	beset	beset
bespeak	bespoke	bespoke, bespoken
bespit	bespat	bespat
bestride	bestrode	bestridden
bet	bet, betted	bet, betted
betake	betook	betaken
bid	bad, bade, bid	bid, bidden
bind	bound	bound
bite	bit	bit, bitten
bleed	bled	bled
bless	blessed	blessed, blest
blow	blew	blown, blowed
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
browbeat	browbeat	browbeaten
build	built	built
burn	burnt, burned	burnt, burned
burst	burst	burst

bust	bust, busted	bust, busted
buy	bought	bought
can	could	- / been able
cast	cast	cast
catch	caught	caught
chide	chid, chided	chid, chided, chidden
choose	chose	chosen
cleave	clove, cleft, cleaved	cloven, cleft, cleaved
cling	clung	clung
come	came	come
cost	cost	cost
countersink	countersank	countersunk
creep	crept	crept
crow	crowed, crew	crowed
cut	cut	cut
dare	durst, dared	dared
deal	dealt	dealt
dig	dug	dug
dive	dived, dove	dived
do	did	done
draw	drew	drawn
dream	dreamt, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
floodlight	floodlighted, floodlit	floodlighted, floodlit
fly	flew	flown
forbear	forbore	forborne

forbid	forbad, forbade	forbidden
forecast	forecast, forecasted	forecast, forecasted
foresee	foresaw	foreseen
foretell	foretold	foretold
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
forswear	forswore	forsworn
freeze	froze	frozen
gainsay	gainsaid	gainsaid
get	got	got
gild	gilt, gilded	gilt, gilded
gird	girded, girt	girded, girt
give	gave	given
go	went	gone
grave	graved	graved, graven
grind	ground	ground
grow	grew	grown
hamstring	hamstringed, hamstrung	hamstringed, hamstrung
hang	hung, hanged	hung, hanged
have	had	had
hear	heard	heard
heave	heaved, hove	heaved, hove
hew	hewed	hewed, hewn
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
inlay	inlaid	inlaid
input	input, inputted	input, inputted
inset	inset	inset
interweave	interwove	interwoven
keep	kept	kept
ken	kenned, kent	kenned
kneel	knelt, kneeled	knelt, kneeled
knit	knit, knitted	knit, knitted

know	knew	known
lade	laded	laded, laden
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
may	might	might
mean	meant	meant
meet	met	met
miscast	miscast	miscast
misdeal	misdealt	misdealt
misgive	misgave	misgiven
mishear	misheard	misheard
mishit	mishit	mishit
mislay	mislaid	mislaid
mislead	misled	misled
misread	misread	misread
misspell	misspelt, misspeled	misspelt, misspeled
misspend	misspent	misspent
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
mow	mowed	mown, mowed
outbid	outbid	outbid
outdo	outdid	outdone
outfight	outfought	outfought
outgrow	outgrew	outgrown
output	output, outputted	output, outputted
outrun	outran	outrun

outsell	outsold	outsold
outshine	outshone	outshone
overbid	overbid	overbid
overcome	overcame	overcome
overdo	overdid	overdone
overdraw	overdrew	overdrawn
overeat	overate	overeaten
overfly	overflew	overflown
overhang	overhung	overhung
overhear	overheard	overheard
overlay	overlaid	overlaid
overpay	overpaid	overpaid
override	overrode	overridden
overrun	overran	overrun
oversee	oversaw	overseen
overshoot	overshot	overshot
oversleep	overslept	overslept
overtake	overtook	overtaken
overthrow	overthrew	overthrown
partake	partook	partaken
pay	paid	paid
plead	pleaded, pled	pleaded, pled
prepay	prepaid	prepaid
prove	proved	proved, proven
put	put	put
quit	quit, quitted	quit, quitted
read	read, red	read, red
rebind	rebound	rebound
rebuild	rebuilt	rebuilt
recast	recast	recast
redo	redid	redone
rehear	reheard	reheard
remake	remade	remade
rend	rent	rent
repay	repaid	repaid
rerun	reran	rerun

resell	resold	resold
reset	reset	reset
resit	resat	resat
retake	retook	retaken
retell	retold	retold
rewrite	rewrote	rewritten
rid	rid, ridded	rid, ridded
ride	rode	ridden
ring	rang	rung
rise	rose	risen
rive	rived	riven
run	ran	run
saw	sawed	sawn, sawed
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewed, sewn
shake	shook	shaken
shave	shaved	shaved, shaven
shear	sheared	shorn, sheared
shed	shed	shed
shine	shone, shined	shone, shined
shoe	shod	shod
shoot	shot	shot
show	showed	shown, showed
shred	shred, shredded	shred, shredded
shrink	shrank, shrunk	shrunk
shrive	shrove, shrived	shriven, shrived
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain

sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
smell	smelt, smelled	smelt, smelled
smite	smote	smitten
sow	sowed	sowed, sown
speak	spoke	spoken
speed	sped, speeded	sped, speeded
spell	spelt, spelled	spell, spelled
spend	spent	spent
spill	spilt, spilled	spilt, spilled
spin	spun, span	spun
spit	spat, spit	spat, spit
split	split	split
spoil	spoilt, spoiled	spoilt, spoiled
spotlight	spotlit, spotlighted	spotlit, spotlighted
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
stave	staved, stove	staved, stove
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank, stunk	stunk
strew	strewed	strewn, strewed
stride	strode	stridden
strike	struck	struck
string	strung	strung
strive	strove	striven
sublet	sublet	sublet
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum

swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve, trived	thriven, trived
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trod, trodden
unbend	unbent	unbent
underbid	underbid	underbid
undercut	undercut	undercut
undergo	underwent	undergone
underlie	underlay	underlain
underpay	underpaid	underpaid
undersell	undersold	undersold
understand	understood	understood
undertake	undertook	undertaken
underwrite	underwrote	underwritten
undo	undid	undone
unfreeze	unfroze	unfrozen
unsay	unsaid	unsaid
unwind	unwound	unwound
uphold	upheld	upheld
upset	upset	upset
wake	woke, waked	woken, waked
waylay	waylaid	waylaid
wear	wore	worn
weave	wove, weaved	woven, weaved
wed	wed, wedded	wed, wedded
weep	wept	wept
wet	wet, wetted	wet, wetted
will [wil]	would [wʊd]	would [wʊd]
win	won	won
wind	wound	wound

withdraw	withdrew	withdrawn
withhold	withheld	withheld
withstand	withstood	withstood
work	worked, wrought	worked, wrought
wring	wrung	wrung
write	wrote	written

GLOSSARY

MODULE I
UNIT 1. WHY BECOME A DOCTOR

career	noun	/kəˈrɪə(r)/	the series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes
challenging	adjective	/ˈtʃælɪndʒɪŋ/	difficult in an interesting way that tests your ability
health professional	noun	/ˈhelθ prəfeʃənl/	a person who works in healthcare, for example a doctor or nurse
healthcare	noun	/ˈhelθ keə(r)/	the service of providing medical care
internship	noun	/ˈɪntɜːnʃɪp/	a job that an advanced student of medicine, whose training is nearly finished, does in a hospital to get further practical experience
junior doctor	noun	/ˌdʒuːniə ˈdɒktə(r)/	(in the UK) a doctor who has finished medical school and who is working at a hospital to get further practical experience
lifelong learning	noun	/ˌlaɪflɒŋ ˈlɜːnɪŋ/	learning that continues throughout somebody's life
measure	noun	/ˈmeʒə(r)/	a step planned or taken as a means to an end
medication	noun	/ˌmedɪˈkeɪʃn/	a drug or another form of medicine that you take to prevent or to treat an illness; treatment involving drugs
preventative	adjective	/prɪˈventɪv/	intended to try to stop something that causes problems or difficulties from happening

qualified	adjective	/ˈkwɒlɪfaɪd/	having passed the exams or completed the training that are necessary in order to do a particular job; having the experience to do a particular job
rewarding	adjective	/rɪˈwɔrdɪŋ/	worth doing; that makes you happy because you think it is useful or important
specialisation	noun	/ˌspeʃəlaɪˈzeɪʃn/	[uncountable] the process of becoming an expert in a particular area of work, study or business; the fact of spending more time on one area of work, etc. than on others
surgery	noun	/ˈsɜːdʒəri/	medical treatment of injuries or diseases that involves cutting open a person's body and often removing or replacing some parts; the branch of medicine connected with this treatment
to prescribe	verb	/prɪˈskraɪb/	to tell somebody to take a particular medicine or have a particular treatment

MODULE I
UNIT 2. WHAT MAKES A GOOD DOCTOR

calmness	noun	/ˈkɑːmnəs/	the quality of not being excited, nervous or upset
compassion	noun	/kəmˈpæʃn/	a strong feeling of sympathy for people or animals who are suffering and a desire to help them
competence	noun	/ˈkɒmpɪtəns/	the ability to do something well

empathy	noun	/ˈempəθi/	the ability to understand another person's feelings, experience, etc.
expertise	noun	/ˌekspɜːˈtiːz/	expert knowledge or skill in a particular subject, activity or job
frankness	noun	/ˈfræŋknəs/	the fact of being honest and direct in what you say, sometimes in a way that other people might not like
honesty	noun	/ˈɒnəsti/	fairness and straightforwardness of conduct
knowledgeable	adjective	/ˈnɒlɪdʒəbl/	knowing a lot; well informed
patience	noun	/ˈpeɪʃns/	the ability to stay calm and accept a delay or something annoying without complaining
up-to-date	adjective	/ˌʌp tə ˈdeɪt/	modern, recent, or containing the latest information

MODULE I
UNIT 3. MEDICAL ETHICS

medical ethics	noun	/ˈmedɪkl ˈeθɪks/	moral principles that govern the practice of medicine
moral question	noun	/ˈmɒrəl ˈkwestʃən/	a question that has to do with the principles of right and wrong or good and bad of human behavior
ethical dilemma	noun	/ˈeθɪkl dɪˈlemə/, /ˈeθɪkl daɪˈlemə/	a situation when a choice must be made between two equally valid, mutually exclusive choices of action, both of which may result in some sort of harm to a person or persons.
beneficence	noun	/bɪˈnefɪsns/	the quality or state of doing or producing good
maleficence	noun	/məˈlefɪsns/	the act of committing harm or evil; a harmful or evil act
autonomy	noun	/ɔːˈtɒnəmi/	(*in medical ethics*) the right to self-determination and

			respects the individual's right to make informed decisions
justice	noun	/ˈdʒʌstɪs/	(*in medical ethics*) a principle of treating patients equally and without discrimination with regards to their health status, gender, ethnicity, social aspects, and the like
judgement	noun	/ˈdʒʌdʒmənt/	the ability to make sensible decisions after carefully considering the best thing to do
conduct	verb	/kənˈdʌkt/	(*formal*) to organise and/or do a particular activity

MODULE I
UNIT 4. MEDICAL INNOVATIONS

artificial intelligence *(abbreviation* AI*)*	noun	/ˌɑːtɪfɪʃl ɪnˈtelɪdʒəns/ /ˌeɪ ˈaɪ/	[uncountable] the study and development of computer systems that can copy intelligent human behaviour
challenge	noun	/ˈtʃælɪndʒ/	a new or difficult task that tests somebody's ability and skill
innovation	noun	/ˌɪnəˈveɪʃn/	a new idea, way of doing something, etc. that has been introduced or discovered
life expectancy	noun	/ˈlaɪf ɪkspektənsi/	the number of years that a person is likely to live; the length of time that something is likely to exist or continue for
precision medicine	noun	/prɪˌsɪʒn ˈmedɪsn/	an approach in modern healthcare that works based on individual differences in genetic makeup, surrounding environment, and lifestyle when developing effective

			treatment plans and healthcare solutions
prosthesis	noun	/prɒsˈθiːsɪs/	(*plural* prostheses) an artificial part of the body, for example a leg, an eye or a tooth
quality of life	noun	/ˌkwɒləti əv ˈlaɪf/	the level of health, comfort and happiness that a particular person or group has
remote	adjective	/rɪˈməʊt/	far away from places where other people live
research	noun	/rɪˈsɜːtʃ/	a careful study of a subject, especially in order to discover new facts or information about it
telemedicine	noun	/ˈtelɪˌmedɪsən/	medical treatment that involves sending information from one place to another using computers, video, etc.
unique	adjective	/juˈniːk/	being the only one of its kind
to extend	verb	/ɪkˈstend/	to make something longer or larger
to improve	verb	/ɪmˈpruːv/	to become better than before; to make something/somebody better than before

MODULE II
UNIT 1. MEDICAL FACILITIES

clinic	noun	/ˈklɪnɪk/	a building or part of a hospital where people can go for special medical treatment or advice
emergency care	noun	/ɪˈmɜːdʒənsi keə(r)/	the immediate medical treatment provided after the onset of a medical condition or injury

healthcare	noun	/ˈhelθ keə(r)/	the service of providing medical care
hospice	noun	/ˈhɒspɪs/	a hospital for people who are dying
hospital	noun	/ˈhɒspɪtl/	a large building where people who are ill or injured are given medical treatment and care
medical facility	noun	/ˈmedɪkl fəˈsɪləti/	a place where sick or injured people are given care or treatment (as a hospital, urgent care centre, or a clinic)
outpatient care	noun	/ˈaʊtpeɪʃnt keə(r)/	a form of medical treatment that doesn't require an overnight stay in a hospital or other health care facility
pharmacy	noun	/ˈfɑːməsi/	a shop, or part of one, that sells medicines and drugs
primary care	noun	/ˌpraɪməri ˈkeə(r)/	the medical treatment that you receive first when you are ill, for example from your family doctor
rehabilitation	noun	/ˌriːəˌbɪlɪˈteɪʃn/	the process of helping somebody to return to a normal, healthy life after they have been ill
to provide	verb	/prəˈvaɪd/	to give something to somebody or make it available for them to use

MODULE II
UNIT 2. HOSPITAL DEPARTMENTS

cardiology	noun	/ˌkɑːdiˈɒlədʒi/	the branch of medicine that deals with diseases and abnormalities of the heart

check-up	noun	/ˈʧek ʌp/	a medical examination to assess the state of a person's health
childhood illness	noun	/ˈʧaɪldhʊd ˈɪlnəs/	a disease or disorder that typically affect children
deformity	noun	/dɪˈfɔːməti/	abnormality in the shape or structure of a part of the body
echocardiogram	noun	/ˌekəʊˈkɑːdiəʊgræm/	a test that uses sound waves to produce images of the heart
electrocardiogram (ECG)	noun	/ɪˌlektrəʊˈkɑːdiəʊgræm/ /ˌiː siːˈʤiː/)	a test that records the electrical activity of the heart
follow a healthy diet	verb	/ˈfɒləʊ ə ˈhelθi ˈdaɪət/	to eat a nutritious and balanced diet for overall health
gynaecology	noun	/ˌgaɪnəˈkɒləʤi/	the branch of medicine that deals with the female reproductive system
heart condition	noun	/hɑːt kənˈdɪʃn/	issue or disease affecting the heart
hospital department	noun	/ˈhɒspɪtl dɪˈpɑːtmənt/	a division of a hospital dedicated to a specific area of medicine
illness	noun	/ˈɪlnəs/	a disease or sickness affecting the body
neurology	noun	/njʊˈrɒləʤi/	the branch of medicine dealing with disorders of the nervous system
operation on patients for	noun	/ˌɒpəˈreɪʃn ɒn ˈpeɪʃənts fə(r)/	surgical procedures performed on patients for therapeutic or diagnostic purposes
obstetrics	noun	/əbˈstetrɪks/	the branch of medicine dealing with childbirth and pregnancy
oncology	noun	/ɒŋˈkɒləʤi/	the branch of medicine dealing with the study and treatment of cancer

operating theatre	noun	/ˈɒpəreɪtɪŋ ˈθɪətə(r)/	a room in a hospital where surgical operations are performed
ophthalmology	noun	/ˌɒpθælˈmɒlədʒi/	the branch of medicine dealing with the structure, function, and diseases of the eye
orthopaedics	noun	/ˌɔːθəˈpiːdɪks/	the branch of medicine dealing with the prevention and correction of disorders of the musculoskeletal system
otolaryngology	noun	/ˌəʊtəʊlærɪŋˈgɒlədʒi/	the branch of medicine dealing with the ears, nose, and throat
paediatrics	noun	/ˌpiːdiˈætrɪks/	the branch of medicine dealing with the health and medical care of infants, children, and adolescents
physical therapy (physiotherapy)	noun	/ˈfɪzɪkl ˈθerəpi/ (/ˌfɪzɪəʊˈθerəpi/)	treatments to improve physical function and mobility through exercise, massage, and other methods
pregnancy	noun	/ˈpregnənsi/	the condition of being pregnant
quit smoking		/kwɪt ˈsməʊkɪŋ/	to stop smoking cigarettes or other tobacco products
radiology	noun	/ˌreɪdɪˈɒlədʒi/	the branch of medicine dealing with medical imaging techniques
skin condition	noun	/ˈskɪn kənˈdɪʃn/	a disease, disorder, or issue affecting the skin
skip doses		/skɪp ˈdəʊsɪz/	to miss or neglect taking a medication timely
surgery	noun	/ˈsɜːdʒəri/	the branch of medicine concerned with treatment of injuries or disorders of the body by incision or manipulation, especially with instruments

take the prescribed medications	verb	/teɪk ðə prɪˈskraɪbd ˌmedɪˈkeɪʃnz/	follow the doctor's orders and consume the medications that have been recommended for your treatment
treatment	noun	/ˈtriːtmənt/	medical care or actions taken to improve a person's health or condition
X-rays and scans	noun	/ˈeksˌreɪz ənd skænz/	medical imaging techniques used to visualise the internal structures of the body for diagnostic purposes
vaccination	noun	/ˌvæksɪˈneɪʃn/	an inoculation given to a person to make them immune to a particular disease

MODULE II
UNIT 3. MEDICAL SPECIALTIES

cardiologist	noun	/ˌkɑːdiˈɒlədʒɪst/	a doctor who studies and treats heart diseases
dermatologist	noun	/ˌdɜːməˈtɒlədʒɪst/	a doctor who studies and treats skin diseases
ENT specialist	noun	/ˌiː en ˈtiː ˈspeʃəlɪst/	a doctor who has special training in diagnosing and treating diseases of the ear, nose, and throat; also called otolaryngologist or otorhinolaryngologist
general practitioner (GP)	noun	/ˌdʒenrəl prækˈtɪʃənə(r)/	a doctor who is trained in general medicine and who treats patients in a local community rather than at a hospital
nurse	noun	/nɜːs/	a person whose job is to take care of sick or injured people, usually in a hospital
ophthalmologist	noun	/ˌɒfθælˈmɒlədʒɪst/	a doctor who studies and treats the diseases of the eye

paediatrician	noun	/ˌpiːdiəˈtrɪʃn/	a doctor who studies and treats the diseases of children
pharmacist	noun	/ˈfɑːməsɪst/	a person whose job is to prepare medicines and sell or give them to the public in a shop or in a hospital; **pharmacist's** (*British English*) a shop that sells medicines
X-ray technician	noun	/ˈeks reɪ tekˈnɪʃn/	(also known as a *radiologic technologist* or *radiographer*) a healthcare professional who specialises in taking and processing x-rays, especially in a hospital or clinic

MODULE II
UNIT 4. MEDICAL EQUIPMENT

aid	noun	/eɪd/	help or support
computed tomography *(abbreviation* CT)	noun	/ kəmˌpjuːtɪd təˈmɒgrəfi/ /ˌsiːˈtiː/	a radiological technique that produces images of cross sections through a patient's body using low of radiation
condition	noun	/kənˈdɪʃn/	the state of somebody's health or how fit they are
electrocardiogram	noun	/ɪˌlektrəʊˈkɑːdiəʊ ɡræm/	a medical test that measures and records electrical activity of the heart
endoscope	noun	/ˈendəskəʊp/	an instrument used in medical operations that consists of a very small camera on a long thin tube that can be put into a person's body so that the parts inside can be seen

imaging equipment	noun	/ɪˈmɪdʒɪŋ ɪˌkwɪpmənt/ /	different technologies that medical professionals use to view the human body and diagnose a patient and monitor or treat abnormalities and diseases.
injury	noun	/ˈɪndʒəri/	harm done to a person's or an animal's body, for example in an accident
magnetic resonance imaging ((*abbreviation* MRI)	noun	/mægˌnetɪk ˈrezənəns ˌɪmɪdʒɪŋ/ /ˌemˌɑːr ˈaɪ/	a system for producing electronic pictures of the organs inside a person's body, using radio waves and a strong magnetic field
scalpel	noun	/ˈskælpəl/	a small sharp knife used by doctors in medical operations
stethoscope	noun	/ˈsteθəskəʊp/	an instrument that a doctor uses to listen to somebody's heart and breathing
tissue	noun	/ˈtɪʃuː/	a collection of cells that form the different parts of humans, animals and plants
tumour	noun	/ˈtjuːmə(r)/	a mass of cells growing in or on a part of the body where they should not, usually causing medical problems
ventilator	noun	/ˈventɪleɪtə(r)/	a piece of medical equipment with a pump that helps somebody to breathe by sending air in and out of their lungs
visualise	verb	/ˈvɪʒuəlaɪz/	to make something able to be seen by the eye
X-ray	noun	/ˈeks reɪ/	a type of radiation that can go through many solid substances, allowing hidden objects such as bones in the body to be photographed

MODULE III
UNIT 1. PARTS OF THE HUMAN BODY

abdomen	noun	/ˈæbdəmən/	the part of the body below the chest that contains the stomach, bowels, etc.
ankle	noun	/ˈæŋkl/	the joint connecting the foot to the leg; the narrow part of the leg
brain	noun	/breɪn/	the organ inside the head that controls movement, thought, memory and feeling
chest	noun	/tʃest/	the top part of the front of the body, between the neck and the stomach
elbow	noun	/ˈelbəʊ/	the joint between the upper and lower parts of the arm where it bends in the middle
extremities	noun	/ɪkˈstremətɪz/	the parts of your body that are furthest from the centre, especially your hands and feet
finger	noun	/ˈfɪŋgə(r)/	one of the four long thin parts that stick out from the hand (or five, if the thumb is included)
foot	noun	/fʊt/	(*plural* feet**)** the lowest part of the leg, below the ankle, on which a person or an animal stands
jaw	noun	/dʒɔː/	either of the two bones at the bottom of the face that contain the teeth and move when you talk or eat
knee	noun	/niː/	the joint between the top and bottom parts of the leg where it bends in the middle
limb	noun	/lɪm/	an arm or a leg of a person or animal

lung	noun	/lʌŋ/	either of the two organs in the chest that you use for breathing
rib	noun	/rɪb/	any of the curved bones that are connected to the spine and surround the chest
skull	noun	/skʌl/	the bone structure that forms the head and surrounds and protects the brain
stomach	noun	/ˈstʌmək/	the organ inside the body where food goes when you eat it
thigh	noun	/θaɪ/	the top part of the leg between the knee and the hip (= where the leg joins the body)
toe	noun	/təʊ/	one of the five small parts that stick out from the foot
trunk	noun	/trʌŋk/	the main part of the human body apart from the head, arms and legs
wrist	noun	/rɪst/	the joint between the hand and the arm

MODULE III
UNIT 2. MUSCULOSKELETAL SYSTEM

blood cell	noun	/blʌd sel/	a cell that circulates in the blood and has various functions, such as transporting oxygen and fighting infection
blood vessel	noun	/blʌd ˈvesl/	tubes that carry blood around the body
bone	noun	/bəʊn/	hard tissue that forms the skeleton
bone marrow	noun	/ˈbəʊn ˈmærəʊ/	soft tissue inside bones that produces blood cells

bony structure	noun	/ˈbəʊni ˈstrʌktʃə/	a structure made of bone
cardiac muscles	noun	/ˈkɑːdiæk ˈmʌslz/	the muscles of the heart
cervical region of the spine	noun	/ˈsɜːvɪkəl ˈriːdʒən əv ðə spaɪn/	the part of the spine in the neck
coccygeal region (tailbone)	noun	/ˈkɒkˈsɪdʒiəl ˈriːdʒən (ˈteɪlbəʊn)/	the small, triangular bone at the bottom of the spine
coccyx	noun	/ˈkɒksɪks/	the small, triangular bone at the bottom of the spine
cushioning	noun	/ˈkʊʃənɪŋ/	making the effect of a fall or hit less severe
digestion	noun	/daɪˈdʒestʃən/	the process of breaking down food into smaller molecules that can be absorbed by the body
enclose	verb	/ɪnˈkləʊz/	to surround or contain something
flexibility	noun	/ˌfleksəˈbɪləti/	the ability to bend or move easily
framework	noun	/ˈfreɪmwɜːk/	a structure that supports something
gelatinous pad	noun	/dʒeˈlætinəs pæd/	a pad that is made of a jelly-like substance
hard tissue	noun	/hɑːd ˈtɪʃuː/	tissue that is hard, such as a bone or tooth
intestines	noun	/ɪnˈtestɪnz/	the long, coiled tube in the digestive system where food is digested and absorbed
involuntary function	noun	/ɪnˈvɒləntəri ˈfʌŋkʃn/	a function that occurs automatically, without conscious control

involuntary muscle	noun	/ɪnˈvɒləntəri ˈmʌsl/	a muscle that contracts automatically, without conscious control
joint	noun	/dʒɔɪnt/	the place where two or more bones meet
lower extremities	noun	/ˈləʊər ɪkˈstremətiz/	the legs and feet
lumbar region (lower back)	noun	/ˈlʌmbə ˈriːdʒən (ˈləʊə ˈbæk)/	the part of the spine in the lower back
muscle	noun	/ˈmʌsl/	the tissue that allows movement
pelvic region	noun	/ˈpelvɪk ˈriːdʒən/	the part of the body that contains the reproductive organs and the bladder
posture	noun	/ˈpɒstʃə/	the way that someone holds their body
pump blood	verb	/pʌmp ˈblʌd/	to move blood around the body
region	noun	/ˈriːdʒən/	a part of something
sacral region	noun	/ˈseɪkrəl ˈriːdʒən/	the part of the spine in the lower back
sacrum	noun	/ˈseɪkrəm/	the large, triangular bone at the bottom of the spine
skeletal muscles	noun	/ˈskelɪtl ˈmʌslz/	muscles that are attached to bones
skeleton	noun	/ˈskelɪtn/	the framework of bones that supports the body
skull	noun	/skʌl/	the bony structure that surrounds the brain
smooth muscles	noun	/smuːð ˈmʌslz/	muscles that contract slowly and rhythmically

soft tissue	noun	/sɒft ˈtɪʃuː/	tissue that is not hard or bony, such as a muscle or skin
spinal canal	noun	/ˈspaɪnl kəˈnæl/	the space inside the spinal column that contains the spinal cord
spinal column	noun	/ˈspaɪnl ˈkɒləm/	the column of bones that runs down the back and protects the spinal cord
spinal cord	noun	/ˈspaɪnl kɔːd/	the group of nerves that runs down the spinal column and carries messages to and from the brain
spinal disk	noun	/ˈspaɪnl dɪsk/	the pad of cartilage that sits between each vertebra in the spinal column
stomach	noun	/ˈstʌmək/	the organ in the digestive system where food is mixed with digestive juices
thoracic region (middle back)	noun	/θəˈræsɪk ˈriːdʒən (ˈmɪdl ˈbæk)/	the part of the spine in the middle back on the level of the chest
thorax	noun	/ˈθɔːræks/	the chest
tissue	noun	/ˈtɪʃuː/	a layer of cells that has a specific function
upper extremities	noun	/ˈʌpər ɪkˈstremətiz/	the arms and hands
vertebra – sg. (vertebrae – pl.)	noun	/ˈvɜːtɪbrə (ˈvɜːtɪbriː)/	one of the bones that make up the spinal column
voluntary muscles	noun	/ˈvɒləntəri ˈmʌslz/	muscles that can be controlled consciously

MODULE III
UNIT 3. BLOOD

blood type	noun	/ˈblʌd taɪp/	any of the different types that human blood is separated into for medical purposes *(also* blood group)
plasma	noun	/ˈplæzmə/	the clear liquid part of blood, in which the blood cells, etc. float
red blood cell	noun	/ˌred ˈblʌd sel/	any of the red-coloured cells in the blood that carry oxygen *(also* erythrocyte*)*
white blood cell	noun	/ˌwaɪt ˈblʌd sel/	any of the clear cells in the blood that help to fight disease *(also* leucocyte*)*
platelets	noun	/ˈpleɪtlət/	a very small part of a cell in the blood, like a disc in shape. Platelets help to clot the blood from a cut or wound. *(also* thrombocyte*)*
bone marrow	noun	/ˈbəʊn mærəʊ/	a soft substance that fills the hollow parts of bones
bloodstream	noun	/ˈblʌdstriːm/	the blood flowing through the body
blood clot	noun	/ˈblʌd klɒt/	a thick, almost solid mass that is formed when blood dries or becomes thicker
blood donation	noun	/ˈblʌd dəʊˈneɪʃn/	giving some of your blood so that it can be used to help someone else.
blood transfusion	noun	/ˈblʌd trænsˌfjuːʒən/	a process in which blood that has been taken from one person is put into another person's body,

			especially after an accident or during an operation

MODULE III
UNIT 4. HUMAN BODY SYSTEMS

abdominal	adjective	/æbˈdɒmɪnl/	relating to or connected with the abdomen (the part of the body between the thorax and the pelvis)
blood	noun	/blʌd/	the red liquid that flows through the bodies of humans and animals
blood vessel	noun	/ˈblʌd vesl/	any of the tubes through which blood flows through the body
brain	noun	/breɪn/	the organ inside the head that controls movement, thought, memory and feeling
digestive	adjective	/daɪˈdʒestɪv/, /dɪˈdʒestɪv/	connected with the digestion of food; helping the process of digestion
endocrine	adjective	/ˈendəʊkrɪn/	relating to glands that put hormones and other products directly into the blood
integumentary	adjective	/ɪnˌtegjʊˈmentərɪ|/	of or relating to external layer or covering (as of skin, hair, scales, feathers, or cuticle) of an organism or one of its parts
liver	noun	/ˈlɪvə(r)/	a large organ in the body that cleans the blood and produces bile
lung	noun	/lʌŋ/	either of the two organs in the chest that you use for breathing

muscle	noun	/ˈmʌsl/	a body tissue consisting of long cells that contract when stimulated and produce motion
neuron	noun	/ˈnjʊərɒn/	a cell that carries information within the brain and between the brain and other parts of the body
pelvic	noun	/ˈpelvɪs/	the wide curved set of bones at the bottom of the body that the legs and spine are connected to
respiratory	adjective	/ˈrespərətri/	connected with breathing
stomach	noun	/ˈstʌmək/	the organ inside the body where food goes when you eat it
thoracic	adjective	/θɔːˈræsɪk/	relating to chest
urinary	adjective	/ˈjʊərɪnəri/	relating to urine or to the parts of the body that produce and carry urine

MODULE IV
UNIT 1. CARDIOVASCULAR SYSTEM

artery	noun	/ˈɑːrtəri/	any of the tubes that carry blood from the heart to other parts of the body
arteriole	noun	/ɑːˈtɪəriəʊl/	a thin branch of an artery that leads off into capillaries
blood	noun	/blʌd/	the red liquid that flows through the bodies of humans and animals
blood pressure	noun	/ˈblʌd preʃə(r)/	the pressure of blood as it travels around the body
capillary	noun	/kəˈpɪləri/	any of the smallest tubes in the body that carry blood

cellular	adjective	/ˈsɛljələ(r)/	connected with or consisting of the cells of plants or animals
circuit	noun	/ˈsɜːkɪt/	a line, route or journey around a place
disease	noun	/dɪˈziːz/	an illness affecting humans, animals, or plants, often caused by infection
health	noun	/hɛlθ/	the condition of a person's body or mind
healthy lifestyle	noun	/ˈhɛlθɪˈlaɪfstaɪl/	a lifestyle that includes regular exercise, healthy diet, taking good care of self, healthy sleep habits and having a physically active daily routine.
heart	noun	/hɑːt/	the organ in the chest that sends blood around the body, usually on the left in humans
nutrient	noun	/ˈnjuːtriənt/	a substance that is needed to keep a living thing alive and to help it to grow
pulmonary circulation	noun	/ˈpʌlmənəri ˌsɜːkjəˈleɪʃn/	a complex network of arteries, veins, and lymphatics that transport blood and other tissue fluids between the heart and the lungs.
systemic circulation	noun	/sɪˈstemɪk ˌsɜːkjəˈleɪʃn /	the system of blood vessels that supplies all parts of the body except the lungs
tissues	noun	/ˈtɪʃuː/	a collection of cells that form the different parts of humans, animals, and plants
to circulate	verb	/ˈsɜːkjəleɪt/	when a liquid, gas or air circulates or is circulated,

			it moves continuously around a place or system
to pump	verb	/pʌmp/	to make water, air, gas, etc. flow in a particular direction by using a pump or something that works like a pump
tube	noun	/tjuːb/	a part inside the body that is like a tube in shape and through which air, liquid, etc. passes
vein	noun	/veɪn/	any of the tubes that carry blood from all parts of the body towards the heart
venule	noun	/'venjuːl/	a minute vessel that drains blood from the capillaries
vessel	noun	/ˈvesl/	a tube that carries blood through the body of a person or an animal, or liquid through the parts of a plant
waste product	noun	/ˈweɪst prɒdʌkt/	a material or substance that has no use or value that is made while producing something else

MODULE IV
UNIT 2. RESPIRATORY SYSTEM

alveolus	noun	/ælˈviːələs/, /ˌælviˈəʊləs/	one of the many small spaces in each lung where gases can pass into or out of the blood
breath	noun	/breθ/	the air that you take into your lungs and send out again
bronchus	noun	/ˈbrɒŋkəs/	any one of the system of tubes which make up the main branches of the windpipe through which

			air passes in and out of the lungs
carbon dioxide	noun	/ˌkɑːbən daɪˈɒksaɪd/	a gas breathed out by people and animals from the lungs or produced by burning carbon
cough	/kənˈdʒe stʃən/	/kɒf/	to force out air suddenly and noisily through your throat, for example when you have a cold
diaphragm	noun	/ˈdaɪəfræm/	the layer of muscle between the lungs and the stomach, used especially to control breathing
expiration	noun	/ˌekspəˈreɪʃn/	the act of breathing out
inspiration	noun	/ˌɪnspəˈreɪʃn/	the act of breathing in
larynx	noun	/ˈlærɪŋks/	the area at the top of the throat that contains the vocal cords
lung	noun	/lʌŋ/	either of the two organs in the chest that you use for breathing
lung capacity	noun	/lʌŋ kəˈpæsəti/	the maximum amount of air a person’s lungs can hold, about four to six liters (4000 to 6000 cm3) for the average human
mediastinum	noun	/ˌmiː.diəˈstaɪnəm/	the anatomic region located between the lungs that contains all the principal tissues and organs of the chest except the lungs
nose	noun	/nəʊz/	the part of the face that sticks out above the mouth, used for breathing and smelling things
oxygen	noun	/ˈɒksɪdʒən/	a chemical element. Oxygen is a gas that is present in air and water

			and is necessary for people, animals, and plants to live
pharynx	noun	/ˈfærɪŋks/	the soft area at the top of the throat where the passages to the nose and mouth connect with the throat
pleura	noun	/ˈplʊərə/	one of the two membranes that surround the lungs
respiratory	adjective	/rəˈspɪrətri/	connected with breathing
sinus	noun	/ˈsaɪnəs/	any of the hollow spaces in the bones of the head that are connected to the inside of the nose
trachea	noun	/trəˈkiːə/	the tube in the body that carries air from the throat to the lungs
throat	noun	/θrəʊt/	a passage in the neck through which food and air pass on their way into the body; the front part of the neck
throat congestion	noun	/θrəʊt kənˈdʒestʃən/	a condition when the lining of the throat gets swollen and inflamed
windpipe	noun	/ˈwɪndpaɪp/	the tube in the body that carries air from the throat to the lungs
to breathe	verb	/briːð/	to take air into your lungs and send it out again through your nose or mouth
to deliver oxygen	verb	/dɪˈlɪvə(r)/	to maintain normal blood oxygen levels in organisms through the provision of supplemental oxygen in a safe and effective way
to take away carbon dioxide	verb	/teɪk əˈweɪ ˌkɑːbən daɪˈɒksaɪd/	to remove carbon dioxide from the body by dissolution in the blood and through

			binding with hemoglobin to be transported to the lungs, where it's exhaled out from the nose and mouth

MODULE IV
UNIT 3. DIGESTIVE SYSTEM

absorption	noun	/əbˈzɔːpʃn/	the process of a liquid, gas or other substance being taken in
appendix	noun	/əˈpendɪks/	a small bag of tissue that is attached to the large intestine. In humans, the appendix has no clear function
digestion	noun	/daɪˈdʒestʃən/, /dɪˈdʒestʃən/	the process of digesting food
digestive system	noun	/daɪˈdʒestɪv sɪstəm/, /dɪˈdʒestɪv sɪstəm/	the series of organs inside the body that digest food
duodenum	noun	/ˌdjuːəˈdiːnəm/	the first part of the small intestine, next to the stomach
enzyme	noun	/ˈenzaɪm/	a substance that is produced by all living things and that helps a chemical change happen or happen more quickly, without being changed itself
esophagus	noun	/iˈsɒfəgəs/	the tube through which food passes from the mouth to the stomach
food intake	noun	/fuːd ˈɪnteɪk/	sum of food consumed by a person
gall bladder	noun	/ˈgɔːl blædə(r)/	an organ attached to the liver in which bile is stored

gut flora	noun	/gʌt ˈflɔːrə/	bacteria and other organisms that live inside the intestines
ileum	noun	/ˈɪliəm/	the third part of the small intestine
intestine	noun	/ɪnˈtestɪn/	a long tube in the body between the stomach and the anus. Food passes from the stomach to the small intestine and from there to the large intestine.
jejunum	noun	/dʒɪˈdʒuːnəm/	the second part of the small intestine
large intestine	noun	/lɑːdʒ ɪnˈtestɪn/	a 1-to-1.5-meter continuation of the ileum, extending from the ileocecal junction to the anus
liver	noun	/ˈlɪvə(r)/	a large organ in the body that cleans the blood and produces bile
mouth	noun	/maʊθ/	the opening in the face used for speaking, eating, etc.
nutrient	noun	/ˈnjuːtriənt/	a substance that is needed to keep a living thing alive and to help it to grow
pancreas	noun	/ˈpæŋkriəs/	an organ near the stomach that produces insulin and a liquid that helps the body to digest food
small intestine	noun	/smɔːl ɪnˈtestɪn/	an organ in the gastrointestinal tract where most of the absorption of nutrients from food takes place.
stomach	noun	/ˈstʌmək/	the organ inside the body where food goes when you eat it

to absorb	verb	/əbˈzɔːb/	to take in a liquid, gas or other substance from the surface or space around
to break down	verb	/breɪk daʊn/	to separate or disintegrate something physically into smaller parts
to digest	verb	/daɪˈdʒest/, /dɪˈdʒest/	to treat a substance with heat, enzymes or a solvent in order to break it down or obtain other substances that can be used
to excrete waste	verb	/ɪkˈskriːt weɪst/	to pass solid or liquid substance matter from the body
to process nutrients	verb	/ˈprəʊsəs ˈnjuːtrɪənts/	to metabolise something to turn food, minerals, etc. in the body into new cells, energy and waste products by means of chemical processes
to release	verb	/rɪˈliːs/	to let somebody come out of a place where they have been kept or stuck and unable to leave or move

MODULE IV
UNIT 4. NERVOUS SYSTEM

autonomic nervous system	noun	/ˌɔːtənɒmɪk ˈnɜːvəs sɪstəm/	he part of your nervous system that controls processes that are unconscious, for example the process of your heart beating
axon	noun	/ˈæksɒn/	the long thin part of a nerve cell along which signals are sent to other cells
brain	noun	/breɪn/	the organ inside the head that controls movement,

			thought, memory and feeling
central nervous system	noun	/ˌsentrəl ˈnɜːvəs sɪstəm/	the part of the system of nerves in the body that consists of the brain and the spinal cord
cerebellum	noun	/ˌserəˈbeləm/	the part of the brain at the back of the head that controls the activity of the muscles
cerebrum	noun	/səˈriːbrəm/, /ˈserəbrəm/	the front part of the brain, responsible for thoughts, emotions and personality
cortex	noun	/ˈkɔːteks/	the outer layer of an organ in the body, especially the brain
cranial	adjective	/ˈkreɪniəl/	relating to the cranium
damage	noun	/ˈdæmɪdʒ/	physical harm caused to something which makes it less attractive, useful or valuable
dendrite	noun	/ˈdendraɪt/	a short branch at the end of a nerve cell that receives signals from other cells
effector	noun	/ɪˈfektə(r)/	an organ or a cell in the body that is made to react by something outside the body
environment	noun	/ɪnˈvaɪrənmənt/	the natural world in which people, animals and plants live
impulse	noun	/ˈɪmpʌls/	a sudden strong wish or need to do something, without stopping to think about the results
instruction	noun	/ɪnˈstrʌkʃn/	detailed information on how to do or use something
ganglion	noun	/ˈgæŋgliən/	a mass of nerve cells

grey matter	noun	/ˈgreɪ mætə(r)/	a type of neural tissue which is found in the brain and spinal cord
layer	noun	/ˈleɪə(r)/, /leə(r)/	a quantity or sheet of something that lies over a surface or between surfaces
memory	noun	/ˈmeməri/	your ability to remember things
mental health	noun	/ˌmentl ˈhelθ/	the state of health of somebody's mind
message	noun	/ˈmesɪdʒ/	a written or spoken piece of information, etc. that you send to somebody or leave for somebody when you cannot speak to them yourself
nerve	noun	/nɜːv/	any of the long fibres that carry messages between the brain and parts of the body, enabling you to move, feel pain, etc.
nervous breakdown	noun	/ˌnɜːvəs ˈbreɪkdaʊn/	a period of serious mental illness in which somebody is unable to deal with normal life
network	noun	/ˈnetwɜːk/	a complicated system of nerves that are connected to each other and operate together
neuron	noun	/ˈnjʊərɒn/	a cell that carries information within the brain and between the brain and other parts of the body
peripheral nervous system	noun	/ pəˈrɪfərəl ˈnɜːvəs sɪstəm/	it consists of nerves and ganglia that transmit signals between the CNS and organs, limbs, and skin

receptor	noun	/rɪˈseptə(r)/	a sense organ or nerve ending in the body that reacts to changes such as heat or cold and makes the body react in a particular way
reflex	noun	/ˈriːfleks/	an action or a movement of your body that happens naturally in response to something and that you cannot control; something that you do without thinking
sense	noun	/sens/	an understanding about something; an ability to judge something
signal	noun	/ˈsɪgnəl/	a movement or sound that you make to give somebody information, instructions, a warning, etc.
spinal cord	noun	/ˈspaɪnl kɔːd/	the mass of nerves inside the spine that connects al l parts of the body to the brain
synapse	noun	/ˈsaɪnæps/, /ˈsɪnæps/	a connection between two nerve cells
to carry messages	verb	/ˈkæri ˈmesɪʤɪz/	to transfer messages
to control movement	verb	/kɒnˈtrəʊl ˈmuːvmənt/	to integrate multimodal sensory information and elicit the necessary signals to recruit muscles to carry out a goal
to respond	verb	/rɪˈspɒnd/	to give a spoken or written answer to somebody/something

to transmit signals	verb	/trænzˈmɪt ˈsɪgnəlz/	to send an electronic signal, radio or television broadcast, etc.

MODULE V
UNIT 1. PAIN

ache	noun	/eɪk/	a continuous or prolonged dull pain in a part of one's body
acute	adjective	/əˈkjuːt/	having a sudden and sharp attack or occurrence of a disease or symptom
alleviate	verb	/əˈliːvieɪt/	make (pain or a problem) less severe
apply ice	verb	/əˈplaɪ aɪs/	use ice to reduce pain or swelling in an affected area
burning	adjective	/ˈbɜːnɪŋ/	feeling painful or hot as if on fire
chronic	adjective	/ˈkrɒnɪk/	persisting for a long time
constant	adjective	/ˈkɒnstənt/	occurring continuously over a period of time
dynamics	noun	/daɪˈnæmɪks/	positive or negative changes in something over a period of time
frequency	noun	/ˈfriːkwənsi/	how often something occurs over a particular period of time
getting better	verb	/ˈgetɪŋ ˈbetə/	demonstrating positive changes in health or condition
getting worse	verb	/ˈgetɪŋ ˈwɜːs/	demonstrating negative changes in health or condition
ignore	verb	/ɪgˈnɔː/	refuse to pay attention to something
intensity	noun	/ɪnˈtensɪti/	how strong something, such as pain, is

long-term	adjective	/ˌlɒŋˈtɜːm/	lasting for a long period of time
mild	adjective	/maɪld/	not severe or strong in effect
moderate	adjective	/ˈmɒdərət/	average in amount, intensity, quality, or degree
muscle strain	noun	/ˈmʌsl streɪn/	an injury to a muscle caused by overstretching
muscle overuse	noun	/ˈmʌsl ˈəʊvəˌjuːs/	damaging a muscle through excessive use
occasional	adjective	/əˈkeɪʒənl/	occurring irregularly
pain	noun	/peɪn/	a feeling of physical suffering caused by injury or illness
pain reliever	noun	/peɪn rɪˈliːvə/	medication that reduces pain
persist	verb	/pəˈsɪst/	continue to exist over a period of time
quality	noun	/ˈkwɒlɪti/	features of something which help to distinguish it from other things of similar kind
redness	noun	/ˈrednəs/	being red in colour
severe	adjective	/sɪˈvɪə/	extremely bad or serious
seek medical attention	verb	/siːk ˈmedɪkl əˈtenʃn/	try to get help from a medical professional
shooting	adjective	/ˈʃuːtɪŋ/	causing a sudden sharp pain
short-term	adjective	/ˌʃɔːt ˈtɜːm/	lasting for only a short period of time
source of pain	noun	/sɔːs əv peɪn/	the origin or cause of pain
stab	noun	/stæb/	a sudden and intense pain
stabbing	adjective	/ˈstæbɪŋ/	causing a sharp and sudden pain
staying the same	verb	/ˈsteɪɪŋ ðə ˈseɪm/	remaining in the same state without change
swelling	noun	/ˈswelɪŋ/	an enlarged part of the body as a result of trauma or disease
throbbing	adjective	/ˈθrɒbɪŋ/	pulsing or vibrating with pain

well-being	noun	/ˈwelˈbiːɪŋ/	the state of being comfortable, healthy, or happy
worsen	verb	/ˈwɜːsən/	become worse in health or condition

MODULE V
UNIT 2. CARDIOVASCULAR DISEASES

arrhythmia	noun	/əˈrɪð.mi.ə/	an alteration in rhythm of the heartbeat either in time or force
atherosclerosis	noun	/ˌæθ.ə.rəʊ.skləˈrəʊ.sɪs/	a form of arteriosclerosis (=hardening of the arteries, the thick tubes carrying blood from the heart) that is caused by a fatty substance building up inside the arteries
bypass surgery	noun	/ˈbaɪpɑːs ˈsɜːdʒəri/	a process for improving blood flow to the heart muscle in an operation
cholesterol	noun	/kəˈlestərɒl/	a fatty substance found in most tissues of the body. Too much cholesterol in the blood is linked to a higher risk of heart disease.
congestive heart failure	noun	/kənˈdʒəstɪv hɑːt ˈfeɪljə(r)/	heart failure in which the heart is unable to maintain an adequate circulation of blood in the bodily tissues or to pump out the venous blood returned to it by the veins
echocardiogram	noun	/ˌekəʊˈkɑːdiəʊgræm/	a test that uses ultrasound to show the action and assess the health of the heart
electrocardiogram	noun	/ɪˌlektrəʊˈkɑːdiəʊgræm/	a medical test that measures and records electrical activity of the heart

heart attack	noun	/ˈhɑːt ətæk/	a sudden serious medical condition in which the flow of blood to the heart is blocked, sometimes causing death
heart failure	noun	/ˈhɑːt feɪljə(r)/	a serious medical condition in which the heart does not work correctly
hypertension	noun	/ˌhaɪpəˈtenʃn/	blood pressure that is higher than is normal
hypotension	noun	/ˌhaɪ.pəʊˈten.ʃən/	a condition in which the blood pressure in the arteries is too low:
statin	noun	/ˈstætɪn/	a drug that people take to lower the level of cholesterol
stress test	noun	/ˈstres ˌtest/	a test designed to show whether someone's heart works well when exercising hard
stroke	noun	/strəʊk/	a sudden serious illness when a blood vessel in the brain bursts (= breaks open) or is blocked, which can cause death or the loss of the ability to move or to speak clearly

MODULE V
UNIT 3. RESPIRATORY DISEASES

affect	verb	/əˈfekt/	to attack somebody or a part of the body; to make somebody become ill
asthma	noun	/ˈæsmə/	a medical condition of the chest that makes breathing difficult
bronchitis	noun	/brɒŋˈkaɪtɪs/	an illness that affects the bronchial tubes leading to the lungs

common cold	noun	/ˌkɒmən ˈkəʊld/	a common illness that affects the nose and/or throat, making you cough, sneeze, etc.
cough	noun	/kɒf/	an act or a sound of forcing out air suddenly and noisily through your throat
	verb	/kɒf/	to force out air suddenly and noisily through your throat, for example when you have a cold
fever	noun	/ˈfiːvər/	a medical condition in which a person has a temperature that is higher than normal
inflame	verb	/ɪnˈfleɪm/	to make a part of the body become red, painful, and swollen
inflammation	noun	/ˌɪnfləˈmeɪʃn/	a condition in which a part of the body becomes red, painful and swollen because of infection or injury
mucus	noun	/ˈmjuːkəs/	a thick liquid that is produced in parts of the body, such as the nose
pneumonia	noun	/njuːˈməʊniə/	a serious illness affecting one or both lungs that makes breathing difficult

MODULE V
UNIT 4. GASTROINTESTINAL DISEASES

bloating	noun	/’bləʊtɪŋ/	a swelling or feeling of fullness in the abdomen
BRAT diet	noun	/bræt ˈdaɪət/	the banana, rice, applesauce, and toast (BRAT) diet
constipation	noun	/ˌkɒnstɪˈpeɪʃn/	the condition of being unable to get rid of waste material

			from the bowels easily (= being constipated)
diarrhea	noun	/ˌdaɪəˈrɪə/	an illness in which waste matter is emptied from the bowels much more frequently than normal, and in liquid form
heartburn	noun	/ˈhɑːtbɜːn/	a pain that feels like something burning in your chest caused by acid coming back up from your stomach
irritable bowel syndrome	noun	/ˌɪrɪtəbl ˈbaʊəl sɪndrəʊm/	a condition of the bowels that causes pain and diarrhoea or constipation, often caused by stress or worry
IV rehydration	noun	/ˌaɪ ˈviː ˌriːhaɪˈdreɪʃn/	IV (intravenous); a procedure used to treat moderate to severe cases of dehydration
laxative	noun	/ˈlæksətɪv/	a medicine, food or drink that makes somebody empty their bowels easily
nausea	noun	/ˈnɔːziə/	the feeling that you have when you want to vomit
vomiting	noun	/ˈvɒmɪtɪŋ/	bringing food from the stomach back out through the mouth
over-the-counter	adjective	/ˌəʊvə ðə ˈkaʊntə(r)/	(of drugs and medicines) that can be obtained without a prescription (= a written order from a doctor)
stomach flu	noun	ˈstʌmək fluː/	(also known as *stomach bug*) viral gastroenteritis; an infection of the intestines that includes watery diarrhea, stomach cramps, nausea or vomiting, and sometimes fever

MODULE VI
UNIT 1. AT THE DOCTOR'S. AT THE DENTIST'S

baby tooth	noun	/ˈbeɪ.bi ˌtuːθ/	a tooth from the first set of teeth that a child develops (milk tooth)
bleeding	noun	/ˈbliː.dɪŋ/	loss of blood from the circulatory system
bridge	noun	/brɪdʒ/	a fixed dental restoration that replaces missing teeth
catch a cold	verb	/kætʃ ə kəʊld/	to become ill with a common infection that causes you to cough and sneeze and your nose to run or feel blocked
complain (of)	verb	/kəmˈpleɪn/	to express grief, pain, or discontent
complaint	noun	/kəmˈpleɪnt/	a symptom or concern described by a patient
crown	noun	/kraʊn/	a tooth cap or covering placed over an existing tooth
dental filling	noun	/ˈden.təl ˈfɪl.ɪŋ/	artificial substance put into holes in teeth to repair them
dental history	noun	/ˈden.təl ˈhɪs.tər.i/	a review of previous dental experiences and current dental problems
dentist	noun	/ˈden.tɪst/	a person whose job is treating people's teeth
examine	verb	/ɪgˈzæm.ɪn/	to inspect or test for evidence of disease or abnormality
extract (a tooth)	verb	/ɪkˈstrækt/	to remove a tooth from its socket in the alveolar bone
fever	noun	/ˈfiː.vər/	a medical condition in which the body temperature is higher than usual
fall ill	verb	/fɔːl ɪl/	suddenly become ill
gum disease	noun	/gʌm dɪˈziːz/	any of a group of diseases of gingivae and supporting tissues of the teeth
headache	noun	/ˈhed.eɪk/	a pain in the head

operative dentist	noun	/ˈɒp.ər.ə.tɪv ˈden.tɪst/	a dentist specialised in diagnosing and treating the defects of natural teeth
oral surgeon	noun	/ˌɔːr.əl ˈsɜː.dʒən/	a dentist with special training in surgery of the mouth and jaw
paediatric dentist	noun	/ˌpiː.diˈæt.rɪk ˈden.tɪst/	(*also* paedodontist) a dentist specialised in diagnosing and treating dental problems in infants, children, and teenagers
prescribe	verb	/prɪˈskraɪb/	advise and authorise the use of (a medicine or treatment) for someone, especially in writing
signs and symptoms	noun	/saɪns ‘n ˈsɪmp.təms/	abnormalities that can indicate a potential medical condition
stomachache	noun	/ˈstʌm.ək.eɪk/	a pain in a person's stomach or belly
swelling	noun	/ˈswel.ɪŋ/	an abnormal enlargement of a part of the body caused by an increase in fluid in the tissues
toothache	noun	/ˈtuːθ.eɪk/	a pain associated with a tooth or its surrounding supporting structures
treat	verb	/triːt/	to care for or deal with medically or surgically
treatment	noun	/ˈtriːt.mənt/	medical care given to a patient for an illness or injury

MODULE VI
UNIT 2. EXAMINATION OF THE PATIENT

complaint	noun	/kəmˈpleɪnt/	a symptom or cause of pain as reported by a patient

condition	noun	/kənˈdɪʃn/	the state of somebody's health or how fit they are
investigation	noun	/ɪnˌvestɪˈgeɪʃn/	a careful search or examination in order to discover facts, etc.
measurements	noun	/ˈmeʒəmənts/	[plural] parameters or indicators of biological processes that occur in the human body; they are important for making a diagnosis and prescribing a treatment.
physical examination	noun	/ˈfɪzɪkl ɪgˌzæmɪˈneɪʃn/	a medical examination of a person's body
swelling	noun	/ˈswelɪŋ/	a place on your body that has become larger or rounder than normal as the result of an illness or injury
vital signs	noun	/ˈvaɪtl saɪnz/	[plural] signs that show the condition of someone's health, such as body temperature, rate of breathing, and heartbeat
to detect	verb	/dɪˈtekt/	to discover or notice something, especially something that is not easy to see, hear, etc.
to examine	verb	/ɪgˈzæmɪn/	to look at somebody/something closely, to see if there is anything wrong or to find the cause of a problem
to make a diagnosis	noun	/ˈmeɪk ə ˌdaɪəgˈnəʊsɪs/	to identify a disease by its signs and symptoms
to tap	verb	/tæp/	to hit the surface of a body part quickly and lightly to learn the condition of the

			parts beneath by the resultant sound

MODULE VI
UNIT 3. MEDICATIONS

antibiotic	noun	/ˌantibaɪˈɒtɪk/	a medicine that inhibits the growth of microorganisms
antihistamine	noun	/ˌæntiˈhɪstəmiːn/	a drug used especially in the treatment of allergies
brand name	noun	/ˌbrænd ˈneɪm/	a name given by the maker to a product or range of products
capsule	noun	/ˈkæpsjuːl/	a small container, especially a round one, for holding a drug
chemical name	noun	/ˈkemɪkl neɪm/	the scientific name of a drug, expressing its chemical composition
dentist	noun	/ˈdentɪst/	a person qualified to treat the diseases and conditions that affect the teeth and gums
dizzy	adjective	/ˈdɪzi/	causing a sensation of instability, which can lead to a fall
dosage	noun	/ˈdəʊsɪdʒ/	the size or frequency of a dose of a medicine or drug
dosage form	noun	/ˈdəʊsɪdʒ fɔːm/	the form in which a medication is taken or applied, such as a pill or injection
drops	noun	/drɒps/	a small quantity of liquid that falls in a spherical shape
expiry date	noun	/ɪkˈspaɪəri deɪt/	the date after which a product, such as food or medicine, should not be used

extra strength	noun	/ˈekstrə strɛŋθ/	having more potency or effectiveness than usual
generic name	noun	/dʒɪˈnerɪk neɪm/	the name of a drug or medicine that is not protected by a trademark
herbal remedy	noun	/ˈhɜːbl ˈremədi/	a natural plant or plant extract believed to have medicinal properties
junior strength	noun	/ˈdʒuːnɪə streŋθ/	a product that is formulated for the strength and dosage needs of children
nutritionist	noun	/njuːˈtrɪʃnɪst/	a person who is an expert in correct eating habits
pharmacist	noun	/ˈfɑːməsɪst/	a person who is qualified to prepare and dispense medicines
powder	noun	/ˈpaʊdə/	fine particles of a substance, typically a drug, that can be sprinkled or dusted on something
ointment	noun	/ˈɔɪntmənt/	a smooth, oily preparation that is rubbed on the skin for medicinal purposes
shortage of vitamins	noun	/ˈʃɔːtɪdʒ ɒv ˈvaɪtəmɪnz/	a lack or deficit in essential vitamins required for optimal health
side effects	noun	/saɪd ɪˈfekts/	undesirable effect of a drug or medical treatment
sleepy	adjective	/ˈsliːpi/	feeling tired and wanting to sleep
strength	noun	/streŋθ/	the potency of 1 item of a certain dosage form of medication
supplement	noun	/ˈsʌplɪment/	a substance added to food or taken separately in order to restore the shortage of certain minerals or vitamins in the body

suppository	noun	/səˈpɒzətri/	a solid conical or cylindrical preparation that is inserted into a body opening, such as the rectum
tablet	noun	/ˈtæblət/	a small flat or compressed solid form of medication
tincture	noun	/ˈtɪŋktʃə/	a medicine made by dissolving a drug in alcohol
warning	noun	/ˈwɔːnɪŋ/	a statement that indicates a possible danger of a medication

MODULE VI
UNIT 4. FIRST AID

bandage	noun	/ˈbændɪdʒ/	a long narrow piece of cloth used for tying around a part of the body that has been hurt in order to protect or support it
bee sting	noun	/biː stɪŋ/	the burning itching swollen lesion produced by the stinging of a bee
bleeding	noun	/ˈbliːdɪŋ/	the process of losing blood from the body
burn	noun	/bɜːn/	injury or damage resulting from exposure to fire, heat, caustics, electricity, or certain radiations
CPR	noun	/ˌsiː piː ˈɑː(r)/	cardio-pulmonary resuscitation
emergency	noun	/ɪˈmɜːdʒənsi/	a sudden serious and dangerous event or situation that needs immediate action to deal with it
First Aid kit	noun	/ˌfɜːst ˈeɪd kɪt/	a set of simple medical equipment that is used to give somebody treatment

			before a doctor comes or before the person can be taken to a hospital
injury	noun	/ˈɪndʒəri/	physical harm or damage to someone's body caused by an accident or an attack
pain reliever	noun	/ˈpeɪn rɪˌliː.vər/	something, especially a drug, cream, etc., that reduces or gets rid of pain:
poisoning	noun	/ˈpɔɪzənɪŋ/	an illness caused by eating, drinking, or breathing a dangerous substance
shock	noun	/ʃɒk/	a medical condition caused by severe injury, pain, loss of blood, or fear that slows down the flow of blood around the body
snake bite	noun	/ˈsneɪkbaɪt/	an injury caused by the bite of a snake, especially a venomous snake
venom	noun	/ˈvenəm/	the poisonous liquid that some snakes, spiders, etc. produce when they bite or sting
wound	noun	/wuːnd/	a damaged area of the body, such as a cut or hole in the skin or flesh
pressure	noun	/ˈpreʃə(r)/	the force you produce when you press something
to apply	verb	/əˈplaɪ/	to make use of something or use it for a practical purpose
to choke	verb	/tʃəʊk/	to be unable to breathe because the passage to your lungs is blocked or you cannot get enough air;

MODULE VII
UNIT 1. RESEARCH ARTICLES

abstract	noun	/ˈæbstrækt/	a brief overview of the key points of an article, report, thesis, or proposal
analysis	noun	/əˈnæləsɪs/	the detailed study or examination of something in order to understand more about it; the result of the study
author	noun	/ˈɔːθə(r)/	a person who writes books or the person who wrote a particular book
data	noun	/ˈdeɪtə/, /ˈdɑːtə/	facts or information, especially when examined and used to find out things or to make decisions
evidence	noun	/ˈevɪdəns/	the facts, signs or objects that make you believe that something is true
experimental design	noun	ɪkˌsperɪˈmentl dɪˈzaɪn/	the general arrangement of the different parts of something based on new ideas, forms or methods that are used to find out what effect they have
introduction	noun	/ˌɪntrəˈdʌkʃn/	the first part of a book or speech that gives a general idea of what is to follow
key findings	noun	/kiː ˈfaɪndɪŋz/	the main information that is discovered as the result of research into something
literature review	noun	/ˈlɪtrətʃə(r) rɪˈvjuː/	an overview of the previously published works on a topic
method	noun	/ˈmeθəd/	a particular way of doing something

methodology	noun	/ˌmeθəˈdɒlədʒi/	a set of methods and principles used to perform a particular activity
research	noun	/rɪˈsɜːtʃ/, /ˈriːsɜːtʃ/	a careful study of a subject, especially in order to discover new facts or information about it
researcher	noun	/rɪˈsɜːtʃə(r)/, /ˈriːsɜːtʃə(r)/	a person who studies something carefully and tries to discover new facts about it
result	noun	/rɪˈzʌlt/	the information that you get from a scientific test or piece of research
study	noun	/ˈstʌdi/	a piece of research that examines a subject or question in detail
to analyze data	verb	/ˈænəlaɪz	to examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it
to conduct research	verb	/kənˈdʌkt rɪˈsɜːtʃ/	to organise and/or do a particular activity
to publish findings	verb	/ˈpʌblɪʃ ˈfaɪndɪŋz/	to make information available to the public
to reach a conclusion	verb	/riːtʃ ɑ kənˈkluːʒən/	to achieve a particular aim

MODULE VII
UNIT 2. PRESENTATION

background	noun	/ˈbækgraʊnd/	the past events, experiences, or knowledge that help to explain a person's or thing's development, present condition, or situation

bring to life	verb	/ˈbrɪŋˌtəˈlaɪf/	cause (a character, story, or idea) to seem real, vivid and believable
bullet points	noun	/ˈbʊlɪtˌpɔɪnts/	a brief and concise statement or item in a list, typically preceded by a bullet symbol (•)
busy	adjective	/ˈbɪzi/	a design, pattern, or scene overloaded with details or elements
colour scheme	noun	/ˈkʌləˌskiːm/	a combination of colours chosen for use in a room, on a garment, or in a design
convey	verb	/kənˈveɪ/	communicate (a message, information, or feeling) to someone
cram	verb	/kræm/	stuff or pack (something into a space) forcibly or in large quantities
deliver a message	verb	/dɪˈlɪvər əˈmesɪdʒ/	communicate a message or information to an audience or recipient
distracting	adjective	/dɪˈstræktɪŋ/	causing someone to lose attention or focus
effective	adjective	/ɪˈfektɪv/	producing the desired effect or result
engaging	adjective	/ɪnˈgeɪdʒɪŋ/	interesting and stimulating; holding one’s attention
enhance	verb	/ɪnˈhɑːns/	improve, intensify, or make more valuable
essential	adjective	/ɪˈsenʃl/	absolutely necessary or indispensable
follow along	verb	/ˈfɒləʊ əˈlɔːŋ/	understand and keep up with what is being said or done
get lost	verb	/ɡetˈlɒst/	become confused or disoriented, typically in a crowd or unfamiliar place

key points	noun	/ˈkiːˈpɔɪnts/	the most important or relevant points in a presentation or discussion
leave a lasting impression on your audience	verb	/liːv ə ˈlɑːstɪŋ ɪmˈpreʃn ɑːn jɔːr ˈɔːdiəns/	make a strong and memorable impression on an audience
objective	noun	/əbˈdʒektɪv/	something that you plan to achieve
overload with information	verb	/ˈəʊvələʊd wɪθ ɪnfəˈmeɪʃn/	provide someone with too much information at once, making it difficult for them to understand
overwhelm	verb	/ˈəʊvəwelm/	to overload an audience with information, which makes it difficult to focus and understand the presentation
relevant to	adjective	/ˈrelɪvənt tə/	connected with or concerning the matter at hand
slide transitions	noun	/slaɪd trænˈzɪʃnz/	the visual effect used to move between slides in a presentation
software options	noun	/ˈsɔːftweər ˈɔːpʃnz/	the different software programs available for a particular purpose
take away from a message	verb	/teɪk əˈweɪ frəm ə ˈmesɪdʒ/	to make a message seem not so good or interesting
templates	noun	/ˈtemplets/	a predefined design or format that can be used to create a document, image, or other object
to the point	adjective	/tuː ðəˈpɔɪnt/	concise and relevant, without unnecessary details
visual aids	noun	/ˈvɪʒuəlˌeɪdz/	a visual representation of information, such as a chart, graph, or diagram, that is

			used to help convey a message
visually appealing	adjective	/ˈvɪʒuəli əˈpiːlɪŋ/	pleasing or attractive to the eye
well-crafted	adjective	/wel ˈkrɑːftɪd/	skilfully and carefully made or written

MODULE VII
UNIT 3. POSTER PRESENTATIONS

cognitive load	noun	/ˈkɒgnətɪv ləʊd/	the amount of working memory resources used
graph	noun	/grɑːf/	a diagram consisting of a line or lines, showing how two or more sets of numbers are related to each other
poster fatigue	noun	/ˈpəʊstə(r) fəˈtiːg/	the state of feeling very tired, weary or sleepy from looking at too many posters
poster noise	noun	/ˈpəʊstə(r) nɔɪz/	Too much information/ text in a poster
poster presentation	noun	/ˈpəʊstə(r) ˌprezn̩ˈteɪʃn/	presentation of research info rmation in the form of a paper poster
presenter	noun	/prɪˈzentə(r)/	a person who makes a speech or talks to an audience about a particular subject
research	noun	/rɪˈsɜːtʃ/, /ˈriːsɜːtʃ/	a careful study of a subject, especially in order to discover new facts or information about it
table	noun	/ˈteɪbl/	a list of facts or numbers arranged in a special order, usually in rows and columns
take-away message	noun	/teɪk əˈweɪ ˈmesɪdʒ/	main message or piece of information that you learn from something you hear or read

visual communication	noun	/ˈvɪʒuəl kəˌmjuːnɪˈkeɪʃn/	the practice of communication through visual elements such as videos, pie charts, videos, infographics, etc.

MODULE VII
UNIT 4. ORAL PRESENTATIONS

engage	verb	/ɪnˈgeɪdʒ/	to succeed in attracting and keeping somebody's attention and interest
audience	noun	/ˈɔːdiəns/	the group of people who watch or listen to something (a play, concert, somebody speaking, etc.)
eye contact	noun	/aɪ ˈkɒntækt/	visual contact with another person's eyes
oral presentation	noun	/ˈɔːrəl ˌpreznˈteɪʃn/	a way of communicating information verbally supported by images, visual aids and/or technology
pace	noun	/peɪs/	the speed at which somebody/something walks, moves or speaks
practice	noun	/ˈpræktɪs/	doing an activity or training regularly so that you can improve your skill; the time you spend doing this
public speaking	noun	/ˈpʌblɪk spiːkɪŋ/	the act or skill of delivering speeches on a subject to a group of people
Q&A session	noun	/ˌkjuː ən ˈeɪ ˈseʃn/	Time when members of an audience can ask questions to an invited guest
visual	noun	/ˈvɪʒuəl/	a picture, map, piece of film, etc. used to make an article or a talk easier to understand or more interesting

YOUR NOTES