

**VISOKA MEDICINSKA ŠKOLA
STRUKOVNIH STUDIJA IZ ĆUPRIJE**

**ENGLISKI JEZIK
PRAKTIKUM
ZA STUDENTE STRUKOVNIH ZDRAVSTVENIH ŠKOLA**

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**ENGLISKI JEZIK – PRAKTIKUM ZA STUDENTE STRUKOV-
NIH ZDRAVSTVENIH ŠKOLA**

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Let's Revise!

1. English Alphabet

There are more than 40 distinct sounds in English. Because we have just 26 letters to represent those sounds, most letters stand for more than one sound. The consonant *c*, for example, is pronounced differently in the three words *cook*, *city*, and (combined with *h*) *chop*.

1.1 What's the name for a sentence that contains all 26 letters of the alphabet?

That would be a pangram. The best known example is "The quick brown fox jumps over the lazy dog." A more efficient pangram is "Pack my box with five dozen liquor jugs." (In Serbian language the best example would be: "Njoj pljačkom zgrćeš: tuđ CD, VHS, bež fildžan! (33 letters, record!))

1.2 English alphabet

A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m
	a	bee	cee	dee	e	ef	gee	(h)aitch	i	jay	kay	el	em												
	[eɪ]	[bi:]	[si:]	[di:]	[i:]	[ɛf]	[dʒi:]	[(h)etʃ]	[aɪ]	[dʒeɪ]	[keɪ]	[ɛl]	[ɛm]												
N	n	O	o	P	p	Q	q	R	r	S	s	T	t	U	u	V	v	W	w	X	x	Y	y	Z	z
	en	o	pee	cue	ar	ess	tee	u	vee	double-u	ex	wy(e)	zed/zee												
	[ɛn]	[oʊ]	[pi:]	[kju:]	[ɑ:/ɑr]	[ɛs]	[ti:]	[ju:]	[vi:]	[ˈdʌbəlju:]	[ɛks]	[waɪ]	[zɛd/zi:]												

Spell the following:

- Your name and surname: _____
- The name of your street: _____
- The name of your city: _____

2. Numbers

2.1 Table of Cardinal Numbers

1	One	11	eleven	21	twenty-one	31	thirty-one
2	Two	12	twelve	22	twenty-two	40	forty
3	three	13	thirteen	23	twenty-three	50	fifty
4	four	14	fourteen	24	twenty-four	60	sixty
5	five	15	fifteen	25	twenty-five	70	seventy
6	Six	16	sixteen	26	twenty-six	80	eighty
7	seven	17	seventeen	27	twenty-seven	90	ninety
8	eight	18	eighteen	28	twenty-eight	100	a/one hundred
9	nine	19	nineteen	29	twenty-nine	1,000	a/one thousand
10	Ten	20	twenty	30	thirty	1,000,000	a/one million

2.1.1 Separation between hundreds and tens

Hundreds and tens are usually separated by 'and' (in American English 'and' is not necessary).

- 110 - one hundred *and* ten
- 1,250 - one thousand, two hundred *and* fifty
- 2,001 - two thousand *and* one

2.1.2 Hundreds

- Use 100 always with 'a' or 'one'.
- 100 - *a* hundred / *one* hundred
- 'a' can only stand at the beginning of a number.
- 100 - *a* hundred / *one* hundred
- 2,100 - two thousand, *one* hundred

2.1.3 Thousands and Millions

- Use 1,000 and 1,000,000 always with 'a' or 'one'.
- 1,000 - *a* thousand / *one* thousand
- 201,000 - two hundred and *one* thousand
- Use commas as a separator.
- 57,458,302

2.1.4 The Number 1,000,000,000

In English this number is a *billion*. This is very tricky for nations where 'a billion' has 12 zeros. 1,000,000,000,000 in English, however, is a *trillion*. (Broj sa devet nula se na engleskom kaže *billion*, dok je taj broj u srpskom jeziku *milijarda* . Naš broj bilion, koji ima 12 nula se na engleskom zove *trillion*.)

2.2 Table of Ordinal Numbers

1	st	first	11	th	eleventh	21	st	twenty-first	31	st	thirty-first
2	nd	second	12	th	twelfth	22	nd	twenty-second	40	th	fortieth
3	rd	third	13	th	thirteenth	23	rd	twenty-third	50	th	fiftieth
4	th	fourth	14	th	fourteenth	24	th	twenty-fourth	60	th	sixtieth
5	th	fifth	15	th	fifteenth	25	th	twenty-fifth	70	th	seventieth
6	th	sixth	16	th	sixteenth	26	th	twenty-sixth	80	th	eightieth
7	th	seventh	17	th	seventeenth	27	th	twenty-seventh	90	th	ninetieth
8	th	eighth	18	th	eighteenth	28	th	twenty-eighth	100	th	one hundredth
9	th	ninth	19	th	nineteenth	29	th	twenty-ninth	1,000	th	one thousandth
10	th	tenth	20	th	twentieth	30	th	thirtieth	1,000,000	th	one millionth

2.2.1 Spelling of Ordinal Numbers

- Just add *th* to the cardinal number
- four - fourth
- eleven – eleventh

Exceptions:

- one - first
- two - second
- three - third
- five - fifth
- eight - eighth
- nine - ninth
- twelve – twelfth

In compound ordinal numbers, note that only the last figure is written as an ordinal number

- 421st = four hundred and twenty-first
- 5,111th = five thousand, one hundred and eleventh
- first = 1st
- second = 2nd
- third = 3rd
- fourth = 4th
- twenty-sixth = 26th
- hundred and first = 101st

2.2.2 Titles

In names for kings and queens, ordinal numbers are written in Roman numbers.
In spoken English, the definite article is used before the ordinal number.

- Charles II - Charles the Second
- Edward VI - Edward the Sixth
- Henry VIII - Henry the Eighth

Exercises:

- Say your telephone number
- Say the following telephone numbers:
 - 30611, 9471122,
 - 0865688592, 844042, 56321,
 - 0714059529, 358002

Find the missing number:

- Eighty-eight + = ninety
- Fifteen + = fifty
- Forty-five - = twenty-one
-+ fifteen = fifty-five
- + twenty = seventy-seven
- A hundred - = sixty

3. Months and days of the week

Note that the months and days of the week are always capitalized. If you do not want to write the whole words, you can use the abbreviations. In British English, abbreviations are usually written without full stops (Apr), full stops are normal, however, in American English (Apr.)

Month	Abbreviation	Month	Abbreviation
January	Jan	July	/
February	Feb	August	Aug
March	Mar	September	Sept
April	Apr	October	Oct
May	/	November	Nov
June	/	December	Dec

Day	Abbreviation
Monday	Mon
Tuesday	Tue
Wednesday	Wed
Thursday	Thu
Friday	Fri
Saturday	Sat
Sunday	Sun

3.1 Seasons of the year:

Spring, summer, autumn, winter

Write the month which follows:

- March _____
- September _____
- January _____
- June _____
- July _____
- April _____

Complete:

- | | | |
|---------|---------------------|------------------|
| • 01/05 | 1 st May | the first of May |
| • 29/02 | _____ | _____ |
| • 23/12 | _____ | _____ |
| • 22/04 | _____ | _____ |
| • 31/10 | _____ | _____ |
| • 15/03 | _____ | _____ |

3.2 What time is it? / What is the time?

There are two common ways of telling the time

Say the hour first and then the minutes. (Hour + Minutes)

- 6:25 - six twenty-five
- 8:05 - eight O-five
- 9:11 - nine eleven
- 2:34 - two thirty-four

Say the minutes first and then the hour. (Minutes + PAST / TO + Hour)

For minutes 1-30 we use PAST after the minutes

For minutes 31-59 we use TO after the minutes

- 11:20 - twenty past eleven
- 4:18 - eighteen past four
- 8:51 - nine to nine
- 2:59 - one to three
- 2:35 - twenty-five to three

When it is 15 minutes past the hour we normally say: a quarter past

- 7:15 - a quarter past seven

When it is 15 minutes before the hour we normally say: a quarter to

- 12:45 - a quarter to one

When it is 30 minutes past the hour we normally say: half past

- 3:30 - half past three (but we can also say three-thirty)

3.2.1 O'clock

We use o'clock when there are NO minutes.

- 10:00 - ten o'clock
- 5:00 - five o'clock
- 1:00 - one o'clock

Sometimes it is written as 9 o'clock (the number + o'clock)

3.2.2 12:00

For 12:00 there are four expressions in English:

- twelve o'clock
- midday = noon
- midnight

3.2.3 Giving the Time

We use It is or It's to respond to the questions that ask for the time right now.

- It is half past five (5:30).
- It's ten to twelve (11:50)

3.2.4 AM vs. PM

We don't normally use the 24-hour clock in English.

We use a.m. (am) for the morning and p.m. (pm) for the afternoon and night.

3am = Three o'clock in the morning.

3pm = Three o'clock in the afternoon.

Say the time (use *It's*):

- 16.35
- 09.05
- 13.45
- 12.00
- 08.55
- 18.30

4. Prepositions of time: at, in, on

We use

- at for a PRECISE TIME
- in for MONTHS, YEARS, CENTURIES and LONG PERIODS
- on for DAYS and DATES
-

at	in	on
PRECISE TIME	MONTHS, YEARS, CENTURIES and LONG PERIODS	DAYS and DATES
at 3 o'clock	in May	on Sunday
at 10.30am	in summer	on Tuesdays
at noon	in the summer	on 6 March
at dinnertime	in 1990	on 25 Dec. 2010
at bedtime	in the 1990s	on Christmas Day

at sunrise	in the next century	on Independence Day
at sunset	in the Ice Age	on my birthday
At the moment	in the past/future	on New Year's Eve

Put the correct prepositions:

1. I have a meeting _____ 9am.
2. The shop closes _____ midnight.
3. Jane went home _____ lunchtime.
4. In England, it often snows _____ December.
5. Do you think we will go to Jupiter _____ the future?
6. There should be a lot of progress _____ the next century.
7. Do you work _____ Mondays?
8. Her birthday is _____ 20 November.
9. Where will you be _____ New Year's Day?

Notice the use of the preposition of time at in the following standard expressions:

Expressions	Examples
at night	The stars shine at night .
at the weekend*	I don't usually work at the weekend .
at Christmas*/Easter	I stay with my family at Christmas .
at the same time	We finished the test at the same time .
at present	He's not home at present . Try later.

Notice the use of the prepositions of time **in** and **on** in these common expressions:

in	on
in the morning	on Tuesday morning
in the mornings	on Saturday mornings
in the afternoon(s)	on Sunday afternoons
in the evening(s)	on Monday evening

When we say **last, next, every, this** we do not also use **at, in, on**

- I went to London **last** June. (**not in last** June)
- He's coming back **next** Tuesday. (**not on next** Tuesday)
- I go home **every** Easter. (**not at every** Easter)
- We'll call you **this** evening. (**not in this** evening)

Put the correct preposition:

- _____ spring,
- _____ midnight,
- _____ Monday,
- _____ 1969
- _____ 06.00pm,
- _____ 1st May,
- _____ March,
- _____ the evening,
- _____ night,
- _____ weekend,
- _____ Christmas,
- _____ my birthday,
- _____ New Year's Eve

PART 2

Reading texts and vocabulary

1. The Hospital

1. Match each job with the given descriptions.

cardiologist; paediatrician; midwife; porter; radiologist; pharmacist; surgeon

1. A _____ attends births and delivers babies.
2. A _____ treats children.
3. A _____ specializes in illnesses of the heart and blood vessels.
4. A _____ moves equipment, furniture, patients etc. around the hospital.
5. A _____ takes x-rays and other images.

2. Match each verb with the given sentences.

helps; prepares; responds; gives; performs; examines

1. A lab technician _____ samples and tissues under a microscope.
2. A surgeon _____ operations.
3. A paramedic _____ to emergencies and _____ first aid.
4. A pharmacist _____ medicines to give to medical staff or patients.
5. A scrub nurse _____ surgeons in the operating theatre.

3. Which of the departments...

1. dispenses medicine?
2. treats kidney diseases?
3. specializes in pregnancy and birth?
4. studies illnesses and analyses samples?
5. treats diseases of the skin?
6. performs operations?

7. designs special exercises for patients?
8. studies blood disorders?
9. treats bones?
10. specializes in the heart?
11. deals with sick children?
12. treats disorders of the nervous system?

Pathology Cardiology Physiotherapy Obstetrics	Renal Unit Pharmacy Orthopaedics Surgery	Neurology Paediatrics Dermatology Haemathology
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2. It's my job

2.1 A Job Interview

Interviewer: OK Rachel, let's start the interview with a few questions. Your CV says that you are working at City Hospital.

Rachel: Yes, in the operating theatres.

I: Are you a fully-qualified scrub nurse?

R: Not yet. At the moment I am doing a part-time course and working at the same time. I'm preparing for the exams, which are next month. It's hard, especially when I'm working a night shift and going to lectures next day.

I: Tell us about your job. What do you do every day?

R: Well, I assist the surgeons. I prepare the instruments for surgery and I help with the operations.

I: What do you like best about being a scrub nurse?

R: Well I like watching operations, but it's the contact with the patients that's most rewarding.

I: So, why are you applying for a new job?

R: Well, I am very happy in my job, but I want more responsibility.

1. *After reading the interview, answer the questions.*

1. Where is Rachel working now?
2. Is she a fully-qualified scrub nurse?
3. What is she doing at the moment?
4. Which part of the hospital does she work in?
5. What does she do every day?
6. What does she like best about her work?

7. Why is she looking for a new job?

2. *Translate the following words and underline them in the text.*

- apply for a job
- go to lectures
- work night shifts
- a fully-qualified nurse
- a part-time job
- a rewarding job

2.2 A Theatre Nurse (Matthew Binns)

I'm a theatre nurse. When I start a shift, my first duty is to prepare the theatre. My team and I dust everything and check that all the electrical equipment is working. We make sure the table's set up, and that we have everything we need such as gowns, gloves, soaps and brushes, waste bags, and stocks of swabs. Then I check the operation list and prepare the equipment tray for the first one. I count all the swabs, sutures, blades – anything that could be left inside a patient – and write it all up on the whiteboard.

Our patients are all unconscious, and it's part of our job to make sure they are not injured or uncomfortable when they are on the operating table. During the operation you need to anticipate what the surgeon will need next. They generally work with forceps and scalpel, and you always need a right type of swab ready. With experience, you get to know what clamp or blade will be needed next.

At the end of the operation, we count in all the equipment that's been used, clean up the patient, and take them to the recovery room. Then it's back to the theatre to wipe down all surfaces and start all over again.

The basic job stays the same, but technology brings in new things. About half our operations here use keyhole surgery, which means we have to operate TV screens and other equipment. I've also been trained to use the laser machine, which is used for cutting or removing tissue.

1. *Write down the items that Matthew mentions.*

<i>cleaning</i>	<i>cutting</i>	<i>dealing with bleeding</i>	<i>clothes</i>	<i>other</i>

2.3 A Triage Nurse (Heidi Vettraino)

A repetitive job is my idea of a nightmare, which is why I work in A&E. It's stressful, sometimes shocking, and often very upsetting, but I wouldn't change it for anything.

I specialize in emergency triage. 'Triage' means 'sorting' and that's what I do. I sort out patients in A&E according to the nature and severity of their illness so that the doctors see the most severe cases first and we don't waste precious time on non-emergencies. You could say that's like specializing in everything. You don't know what's going to pop up next – it could be an accident with multiple Fx, a sick baby, or a CVA. The day before yesterday a farming accident came in – a man had cut his hand off with a chainsaw. When the ambulance brought the patient in, he was haemorrhaging badly and we had to open up an airway and get him on a ventilator immediately. He's ok. He's in ICU, but not on the critical list any more. That was the same day a woman came in complaining of terrible pain in her feet. I was the S/N on duty and I categorized her as a non-emergency. She sat waiting for four hours before finally seeing the SHO. You'll never guess what the problem was. Her shoes were too tight!

The best thing about A&E work is the people you work with. Everyone pulls together, we're all equal, and everyone shares the same sense of humour, which is essential. Sometimes you've got to see the funny side or give up all hope for human beings. Last week, for example, an ambulance brought a man in who was unable to open his eyes. Being short-sighted, he had reached for his eye drops and didn't see that he had picked up a tube of superglue instead. Poor man! We bathed his eyes for an hour and very slowly separated his eyelids. He was able to laugh about it with the A&E staff

afterwards, but in the future he won't be keeping his medicines in his desk drawer.

1. *Answer the questions about the text:*

1. Why does Heidi not mind the stress of her job?
2. Why is 'triage nurse' a suitable job title?
3. What is Heidi's rank?
4. What is the A&E doctor's rank?
5. What does Heidi like the best about the job?
6. What will the patient with the eye problem not be keeping his medicines in his desk drawer in future?

3. Ambulance

1. *Mrs. Benson is admitted to hospital. Listen to the five short conversations, and decide who is speaking to her in each one. Write 1-5.*

- a receptionist _____
- a consultant _____
- a paramedic _____
- a sister _____
- a radiologist _____

2. *Listen again and decide if these sentences are true (T) or false (F):*

- Mrs. Benson has had a fall. _____
- This is not Mrs. Benson's first x-ray. _____
- Mrs. Benson cannot find the toilet. _____
- She has a heart problem. _____
- The consultant sends her home. _____
- Mrs. Benson's appointment is next week. _____

3. *Find out what these words mean:*

- Ambulance _____
- To have a closer look _____
- Headache _____
- Bedpan _____
- Blood pressure _____
- To prescribe _____
- To make an appointment _____
- Outpatient(s) _____

3.1 Air ambulance: Rescue from the Air

When you cannot move treatment quickly to sick people, you have to move sick people quickly to treatment. The problem is that when someone is severely injured, movement can kill and so anything that can both speed up the journey and minimize the shock is a life-saver. This is why, over the hundred years ago, a long time before the development of aircraft, someone came up with the design for an 'air ambulance'. The idea was to put wounded people on a stretcher which was held in the air by balloons and pulled along by horses.

Warfare has encouraged progress in ambulance technology. It is expensive and wasteful to let soldiers die on a battlefield and saving their lives justifies the expense of using aircraft (particularly helicopters) to transport casualties to hospital. In fact, the first time a helicopter was used for a medical rescue was in Burma in 1945 by the American military. A soldier in a jungle-covered mountain accidentally shot himself with a machine gun. There were no medics and the air was so wild that it would have taken ten days for a rescue party to reach the wounded man. A Sikorsky YR-4 helicopter – very basic by modern standards – was sent out. It had no radio and navigated by flying low over the treetops but the pilot completed his mission and the soldier's life was saved.

Even today, helicopters are limited by weather and darkness. Unlike airoplanes, which have radar and computers, many helicopters have only essential flight equipment and pilots have to fly VFR (Visual Flight Rules) which means they can only fly when they can see. However, the great value of a helicopter is that it can land and take off vertically and provide speed and comfort, which are not luxuries when it comes to saving lives and a helicopter can make a huge difference in a rural area where response time is normally slow. Air ambulance can increase the chances of survival of patients whose injuries are severe but survivable; an important factor to consider when sending one out.

1. *Choose the correct answer:*

1. The idea of an air ambulance came from the need to
 - a. limit a patient's movement
 - b. move treatment fast to sick people
 - c. move patients fast but gently.

2. Letting wounded soldiers die is
 - a. cheaper than evacuating them by helicopter
 - b. economically necessary
 - c. inefficient.
3. The first medical rescue by helicopter was
 - a. a response to an accident
 - b. a military exercise
 - c. after a battle.
4. The equipment in a Sikorsky YR-4 helicopter is
 - a. elementary
 - b. sophisticated
 - c. complex
5. The main problem for helicopter pilots is that they
 - a. cannot see where they are flying
 - b. cannot fly when they cannot see
 - c. cannot use VFR
6. Air ambulances are best employed for patients who
 - a. are non-emergencies
 - b. will probably die
 - c. may live

4. Nursing profession

Florence Nightingale (1820-1910) was the founder of modern nursing. She dramatically improved conditions for soldiers in field hospitals, and educated people about the importance of hygiene. She saved thousands of lives and became very famous. She later started her own training college for nurses, and wrote many books on nursing.

The Nursing Profession

One hundred and fifty years ago, nurses were unpaid, untrained, and unpopular, but then Florence Nightingale made nursing into a profession. The methods she introduced in the 1850s were copied all over the world, and now nursing is a career with a three- or four-year training, qualifications, grades, unions, and pensions.

In Britain, every nurse is on a grade. The grade depends on experience and skills, and each grade has different responsibilities and pay. On the bottom grades are unqualified auxiliary nurses, who do the routine work on hospital wards. On the top grades are nursing officers, who are usually administrators.

Auxiliary nurses are on the bottom grades, but student nurses get the lowest pay. However students don't stay at the bottom of the pay scale forever. When they qualify they start working on the middle grade. As they get experience, they can get promotion and move up the ranks to become staff nurse, then sister (charge nurse if a man), and perhaps eventually nursing officer.

Many nurses work shifts, and often they work overtime to earn more money. After basic training, many nurses choose to further study and become specialists. Nurses can specialize in many different fields – there are triage nurses working in Casualty, and psychiatric nurses who treat the mentally ill. There are health visitors who visit patients in their own homes, practice nurses working in GP's surgeries, and midwives who deliver babies.

Many of them say they do not get enough pay and respect for the work they do. They say that the work is physically and mentally hard, that they work long hours and get very tired. But they also say that there are many great rewards which have nothing to do with money.

Now, nursing is a career with a three or four year training, qualifications, grades, unions, and pensions.

1. Read the article and decide if these sentences are true (T) or false (F):

1. The more responsibility you have, the higher your grade. ____
2. Nursing officers are the same as auxiliary nurses. ____
3. Students are paid less than auxiliary nurses. ____
4. A charge nurse is a man. ____
5. Many nurses say that the job is rewarding but the pay ____
6. is low. ____

2. Find words in the article with these meanings:

- a. Exams and courses that you have taken _____
- b. Money that you will receive when you are old. _____
- c. Similar work that you have done before _____
- d. Special abilities _____
- e. Levels of pay _____
- f. Extra hours you can work to earn more money. _____

- g. Study and practice to learn how to do a job _____
- h. More advanced learning _____

3. List the names of the specialized nurses.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

5. Hospital Admission

Patient 1: I was at a party, and one of my friends gave me a little white tablet. I had a few drinks and I was feeling good. I took it even though I didn't know what it was. It made me feel really weird. I could see and hear really strange things, and it scared me. I still don't feel normal today and, and I'm very worried.

Patient 2: It's not due until next month, but when I was washing up this morning there was a little blood. It worried me. Then I got these pains.

Patient 3: I was working high up on the ladder. My foot slipped and I fell. I hit my head but there is no blood and I don't feel too bad.

Patient 4: I was working by the river, and I think I stepped on it and it bit me. I don't know what type it was but it was long and silver with a black head.

Patient 5: I was looking in the mirror and I saw this big spot on my face. I checked it on the internet and I'm sure I've got cancer. Do you think I'm going to die?

1. *Match the patient's conditions with the patients:*

- a. Pregnancy _____
- b. Snake bite _____
- c. Concussion _____
- d. Chickenpox _____
- e. Poisoning _____

1. *Join the words.*

- | | |
|--------------------|-----------------|
| 1. dietary | a. care |
| 2. hearing | b. consent |
| 3. informed | c. difficulties |
| 4. medical | d. effects |
| 5. overnight | e. examination |
| 6. physical | f. history |
| 7. presenting | g. infection |
| 8. round-the-clock | h. requirements |
| 9. side | i. stay |
| 10. wound | j. symptoms |

2. *Complete this case history with the above collocations.*

Mr Peterson injured himself with a saw and five days later went to his doctor with _____ of jaw discomfort. It is more than ten years since his last tetanus booster and the patient has no significant _____. There were also no significant findings from a _____ of head and neck and his lungs were clear.

The diagnosis was 'tetanus with secondary _____' so the wound was cleaned and hydrogen peroxide applied. The patient's doctor referred him for an _____ in hospital for observation.

After the treatment was explained to him, the patient signed a form which gave his _____ and he was then given anti-tetanus immunoglobulin. He responded well and there were no _____ or complications. The patient said that because he was a vegetarian, he had special _____ and could not eat hospital food. Also, he lived with his mother who is severely disabled, with _____, and needs _____. Mr Peterson asked to be discharged and Dr Hashim gave his authorization.

6. Patient Record

1. Find the meanings for the given words and complete the sentences:

- a triage nurse
- an initial assessment
- life-threatening
- registration
- treatment
- a priority
- waiting room
- cubicle

1. Take a seat in the _____.
2. The first nurse you meet will be the specialist
3. called _____.
4. This nurse will make _____ of your problem.
5. This helps decide who is _____.
6. A patient with a _____ condition will see a doctor immediately.
7. A nurse will get personal details from you and fill in a hospital _____ form.
8. When there is a free _____, a doctor will see you.
9. The doctor will decide on the _____.

2. Which patient is recorded on this form?

P A T I E N T R E C O R D	
Surname	Grady
First name	Jim
DOB	2/3/50
Gender	M
Occupation	retired
Marital status	widowed
Next of kin	son
Contact no.	07765 432178
Smoking intake	n/a
Alcohol intake	30 units per week
Reason for admission	snake bite
Medical history	high blood pressure
Allergies	none
GP	Dr Parkinson, Central Surgery

3. Find words and abbreviations in the patient record with these meaning:

1. Job _____
2. Bad reactions, for example to certain medications _____
3. Family doctor _____
4. Closest relative _____
5. The amount something you eat _____
6. Date of birth _____
7. Male/female _____
8. Past illnesses and injuries _____
9. Married/single/divorced/widowed _____
10. Not applicable (not a question for this patient) _____
11. In each day/week etc. _____
12. Number _____

3. Listen to the nurse get personal details from a patient. As you listen, complete the form.

PATIENT RECORD	
Surname	
First name	
DOB	
Gender	
Occupation	
Marital status	
Next of kin	
Contact no.	
Smoking intake	
Alcohol intake	
Reason for admission	
Medical history	
Allergies	
GP	
Family history	
Mental illnesses	
Diabetes	
Tuberculosis	
HIV/AIDS	

4. Read this summary about Mustapha Hussein and find three mistakes:

Mustapha Hussein was admitted with possible concussion after falling from a ladder and hitting his head. Mr. Hussein was born in 1982. He is divorced,

and works as a painter. His next of kin is his brother, Yusuf. He can be contacted on 07709-401229. Mr. Hussein smokes 40 cigarettes a day. He does not drink alcohol. He is not allergic to anything. There is a family history of diabetes on his father's side.

7. Bad Handwriting

There is an old joke that doctors go to school to learn how to write badly, and nurses go to school to learn how to read doctor's handwriting. There's truth in the joke – computer analysis of the handwriting of medical staff shows that doctor's writing is a lot worse than that of nurses and administrative staff. Maybe it's because doctors are always under pressure of time that they write very fast. The habit starts when they are medical students and gets worse as time passes.

1. *What does the old joke of the doctors' handwriting say?*
2. *Why do doctors write a lot worse than nurses and administrative staff?*
3. *When does the habit start?*

Computer analyses show that generally, medical staff are careful with numbers. However, they tend to form letters of the alphabet badly. When drug names look very similar, bad handwriting can mean patients get the wrong medicine. A young girl nearly died when she was given *Mathimazole* instead of *Metolazone* (one is for high blood pressure and the other is for thyroid problems). And in 1999, an American cardiologist, wrote a prescription so badly that the pharmacist gave a patient the wrong medicine. This time the patient did die and the court fined the doctor 225,000 US dollars.

1. *What do computer analyses show?*
2. *What happened with an American cardiologist in 1999?*

Recently, researchers studied 50 patient progress notes. They found that they could not read 16% of the words. The misunderstandings that this causes can mean that a patient is given the wrong blood, or that surgeon amputates the wrong limb. Fatal errors, of course, make news, but studies show that every year hundreds of thousands of mistakes are made in hospitals around the world, and a lot of them are because of bad handwriting or ab-

breviations which nobody understands. Bad handwriting also causes delays, which are expensive and wasteful.

1. *What are the fatal errors caused by doctors' bad handwriting?*

There are many technological solutions for the problem, and though digital technology cannot improve handwriting, it can improve the situation. At London's Charing Cross Hospital, for example, patients wear barcodes (the same as in a supermarket) on their wrists or ankles. Staff use the bar codes along with hand-held computers to get accurate, clear and easy-to-read information.

1. *How did Charing Cross Hospital try to solve the problem?*

1. *Read the article and decide if these sentences are true (T) or false (F):*

- Nurses study doctor's handwriting at school. _____
- Doctors generally write numbers more carefully than words. _____
- Methimazole and Metolazone are used for different conditions _____
- A pharmacist wrote a prescription and the patient died. _____
- Researchers could understand 84% of doctor's notes. _____
- Many hospitals use abbreviations in order to avoid mistakes. _____
- At Charing Cross Hospital, staff carry computers around. _____

2. *Find words in the article to match these definitions:*

1. Non-medical people who work in hospital offices _____
2. Written instruction on what drug to give a patient _____
3. Made somebody pay money as a punishment. _____
4. To cut off part of the body _____
5. An arm or leg _____
6. Mistakes that result in death _____

7.1 Abbreviations

1. *Make the correct phrase to match the abbreviations in the sentences below.*

abnormal activity acute adverse by central
detected disease drug failure heart heart left
level mouth nervous nothing pulmonary

rate reaction renal system ventricle alcohol
nil (= nothing) coronary physical embolism
complaining of ultrasound

1. This patient's notes say NBM so don't give him any food. _____
2. This disease affects the CNS, causing speech, movement, and memory problems. _____
3. The tests showed NAD, so this patient can go home. _____
4. Damage to the kidney has caused ARF. _____
5. Mrs Welsh's breathing is bad. She may have a PE. _____
6. Smoking is a risk factor for CHD. _____
7. The LV is enlarged so the heart is not pumping effectively. _____
8. The patient suffered an ADR after being put on new medication. _____
9. HR is now back to 70. _____
10. He has an office job and takes no exercise, so his PAL is very low. _____

8. A Surprise Passenger

Taxi drivers in Bangkok are now being trained to help women give birth. An estimated 300-400 women in the city give birth in taxis or tuk-tuks on the way to hospital each year.

British taxi driver, Clive Lawrence, became a midwife for an hour when a passenger gave birth to a baby in the back of his taxi.

Asha Gemechu's baby was due in a month, but when her contractions started she called for a taxi to take her to hospital. Mr. Lawrence answered the call.

The expectant mum was in the taxi for ten minutes when she realized that things were happening too fast. The baby was not going to wait. Its head appeared, and Mr. Lawrence stopped the taxi to help with the birth.

Mr. Lawrence said, "I was there when my kids were born, so this was not completely new for me. I spoke to a nurse on the taxi radio and she gave me instructions – I only did what she told me. There's nothing special about that. One minute I had one passenger, than I had two, but there's no extra charge!"

A midwife at the hospital said, "Giving birth on the way to hospital doesn't happen often, but if you are there when it does, just support the baby's head and guide it out – don't pull. Than clean the baby's nose and mouth, but don't cut the umbilical cord – just lay the baby on the mother's chest. Dry the baby with a clean towel or cloth, gently rub its back, than cover mum and baby with a dry blanket to keep them both warm, and wait for medical help to arrive."

"Clive was wonderful," the mother said later, "he did everything right." Asha is naming the baby Mohammed Clive. Mother and baby are both doing well.

1. Read the text and answer the questions.

1. Was this Clive's first experience of a birth?
2. Who gave the instructions to Clive?
3. Who is Mohammed Clive?
4. How is the baby now?

2. Write down the midwife's instructions. List them first as positive (DOs) and then as negative instruction's (DON'Ts).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

3. Complete each sentence with *FIRST AID* words from the box:

apply	keep	squeeze
check for	make sure	sterilize
immerse	puncture	swab
immobilize	remove	treat

1. _____ a clean, sharp needle with alcohol.
2. _____ there is no glass or other foreign body in the wound.
3. Use the needle to _____ the blister.
4. Don't _____ burnt clothing.
5. _____ the main artery if necessary.
6. _____ the injured person lying down.
7. _____ the injured body part once the bleeding has stopped.
8. _____ the person for shock.
9. Don't _____ severe large burns in cold water.
10. _____ signs of circulation.
11. _____ with Iodine or rubbing alcohol.
12. _____ antibiotic ointment and cover with the bandage.

4. Listen to the student nurse receiving instructions from a paramedic and give the correct order (from 1 to 5) to the following expressions.

- AED _____
- Check the pulse _____
- Set up IV _____
- Mouth-to-mouth _____
- Push down and release _____

5. Listen again and underline the correct option in *ITALICS*.

1. The nurse gives *two* /*three* breaths into the patient's mouth.
2. The patient has had a *stroke* /*cardiac arrest*.
3. The paramedic counts up to *tree* /*four* after each push down on the chest.

4. The nurse pushes down on the chest *fifteen /sixteen* times.
5. They set the charge on the defibrillator at *100 /200*.
6. The nurse applies the pads on *each side of / above and below* the heart.
7. The patient starts to respond after *the first / the second* charge from the defibrillator.
8. The patient is given *Lidocaine / Atropine*.
9. The dosage is *200 ml over one minute / 100 ml over two minutes*.

6. Match each sentence with a verb from the list:

- | | |
|------------|---|
| 1. Check | 1. him CPR |
| 2. Give | 2. him mouth-to-mouth |
| 3. Give | 3. his head |
| 4. Support | 4. his nose closed |
| 5. Hold | 5. your hand on his chest |
| 6. Press | 6. clear of his body |
| 7. Put | 7. the buttons and hold for two seconds |
| 8. Repeat | 8. his pulse again |
| 9. Set up | 9. the procedure |
| 10. Stand | 10. an IV |

9. Wheelchair

Modern wheelchairs are a big improvement on the first wheelchairs, which were just wheelbarrows like the ones we use in the garden. Professor Stephen Hawking's wheelchair, for example, is a vehicle, an office, and a domestic servant, all in one.

The first real wheelchair was owned by King Philip of Spain in the sixteenth century. It had the latest technology – removable arm rests and leg rests – and was made of wood. Modern wheelchairs are made from the same strong, light metal as aircraft, and electric engines mean that users don't need to use their arms or have someone to push.

Wheelchair design made a big jump forward with the invention of a computer program that responds to voice commands. For users who cannot speak, computer technology also makes it possible to manoeuvre a machine by small movements of the head, hand, tongue, and breath.

Some things that able-bodied people do without thinking can be a major problem for disabled people, for example climbing stairs, entering and leaving buildings, and using toilets. A wheelchair can either help or

make the problem worse. So before choosing a wheelchair there are many questions you have to ask: Will the wheelchair be self-propelled or manual? Which is more important, manoeuvrability or stability? How do you get in or out of it?

The iBOT claims to solve many of the problems of standard wheelchairs. It is a highly advanced, all-purpose wheelchair that can travel upstairs, raise the user to reach the highest shelves, and balance on two wheels in the shower. It is great fun to use, but beware the price – the iBOT costs as much as a luxury car.

1. Read the text and answer the questions.

1. What material was the first wheelchair made of?
2. What are modern wheelchairs made of?
3. What difference does an electric engine make?
4. Apart from your arms, what can you use to control a wheelchair?
5. What three things can an iBOT do that an ordinary wheelchair can't?

2. Find words in the text with these meanings.

- The place you put your arms _____
- Orders _____
- Not disabled _____
- Moved by the user's own power _____
- How easy it is to move around _____
- That does everything _____

10. Pain

1. Read the dialogues.

A.

Nurse: How are you today, Kath? Are you still in pain?

Patient: Well, there's pain around my stomach. It's quite bad.

Nurse: What kind of pain is it?

Patient: It's a burning pain.

Nurse: Do you always have it?

Patient: It never goes away. Never.

Nurse: Is it getting worse?

Patient: No, it's staying about the same.

B.

Nurse: How's the pain today, Emir?

Patient: It's much better, thanks. I have a slight pain, just here in my right side, but it's a lot less painful than yesterday.

Nurse: How often do you get the pain?

Patient: Only every now and again – it comes and goes.

C.

Nurse: Do you still have a headache?

Patient: Yes, I've got this throbbing pain in my head.

Nurse: Whereabouts?

Patient: In the forehead, right between my eyes.

Nurse: Does it feel the same all the time?

Patient: No, it changes. Sometimes it's not too bad, but it gets a bit worse at night.

Nurse: And it gets more severe now, is it?

Patient: A little bit, yes.

Nurse: I'll get you some painkillers.

D.

Nurse: So, you're having pains in your arm.

Patient: Yes, I keep getting this terrible pain down my left arm. It starts at the shoulder and shoots down to my hand.

Nurse: Is this all the time?

Patient: No, but most of the time, it's agonizing when it happens.

Nurse: When did this start?

Patient: It started yesterday, but it's much more severe today.

Nurse: We'd better take a look...

2. Locate the pain in each text, and name the types of the pain the patients are experiencing and the time it happens.

- A _____
- B _____
- C _____
- D _____

3. Match the types of pain with their definitions:

- | | |
|---------------------|---|
| 1. A throbbing pain | a) feels like it is eating you |
| 2. A sharp pain | b) travels fast along part of your body |
| 3. A burning pain | c) is steady and not too painful |
| 4. A stabbing pain | d) feels like a muscle is being squeezed |
| 5. A shooting pain | e) feels like something sharp is stuck into you |
| 6. A dull ache | f) comes and goes rhythmically |
| 7. A gnawing pain | g) feels like fire |
| 8. A cramping pain | h) is strong and sudden |

10.1 Case study – a head injury

Katie Martin is a nine-year old female who was in a car crash. At the scene her Glasgow coma scale was 3. She was intubated and transported by helicopter to hospital. She was taken to the intensive care unit due to her intracranial haemorrhage which 24 hours later resulted in evacuation. She was placed on a ventilator and a tracheostomy was performed. Katie's pre-operative diagnosis was left frontal haemorrhage contusion and multiple skull fracture. She had a left frontal craniotomy with evacuation of the intracerebral haematoma. The dural tear and skull fracture were repaired. Additionally she suffered lacerations to the liver, face, left eyelid, and a right femur fracture. Four months after the accident, her mental and physical state have improved, as outlined before.

A. Katie is able to reposition herself in bed. She can ambulate 10-15 feet with maximal assistance but locomotes in a wheelchair. She will need physical therapy to improve coordination and balance. She requires moderate assistance transferring in and out of the bed, chair, and car. Her hearing is adequate but she has lost the vision in her left eye. She is unable to write, but can hold a pen, so she will need physical therapy to restore her fine motor coordination and strength.

B. She needs assistance for grooming and hygiene care. She will need occupational therapy to help restore her dressing, grooming, and hygiene skills. She needs assistance using a toilet. Katie shows little interest in food, but feeds herself with small bites and has a G-tube for supplemental

nutrition. She has moderate problems with both her bladder and bowel management.

C. Katie's frontal lobe syndrome has left her unable to produce abstract reasoning, logical concept formation, and planning. She is no longer spontaneous and creative. She does not possess the judgement and insight required to make safe or reasonable social and personal decisions. Her memory has been compromised for both auditory and visual processing of stimuli and retrieval of information. Although she is alert, she cannot sustain concentration sufficiently in order to learn. She is able to count but has difficulty identifying objects. She can follow simple commands.

D. She is more alert and oriented to person and can identify significant relationships. Katie has a basic understanding of simple conversations, but cannot produce or comprehend abstract thoughts. She is capable of expressing her basic needs. She is uncooperative and easily frustrated. She cries easily and shouts obscenities without provocation.

E. Katie is emotional and cries frequently for brief periods of time for no particular reason, but is easily redirected. She argues because of her poor ability to overcome frustration and delay gratification. Katie is unaware of the extent of her impairment. It is predicted that she will become depressed and angry as she gains insight. Katie does not initiate recreational activities and entertainment.

1. *Circle the injuries Katie sustained.*

1. a fractured skull
2. a broken arm
3. chest injury
4. a broken leg
5. internal injuries

2. *Match the headings with paragraphs A-E.*

1. Cognitive skills _____
2. Psychosocial _____
3. Communication _____
4. Physical functioning and mobility _____
5. Personal and self care _____

10.2 Vocabulary - Phrasal verbs

I've had acne since I was thirteen. Sometimes it is better and sometimes worse, but it never goes away completely. I know that the next time I need to look my best I'll **break out** in nasty spots. I've tried out every product on the market, but they've all just been a waste of money. Is there a natural way to **deal with** acne?

Acne happens when excess sebum – the skin's natural oil – blocks your pores. As skin cells **die off**, they also clog the pores, allowing bacteria to **build up**. This forms an open 'blackhead', or a covered 'whitehead'.

As far as food goes, you don't need to **cut out** fat from your diet altogether, but if you can **cut down on** deep-fried food, it should help.

Wash your face gently twice daily with a mild soap, taking care to **rinse it off**. If you wear make up, make sure you **take it off** completely at night. And don't squeeze spots! If you burst a pimple, it may **turn into** a deep and painful cyst.

1. Match the **bold** verbs in the text with these meanings.

1. to take action to solve a problem _____
2. to collect in a place _____
3. to suddenly have marks, spots, etc. cover an area of skin _____
4. to eat or do less of something _____
5. to remove something that you are wearing _____
6. to remove something using clean water _____
7. to stop eating or doing something _____
8. to die, one by one _____
9. To become something different _____

11. Symptoms

1. Translate the following symptoms.

- a rash _____
- a bruise _____
- constipation _____
- a cough _____
- cramp _____

- deformity _____
- dizziness _____
- itch _____
- a lump _____
- nausea _____
- numb _____
- vomit _____
- sneeze _____
- a sore throat _____
- spots _____
- swell _____
- ache _____

11.1 Mystery Syndromes

When you are ill, you expect your doctor to tell you what you have, and then to treat you. But sometimes people have symptoms whose cause is not understood, and for these people it can be difficult or impossible to get treatment.

The main symptom of Chronic Fatigue Syndrome (CFS) is an overwhelming feeling of tiredness. The tiredness is so disabling that it is impossible for the sufferer to continue normal physical and mental activities. Other symptoms include muscle aches and pains, poor sleep, loss of appetite, a recurrent sore throat, and swollen glands in the neck. Sufferers often undergo many tests for known diseases, which prove negative, and many feel that doctors see them as hypochondriacs.

After the Gulf War of 1991, tens of thousands of ex-soldiers suffered chronic illnesses which doctors still cannot explain. Symptoms include dizziness, numbness in the arms, rashes, severe headaches, mood swings, and persistent, extreme tiredness. The cause remains a mystery, but the symptoms have been given the name Gulf War Syndrome. Some soldiers believe they may have been exposed to chemical weapons without knowing, and others blame the vaccinations they were given before they went to war. Military officials say that Gulf War Syndrome is not a real illness. There is no doubt the ex-soldiers are ill, they say, but their symptoms are simply the result of stress.

Maybe one day the cause of these syndromes will be known and will be treatable. But for people like ex-soldier Dave Harries, the first step is

for their condition to be recognized by the medical profession. Then people will believe that their symptoms are not imaginary.

1. Read the article and decide if these sentences are true (T) or false (F):

1. CFS is caused by the virus. _____
2. CFS sufferers cannot lead a normal life. _____
3. Some doctors believe CFS sufferers are not really ill. _____
4. Gulf War Syndrome sufferers were attacked with chemicals. _____
5. They were vaccinated against the syndrome. _____
6. The army officially says that stress caused their illness. _____

2. Tick the things that each syndrome affects:

	Chronic Fatigue Syndrome	Gulf War Syndrome
appetite		
arms		
head		
mood		
muscles		
neck		
skin		
sleep		
throat		

3. Try to match the words without looking back at the text, than look back and check:

- | | |
|--------------------|-------------------------|
| 1. a recurrent | a) sleep |
| 2. an overwhelming | b) glands |
| 3. chronic | c) swings |
| 4. loss of | d) aches and pains |
| 5. mood | e) appetite |
| 6. muscle | f) sore throat |
| 7. poor | g) feeling of tiredness |
| 8. swollen | h) illness |

4. *General symptoms: complete the sentences by forming an adjective from the noun in brackets.*

1. The bandages were all _____ (blood) and needed changing.
2. He felt _____ (nausea) from the medication.
3. Her finger was _____ (swelling) and sore.
4. After her husband's death, she became _____ (apathy) and lost all interest in life.
5. An _____ (infection) wound is dangerous.
6. If your child is _____ (fever), take him to a doctor immediately.
7. Yes, it's _____ (pain) when I cough.
8. I have a _____ (burn) sensation when I go to the toilet.
9. People with _____ (phobia) disorders have irrational fears.
10. You must not scratch it even if it feels _____ (itch)

12. Old age and the brain

If you hold a pen in your wrong hand, writing becomes uncomfortable and difficult. But keep doing it and you will get better at it – you learn. This is because connections between neurons in your brain get stronger, and your brain grows.

1. *According to the text, can you learn to write with your 'wrong hand'?*

In our early years our brains grow very fast as we learn a language, writing, numbers, music, and how to coordinate movement. By the time we are teenagers, each neuron in our brain has connected to tens of thousands of other neurons, and every time we have a new thought or memory, our brains make new connections. Just as muscles get stronger by using them, the brain develops when it is stimulated. Without stimulation, it gradually dies.

2. *What happens to our brain from our early childhood to the teens?*
3. *Why is brain compared with muscles?*

A healthy brain does not lose huge number of brain cells as it ages. It continues to rewire itself and grow new neurons. However, degenerative brain diseases (DBD) are very common in old age, and so we associate ageing with diseases such as Alzheimer's disease.

Even though these diseases are very common in the elderly, it is a mistake to think that old age automatically equals mental decline. When elderly people who do not have Alzheimer disease suffer age related losses of memory and motor skills, it is often not because of ageing, but because of inactivity and lack of mental stimulation.

4. *Why do we associate DBD with Alzheimer's disease?*
5. *What are the causes of losses of memory and motor skills?*

1. *Decide if these sentences are true (T) or false (F):*

1. You can learn to write with the wrong hand _____
2. Learning makes new nerve cells grow _____
3. As we get older, large numbers of brain cells die _____
4. If our brain is healthy, it continues to develop when we are old _____
5. Mental stimulation keeps your memory _____

2. *Find words in the text with these meanings:*

1. To make things happen at the same time _____
2. To change the electrical connections _____
3. Conditions that kill brain cells _____
4. Loss of the ability to use your brain well _____
5. Connecting to getting old _____
6. The ability to control your body movement _____

3. *Match the adjectives with the cases:*

An elderly person who ... is...

- | | |
|------------------------------------|-----------------|
| 1. cannot leave her bed | a) frail |
| 2. often wets himself | b) immobile |
| 3. breaks the bone easily | c) bedridden |
| 4. cannot hear very well | d) confused |
| 5. cannot move around freely | e) independent |
| 6. often cannot remember things | f) forgetful |
| 7. wears his pyjamas in the street | g) incontinent |
| 8. cannot see very well | h) shortsighted |
| 9. likes to be free | j) deaf |

4. *The effects of ageing. Complete the sentences.*

wrinkled growth rate fragile fragile	impairment focus discoloured grey	constipation sensitivity leakage
---	--	--

1. Hair pigmentation turns _____. It becomes thinner and its _____ slows down.
2. The lenses of the eyes become stiffer and thicker. It becomes harder to _____ on near objects.
3. Deterioration of the inner ear causes hearing _____.
4. Teeth become _____ and fragile, and fall out.
5. Skin loses elasticity and becomes dry and _____. It also becomes thinner, causing increased _____ to the cold.
6. Digestion slows down, causing _____.
7. Fatty deposits _____ the blood flow and cause high blood pressure.
8. The bladder can't hold as much urine, and there is some _____.
9. Bones become _____.

12.1 Glasses: The Importance of Seeing Clearly

- A. If you had to make a list of ten inventions that have changed the world, glasses would be on it.
- B. Most people's eyes can work efficiently for only about 35 years, and after that they may need reading glasses. 800 years ago there was no such thing as correcting sight and early in life almost everyone became disabled by failing eyesight.
- C. Glasses were invented in the fourteenth century and very quickly spread throughout the world. Their invention was vital to the creative and intellectual progress of the Renaissance – a period of rapid development in mathematics, science, commerce, medicine, and art.
- D. Spectacle lenses correct other problems too, such as aberrations (seeing ghost images, haloes, waves or rainbows) and squints (strabismus), when the two eyes do not point in the same direction. However, their most common use is to correct long-sightedness (hyperopia) – where you cannot focus

on near objects, short-sightedness (myopia) – where you cannot focus on distant objects, and the loss, through ageing, of the eye’s ability to change focus (presbyopia)

E. The invention of glasses freed people from the effects of ageing. At the point in their lives when their knowledge and skills were at the highest level, people could continue to read, do accounts, write and do small-scale, detailed work. Glasses have effectively doubled the length of time one can expect to live a productive life.

F. The link between glasses and poverty can be seen in developing countries today. The World Health Organisation says that 28 million people in developing countries, where a pair of glasses can cost several month’s salary, are blind from treatable conditions. Educated people like engineers and teachers have to retire early, and millions never learn to read, simply because they cannot see.

1. *Match the titles with the paragraphs.*

1. The social effects of glasses _____
2. How glasses are made _____
3. Sight in the developing world _____
4. The invention of glasses _____
5. How glasses work _____
6. An important invention _____
7. The limited life of eyes _____

2. *Decide weather these statements are true (T) or false (F).*

1. Most people of 45 need reading glasses. _____
2. Scientific progress in the Renaissance led to the invention of glasses. _
3. Haloes are an example of aberration. _____
4. A squint is a focusing problem. _____
5. People with hyperopia need glasses for reading. _____
6. Glasses doubled the hours that people could work in a day. _____
7. Cheaper glasses would help the economies of developing countries. _

13. Mental health nursing

Mental health nursing is often complex, demanding and very rewarding. As many as one in three people are thought to suffer some form of mental

health problem. However, dealing with the human mind and **behaviour** is not an **exact science**. The **dividing lines** between madness, eccentricity, and normality are in fact rarely clear. "Mental illness" is a broad label for illnesses that include: emotional instability, behavioural disorders, and cognitive dysfunction.

There are almost 400 recognized and named mental disorders, including common ones such as depression, schizophrenia, **hyperactivity**, Tourette syndrome and **obsessive compulsive disorder**.

1. Match the words in bold with the explanations below:

1. The way in which one acts or conducts oneself, especially toward others
2. A physical state in which a person is abnormally active
3. Anxiety disorder in which people have unwanted and repeated thoughts, feelings, ideas, sensations or behaviors
4. Any field of science capable of accurate quantitative expression
5. A conceptual separation or distinction

13.1 Core qualities and skills

Your main tool as a mental health nurse will be the strength of your own personality and communication skills. You will need to **empathize** with the people you are dealing with and show warmth and care about them. Regrettably there is still some stigma attached to mental illness. Combating this and helping the individuals and their families deal with it is a key part of the job.

13.2 Diverse settings

Most mentally ill people are not cared for in hospital but in the community.

You might be based in a community health care centre, day hospital and outpatients department or specialist unit. You will need to have a good understanding of the theories of mental health and illness.

As a nurse working in mental health you would work as part of a team which includes general practitioners, psychologists, social workers, psychiatrists, occupational therapists, arts therapists and healthcare assistants.

13.3 A conversation between a nurse and a patient:

Nurse: How long have you felt this way?

Patient: It started when I was a child. I was a very quiet child.

Nurse: Have you ever seen a psychiatrist?

Patient: No, I have never seen a psychiatrist, but I have talked to my doctor many times.

Nurse: I see. When did you first talk to your doctor?

Patient: The first time was two years ago. I went to see him because I couldn't talk clearly.

Nurse: Have things got worse since then?

Patient: Well, they got much worse after that. But recently things have been a little better.

Nurse: Really, that's good. Have you ever taken medication?

Patient: Yes, I have taken a lot of different things over the years. I took a Nardil tablet first thing yesterday morning.

Nurse: Have you taken anything else today?

Patient: Yes, I needed something before coming here, so I had a Prozac tablet.

13.4 Mental illness

1. Match each word with its definition:

- | | |
|--------------------|---|
| 1. posture | a) the false belief that somebody is trying to harm you, or that you are somebody very important. |
| 2. unemotional | b) not sure where you are |
| 3. hallucinations | c) not wanting to talk to people |
| 4. manic | d) not logical, not making sense |
| 5. paranoia | e) behaving in an abnormally excited way |
| 6. disoriented | f) not showing your feelings |
| 7. uncommunicative | g) a way of standing or sitting |
| 8. delusions | h) feelings of extreme, uncontrollable sadness |
| 9. irrational | i) strange and false ideas that somebody believes are true |

10. depression

j) occasions when you imagine you see things that are not really there

Paula is a nursing assistant. She is finishing her shift and Jack is starting his. Jack is checking the list of things to do. Listen to the conversation, and write a tick or a cross next to each job on the list to show if Paula has done it yet.

Change patients' dressings
Mrs. Ericson - blood pressure
Mr. Sissoko - temperature
Clean up spillage
Mrs. Wong - urine specimen

14. Schizophrenia - the facts

Every year 1.5 million people worldwide are diagnosed with schizophrenia. It's a mental illness which has periods called "psychotic episodes". During a psychotic episode, a sufferer shows disturbing changes in behavior. They may seem very cold and unemotional, using few facial expressions, and say strange things in a slow flat voice. They may lose all interest in life and spend days doing nothing at all, not even washing or eating. These distressing symptoms are shocking for family members who, of course, remember what the sufferer was like before the onset of the illness.

During a psychotic episode there may be hallucinations. Hearing voices that other people do not hear is the most common type of hallucination. The voices give orders and carry on conversations. Sometimes the voices swear and make threats.

Someone with schizophrenia may have delusions, believing for example that they are famous, historically important person or that people on television send them special messages.

People with schizophrenia may not think logically. They are isolated because conversation with them is very difficult, so they have no one to communicate with.

It is relatively common for schizophrenia sufferers to commit suicide – 10 percent of people with schizophrenia (especially young adult males) kill themselves. Violence and threats against others, on the other hand, are not the symptoms of the illness.

There is medication that can reduce symptoms, but it often has bad side effects, and some sufferers discontinue treatment because of this. Although many sufferers can continue to lead a relatively normal life, it has been estimated that no more than one in five individuals recovers completely, and most will require long-term treatment.

We do not yet know the cause of schizophrenia. Researchers have looked at links with genes, with brain development, with infections before birth, and with traumatic life events.

1. Answer the following questions.

1. Explain the basic symptoms of schizophrenia.

2. Why are the symptoms shocking for family members?

3. What kind of hallucinations do the schizophrenia sufferers experience?

4. Explain the delusions the sufferers may have.

5. Why are the sufferers usually isolated?

6. Are violence and threats against others symptoms of the sufferers?

7. Have researchers found the cause of schizophrenia yet?

8. What have researchers looked at while trying to find the causes of the illness?

2. Join these word combinations.

- | | |
|-----------------|---------------------------|
| 1. changes | a) relatively normal life |
| 2. facial | b) completely |
| 3. the onset of | c) side effects |
| 4. think | d) suicide |
| 5. commit | e) expressions |
| 6. reduce the | f) treatment |
| 7. have bad | g) the illness |
| 8. lead a | h) in behavior |
| 9. recover | i) logically |
| 10. long-term | j) symptoms |

1	2	3	4	5	6	7	8	9	10

15. What Is Radiology ?

Radiology is a specialty of medicine in which images of the body's organs are interpreted in order to diagnose disease. Radiologists are medical doctors (MDs) having the specialized training to interpret medical images for diagnosis while radiologic technologists are the medical imaging professionals that use and manage the equipment for making the images. Radiologists interpret these images and give reports to referring clinical doctors ranging from surgeons, pediatricians, obstetricians, and internists to work as a team in providing medical care.

Radiology is vital for nearly every sector of health care, including surgery, pediatrics, obstetrics, cancer-care, trauma-response, emergency medicine, infectious disease and much more.

15.1 Medical Images

1. *Radiographs*: X-rays to image bones, chest, and abdomen
2. *CT*: Stands for “computed tomography” in which multiple angles of X-rays from a doughnut-shaped machine around the patient form an image based on computer calculations
3. *MRI*: Stands for “Magnetic Resonance Imaging” in which magnetic fields and radio waves are used with computer processing to make images
4. *Ultrasound*: using sound waves to make moving images on a monitor, with common examples being fetal ultrasound during pregnancy and ultrasound images of the heart, which are called echocardiograms.
5. *Mammograms*: using X-rays specially powered, aimed, and positioned for breast tissues
6. *Fluoroscopy*: using X rays that produce real-time moving images of the body for doing procedures, such as stents for narrowed vessels and drainage catheters, as well as imaging the gastrointestinal tract
7. *Nuclear medicine*: short acting radioactive substances go to certain parts of the body and emit light from bodily processes that are collected by a camera and processed by computer to form an image.
8. *Teleradiology*: transmitting radiology imaging to locations outside of the facility where the images are made, to have a radiology interpretation given electronically

15.2 About your X-ray or scan in the radiology department

Going to have a scan or an X-ray can be daunting if you have never experienced one before. But there is nothing to be alarmed about as there are lots of people on hand to support you.

When you receive your appointment you may be given some instructions to follow such as having nothing to eat for 4-6 hours before the X-ray or drinking plenty of water so that you have a full bladder before the scan.

It is important that you follow these instructions and if they are not clear or you are unsure about any part of the procedure don't be afraid to ask questions.

15.3 Diagnostic imaging

You may be referred to the diagnostic imaging department for an investigation which will produce images of the relevant part of your body that will help in the identification, evaluation and monitoring of any disease processes or injury. The range of imaging investigations that may be done include:

Plain radiography

A radiograph is an image of the internal structures of the body and is produced by exposure to radiation (X-rays) with the image being recorded in digital form and displayed on a computer screen.

Fluoroscopy

Fluoroscopy is a procedure which uses radiation to produce a real-time image of parts of the body, where anatomy and function/movement can be assessed. In association with this study a contrast agent is used to outline parts of the body to be imaged, which would otherwise not show up well on the images.

Angiography

Angiography is a procedure where X-rays are used to investigate and image blood vessels and blood supply to body organs after injecting an iodine-based contrast agent into the vascular system (usually the femoral artery) via a catheter.

Computed Tomography Scanning

Computed tomography scanning provides cross-sectional images of the body using a beam of X-rays which rotates around the patient, and an array of sensors on the other side of the patient that detects the amount of radiation passing through the patient. This information is used to produce images that are displayed on a computer screen.

Interventional Radiology

This refers to a range of techniques which rely on the use of an imaging procedure to guide treatment to a specific area of the body. Most interventional treatments are minimally invasive starting with passing a needle through the

skin to the area requiring treatment. This can be used to treat a range of conditions such as narrowing of arteries or removal of gall stones.

15.4 Who you might meet?

Radiologist

A doctor who specialises in the use of imaging equipment and techniques to produce images of parts of the body from which they can diagnose injury or disease. In addition they may use imaging equipment to undertake a range of procedures to treat certain conditions such as unblocking narrow blood vessels in the heart.

Diagnostic Radiographer

A healthcare professional qualified to use a range of equipment and techniques to produce images of the body to diagnose injury or disease. They may work alone or as part of a healthcare team with radiologists, nurses and other health professionals. The radiographer mainly works in the diagnostic imaging department but may also carry out imaging procedures in Accident and Emergency, the operating theatre or on the wards.

Oncologist

A doctor who specialises in the treatment of cancer using radiotherapy and/or chemotherapy. They work closely with therapeutic radiographers and medical physicists as well as other health professionals to prescribe the appropriate radiotherapy and/or chemotherapy treatment for each patient depending on their type of cancer.

Therapeutic Radiographer

A healthcare professional qualified in the planning and delivery of a prescribed radiotherapy treatment using a range of equipment and techniques. They work in the radiotherapy department and work as part of a multi-disciplinary team with medical physicists and oncologist. The radiographer will see a patient over an extended period of time as they visit the radiotherapy department for their course of radiotherapy treatment.

Medical Physicist

A healthcare professional who takes the lead in commissioning equipment, as well as its calibration, safe use and maintenance. They may work in diagnostic imaging or radiotherapy departments and have an important role in ensuring the radiation protection of patients and staff. In radiotherapy they will be involved in planning the treatment for patients using a range of equipment and supervising the dose of radiation needed to treat a cancer patient

15.5 Career Opportunities and Job Requirements for Radiology Techs

If you're interested in a career in the world of medicine, but do not want to work as a nurse or doctor, one of your options is to earn a radiology tech degree. These programs are relatively short, especially compared to the years of education you'd need to become a doctor, but you'll still be able to do important work with patients as part of a medical staff that helps diagnose and treat diseases.

Radiology is the field of medicine that uses various types of imaging in order to see inside the patient's body to diagnose and treat disease.

Job options

With a radiology tech degree, you have a few options you can consider in terms of a career path. First, you can become a radiology technician, working with x-ray machines to help understand a patient's medical condition. You can also work as a radiology technologist, working with other types of imaging machines that could help doctors assess a patient. As a radiology tech, you could specialize, which allows you to work with a certain type of advanced machine. For example, MRI technicians work with magnetic resonance imaging while CT technologists work with computerized tomography. This depends on which specialty interests you; in many circumstances, radiology techs who choose to specialize make themselves more appealing to future employers, as well as improve their earnings salary potential.

Daily tasks as a radiology tech

No matter what your position in the field of radiology tech, your primary responsibility will be to maintain and use equipment, which will help patients

receive the care they need. Some radiology techs work one-on-one with patients, preparing them to use the machines, positioning their bodies for the best images, and explaining to them the process if necessary. Others work with the machine controls, and still others work with doctors, helping to analyze the results. At larger facilities, you may do just one of these tasks, while at smaller facilities, you may be the only team member in radiology.

Radiology tech requirements

Are you interested in working as a radiology tech? If so, getting your degree can take anywhere from one to four years, depending on the program you choose. Most radiology techs join one of the nearly 400 radiology tech associate's degree programs, though some employers look more favorably on job candidates with a bachelor's degree in this field. Your classes in this kind of program will cover skills that you need to run the machines, analyze the images, maintain and clean the patients, communicate with patients, and more.

PART 3

Extra Vocabulary Exercises

1. Things on the ward

1. This covers the bed to keep off the dust _____
2. To rest their head on _____
3. A patient confined to bed will have to use this to urinate and defecate _____
4. Patients use this when they need to call a nurse _____
5. For identification, this is worn by patients around their wrist _____
6. A narrow bed for transporting patients _____
7. Wash your hands here _____
8. A mechanical device for lifting and moving patients _____
9. Drawn around a patient's bed to provide some privacy _____
10. Two of these on the bed are straightened regularly and washed every few days _____
11. Meals are brought to the bed on this _____
12. These keep the patient warm _____

13. Male patients confined to bed use this to urinate _____
14. Suspended above the bed, this can be used by patients to pull themselves up _____
15. Patients lie on this, it's sometimes hard and sometimes soft _____
16. Intravenous fluid bags are suspended on this _____
17. Patients who can sit up comfortably can be transported in one of these _____
18. A patient with a broken leg will need two of these to get around _____
19. A mask and tube from this will supply oxygen to the patient _____
20. The patient's condition is recorded here _____

monkey pole	call button	urine bottle	tray
name band	pillow	oxygen point	bedpan
basin	wheelchair	observation	drip stand
blanket	hoist	chart	curtain
trolley	crutch	bedspread	sheet
		mattress	

2. Basic hospital vocabulary

1. People in hospital with some form of illness are known as _____ (ptientas).
2. When they first arrive at hospital, a doctor or nurse _____ them and shows them to a bed in a _____. (tda-mis)(draw)
3. There may be a letter of _____ from another doctor explaining the history. (learrfer)
4. The doctor may have to complete a _____ for tests. (sequert)
5. Many medical personnel have to be ready to go to work in the event of an emergency if they are _____ - _____. (cloanl)
6. The doctor may decide to have blood, urine or tissue _____ analyzed. (sencemips)
7. Every day the doctor will speak to the patients during the _____ _____. (draw) (undor)
8. Patients who require surgery will be asked to sign a _____ form. (steconn)
9. A patient who is well enough to go home will be _____. (chagisdred)
10. A patient who does not need to stay in hospital overnight can see the hospital specialist as an _____ and will be given an appointment to attend the _____. (pattitoune)(liccin)
11. When colleagues are absent from work because of illness, others will have to _____. (crove)
12. Patients who are getting better are _____. (stealneconv)
13. The hospital may arrange for a _____ when doctors are on holiday. (cloum)

3. Giving instructions

bend read say open	clench show lift	take grip cough
-----------------------------	------------------------	-----------------------

1. Can you _____ your fist?
2. _____ me your hands, please.
3. Could you _____ your mouth?
4. Just _____ your arm, please.
5. _____ a deep breath.
6. _____ Aaaaaah!
7. _____ the bar tightly!
8. Can you read the letters?
9. _____, please.
10. Can you _____ your leg?

<i>relax</i> <i>stretch</i> <i>touch</i> <i>rest</i>	<i>stand</i> <i>roll</i> <i>hold</i>	<i>lie</i> <i>turn</i> <i>open</i>
---	--	--

1. _____ as far as you can!
2. Can you _____ touch your toes?
3. Can you try to _____ on one leg?
4. Can you _____ over, please?
5. You can _____ your mouth now!
6. Could you _____ down, please?
7. And _____ your breath!
8. Just _____ up your sleeve, please!
9. Can you _____ your arm here?
10. Don't worry! _____ !

4. Types of illness

1. ischaemia	8. metabolic	15. carrier	21. side effects
2. trauma	9. infectious	16. contagious	22. foetus
3. immunologic	10. infestation	17. neoplasms	23. idiosyncratic
4. benign	11. defect	18. epidemic	24. congenital
5. necrosis	12. allergic	19. deficiency	25. degenerative
6. corrosive	13. hereditary	20. allergen	26. protozoa
7. malignant	14. obstruction		

A (1) **dating from birth** disease may be (2) **passed down from parents to offspring** or may be the result of damage to the (3) **unborn baby**. (4) **Physical damage** may be the result of surgical operations, accidents, excessive temperatures, radiation or (5) **destructive** chemicals. Mechanical (6) **faults** lead to the (7) **blocking** of tubes or vessels.

An infection or (8) **invasion** of living organisms may be the cause of disease. These living organisms include viruses, bacteria, (9) **worm-like parasites**, fungi or animal parasites. Some of these diseases are (10) **spread easily between people** and the result may be (11) a **large number of people suffering the disease**. It's possible to have a (12) **person with the disease** but no symptoms. Some diseases may be (13) **passed on by touching**. Most tumors are (14) **new growths**. Some of these are (15) **mild and self-limiting**, while others are (16) **cancerous and spread**.

A (17) **wearing out** disease happens when tissue loses its normal function. There may be (18) **insufficient blood supply to an organ** which may result in infarction and subsequent (19) **death of the tissue**.

If biochemical reactions in the body are upset, the result may be a (20) **chemical conversion** disease. One possible cause is an excess or (21) **shortage** of certain nutrients in the diet.

Problems in the body's complex defence mechanism can lead to (22) **defence mechanism** disease. One possible cause is a (23) **hypersensitive** reaction to an (24) **external substance** which to most people is harmless.

Some drugs or poisons may cause disease because of the (25) **unwanted action** of these drugs. This can be dose-related or (26) **have a bad effect only on a few people**.

5. Food

A (1) _____ diet contains all the necessary substances required by body cells. There can be adverse effects from overeating as well as from (2) _____. A varied diet is the best way to ensure an adequate (3) _____ of all the essential nutrients. The essential nutrients are water, carbohydrate, protein, lipid, vitamins, and (4) _____.

Carbohydrates are the main source of (5) _____. They comprise sugars, (6) _____ and complex polysaccharides. Fruit and vegetables provide carbohydrate but leaves and stalks can be indigestible because they contain more (7) _____.

energy intake undernutrition	starches minerals	cellulose balanced
------------------------------------	----------------------	-----------------------

The component (8) _____ of protein are essential for structural maintenance, physiological regulation and energy supply. High quality protein which is easily digested and (9) _____ found in meat, eggs, milk and fish and (10) _____ (beans, peas, lentils etc.).

Lipids provide concentrated energy and are used by the body to store energy. They provide (11) _____ under the skin, (12) _____ major organs from trauma and are required for effective neural function. They give food aroma and (13) _____, increase palatability and give a feeling of satiety.

pulses insulation	amino acids absorbed	protect flavour
----------------------	-------------------------	--------------------

Only small (14) _____ of vitamins are required. Fat-soluble vitamins are absorbed from the small intestine and are found in (15) _____ and plant oils. They can be (16) _____ stored in the liver and adipose tissue. Water-soluble vitamins are easily (17) _____ from the body. Vitamin B complex includes thiamine, (18) _____ and nicotinic acid. Foods providing these include (19) _____ (wheat, rye) yeast, milk and eggs.

There are many minerals that are essential for health, but iron, (20) _____, and zinc are the most significant. Zinc is involved in enzyme reactions and is important during periods of growth and wound (21) _____. It is found in animal products. Iron is a major component of (22) _____ and is important in enzyme processes and in the immune response. Iron is found in most foods but must be in (23) _____ form.

amount cereals iodine bioavailable	fish stored riboflavin	lost healing haemoglobin
---	------------------------------	--------------------------------

6. Different types of drugs

1. A wide range of drugs to relieve pain.

2. They help to remove excess fluid from the body.

3. They increase activity.

4. These drugs are used to reduce and suppress swelling.

5. Excellent pain killers originally derived from opium.

6. These help suppress nausea and vomiting.

7. One of the best known drugs which anyone can buy and use to relieve pain, inflammation and fever.

8. They prevent blood clots forming.

9. They soothe patients and help them sleep.

10. These are used to calm people and relieve anxiety.

11. Taken to relieve constipation.

12. These help to clear a stuffy nose.

13. Antibiotics are sometimes given this name because of the rapid relief they bring to many infectious diseases.

14. It is used in treatments of diabetes.

15. It is used to increase the performance of a weak heart.

Writing exercises

1. Profile of a health care student

- I'm interested in...
- I'd like to work...
- In my free time, I...
- I really enjoy...
- I'm studying...
- I'm very...
- Next year...
- I've worked...
- One day, I hope to...
- At the moment...
- I really don't like...
- I'm good at...
- I want to be a...because...

Work with your seatmate and ask questions for which the above sentences could be the answers. Look at the example dialogue:

- A: One day I hope to work in another country.
B: Really! Where?
A: Maybe Australia.
B: Why do you want to work in Australia?
A: It's an interesting place and nurse's pay is not bad!
B: How much...

Read this profile of a student nurse, and write a similar text about your partner:

Susan May is nineteen years old. She's studying for a diploma in nursing at Barcley Nursing College. She has exams next month, so at the moment she's studying hard. She wants to be a nurse because she likes working with people and she's interested in science, but she really doesn't like doing paperwork.

She'd like to be a pediatric nurse because she really enjoys working with children. She's worked on a children's ward for three months as a work placement. One day, she hopes to work in a children's hospital in India, which she saw on television.

She's good at talking to people and making them feel comfortable, and she's very organized. In her free time she plays the guitar, and goes out dancing most weekends.

2. A patient record

Write a summary about Sarah Behr using the information on the patient record below:

<i>P A T I E N T R E C O R D</i>	
Surname	<i>Behr</i>
First name	<i>Sahra</i>
DOB	<i>2/1/84</i>
Gender	<i>F</i>
Occupation	<i>teacher</i>
Marital status	<i>married</i>
Next of kin	<i>father Ian</i>
Contact no.	<i>01792-793456</i>
Smoking intake	<i>n/a</i>
Alcohol intake	<i>10 units per week</i>
Reason for admission	<i>suspected fractured arm</i>
Family history	<i>heart disease (father's side)</i>
Allergies	<i>nuts</i>

3. Email job application

Read this advertisement for a job, then put the expressions in the correct places in Juliet's email:

Job title: Mental health nurse CITY HOSPITAL PSYCHIATRIC UNIT
<u>CITY HOSPITAL</u> Psychiatric Unit
Good salary and conditions. Would suit newly qualified nurse. Apply to Chief nursing Officer John Till: j.till@cityhospital.nhs.uk

From: Juliet Francisco
To: j.till@cityhospital.nhs.uk
Subject: post of mental health nurse

Dear Mr. Till

I am writing _____
the job advertised on the city hospital website. I am 22 years old, and I have just qualified as a mental health nurse. I also have _____
I have done placements on a geriatric ward and in a prison unit. Last summer I worked as a volunteer on a camp for children with learning difficulties.

_____ that I have the necessary _____ for working on your unit.

I would welcome an opportunity _____
_____. My phone number is 01632 960081.

_____ a copy of my CV.
Yours sincerely

skills and qualifications	to meet with you
I believe	relevant work experience
I am attaching	to apply for

Complete the job application with the given words:

Michael Lemodo
Box 46, Accra Ghana
M: 0547890783
milemodo@yahoo.co.uk

[date]
Dr. Felix Lincl
HR Manager
Anold Pharmaceutical

Dear Dr. Lincl

Re: Dispensing Pharmacist

I am writing to apply for 1) _____ of Dispensing Pharmacist at Anold Pharmaceutical as recently 2) _____ in the Daily Graphic

As a recent 3) _____ of Pharmacy graduate from University of Ghana, I am looking forward to applying my skills in a practical setting. I am a 4) _____, enthusiastic person and would be thrilled to work for your 5) _____ Pharmaceutical Company.

Since graduating in May 2010, I have undertaken a national service placement at Tobinko Pharmaceutical Company to further 6) _____ my patient counselling skills and gain additional dispensing experience. Tobinko Pharmaceutical is a high traffic environment, requiring me to utilize my outstanding ability to prioritize and 7) _____ multiple tasks, including customer service, technical and administrative tasks.

My background in drug medicinal 8) _____ to patients has provided a sound framework for my transition to a customer-facing role. Having encountered a diverse array of patients, I have gained excellent communication and interpersonal skills, alongside the ability to solve problems and handle challenging situations.

I would welcome the opportunity to discuss this application with you further, and 9) _____ to hearing from you.

Yours sincerely,
Michael Lemodo (sign here)

<i>juggle, hardworking, the position</i>	<i>look forward advertised Bachelor</i>	<i>Reputable Enhance application</i>
--	---	--

4. Writing a CV

4.1 How to write a Pharmacy Placement CV

Name: DAVID JONES

Home Address: 35 Westland Grove, Caterham, Surrey CR2 3RS

Term Address: Liberty Quays, Victory Pier, Gillingham, Kent

Contact: 07789423333

Email: D.Jones@gmail.com

Objective: To gain a summer pharmacy placement

Key Skills & Qualities

- Highly self-motivated, confident and professional individual
- Good team player who possesses excellent problem solving skills and an attention to detail
- Excellent listening, communication and interpersonal skills, both written and verbal
- Willingness and curiosity to learn about new medicines and treatments
- Desire and enthusiasm to assist the public with their healthcare needs
- Ability to act on own initiative and make quick, effective decisions when necessary
- Highly innovative, flexible and resourceful individual with a solid background in science
- Excellent laboratory skills, techniques and knowledge
- Excellent research methods gained through project based learning

Educational Qualifications & Achievements

2005-2010 Medway School of Pharmacy

MPharm Year 3

Pharmacy Practice

Best student award

1998-2005 St John Fisher School, Chatham

A-Level: Maths (C), Chemistry (A), Biology (C)

AS Level: French (C), Statistics (D)

GCSEs: 9 GCSEs (A-C grades) including English & maths

Placement History

Oaks Pharmacy, Aylesford
2005-2006 Delmergate Pharmacy, Chatham

I completed 60 days' student placement (at separate intervals of 30 days each) in these two pharmacies. I worked in all sections of the shop, shadowed the pharmacist and completed an assessed workbook as evidence of my learning. My responsibilities included pricing new stock, serving patients/customers and giving relevant health advice, placing orders over the phone/internet, sorting and putting away new stock deliveries, collecting prescriptions from nearby surgeries, printing medicine labels and dispensing as required. I was able to develop good listening skills, a polite and professional telephone manner, excellent customer service and organisational skills

Employment History

2008 - to date Student Ambassador Medway Campus

My responsibilities include going to schools, organizing group presentations, raising aspiration campaigns and awareness of HE opportunities. Gaining confidence of teenagers, encouraging and supporting them in their study and HE application. This has led me to develop excellent computer skills in Word, Powerpoint and DTP, presentation skills and a concise, positive style of communication.

Summer 2006 Trainee Healthcare Assistant Boots, Chatham

My responsibilities included compiling prescribed medicines for supply to care homes and dealing with any queries that arose. This involved ordering and dispensing medicines and working with the team to ensure that deliveries were sent off on time and any delay minimized.

I also worked on the healthcare counter making sales of medicines and giving healthcare advice when necessary. This led me to develop useful problem solving skills and an ability to act on my own initiative as well as the unique skill of paying great attention to detail although working in the pressurized environment of a busy pharmacy. Good time management and pri-

oritizing ensured all were treated according to need and fairness. Here, I was able to put into practice what I had learnt at University, learn even more in a busy but friendly pharmacy environment and also develop my knowledge on the treatment of various minor ailments.

2004-2005 Healthcare Sales Assistant

Boots, Chatham

My responsibilities included making over the counter sales, taking inventory, filling shelves, date checking and occasional working elsewhere in the store. During this time, I started the Healthcare Assistants Course and spent time on prescription reception. I also attended a Smoking Cessation Day organized by the PCT for pharmacists and assistants. It was very informative and helped me to develop greater insight and understanding in the use of Nicotine Replacement Therapy and lifestyle/behavioural changes that may be recommended to the patient/customer to help them quit successfully.

Interests

I enjoy researching, reading, travelling and surfing the internet. I also keep fit by attending weekly aerobics and salsa classes.

References available on request

List the headlines of the CV:

List the skills the applicant developed during his student placement :

4.3 Writing a Midwife Placement CV

Samantha Green

Personal summary

A highly focused and knowledgeable Midwife with experience of providing a high standard of Midwifery care within a hospital setting. Having a positive attitude and able to give encouragement and reassurance care to low and high risk women and their families throughout the pregnancy period. Supporting women physically and mentally through the efficient and effective use of material resources, supplies and drugs. Presently looking for a suitable position with a progressive hospital, local clinic or GP surgery.

Working experience

Mile Hill Hospital – Coventry
MIDWIFE June 2008 – Present

Working in a busy maternity unit supporting and assisting women through childbirth. Providing specialist expertise to mothers in the antenatal and postnatal period, delivering quality based care within a hospital and community setting.

Duties:

- 1) Responsible for assessing, planning and implementing Midwifery care.
- 2) Involved in the development of the maternity service.
- 3) Communicating effectively and sympathetically with mothers and relatives.
- 4) Ensuring high standards of clinical care are maintained.
- 5) Involved in neonatal resuscitation suturing and taking blood.
- 6) Involved in developing guidelines and policies for maternity care.
- 7) Working in the special care baby unit facility.
- 8) Supporting the professional development of students and junior midwifery staff.
- 9) Making sure all medical equipment is safe to use and properly maintained.
- 10) Liaising with other professionals in the multidisciplinary team.
- 11) Keeping paper and computerised medical records accurate and up to date.

- 12) Acting as the mothers advocate and promoting their own health and well being.
- 13) Referring clients to other practitioners e.g. senior midwife, obstetrician and paediatrician.

Key skills and competences

- Remaining calm and dealing with potentially life threatening emergency situations.
- Comprehensive knowledge and understanding of NICE guidelines.
- Knowledge of neonatal resuscitation.
- Excellent counseling, listening and general communication skills.
- Flexible approach to shift patterns, able to work evenings and weekends.
- Maintaining high standards of personal appearance.
- Having the ability to organize & prioritize workload within a hospital / medical setting.

Academic qualifications

BSc (Hons) Midwifery

Nuneaton University 2005 - 2008

A levels: Maths (A) English (B) Technology (B) Science (C)

Coventry Central College 2003 – 2005

Personal Interests:

I enjoy long distance running, cycling and swimming. I am also a longstanding member of my university rock climbing team, and relish the often challenging teambuilding and teaching aspects of climbing. I also enjoy the close social network of fellow climbers I've had since joining the team in 2007.

References

Available on request

Match the collocations from the text:

- | | |
|---------------|------------------------------------|
| (1) support | a) high standard care |
| (2) make sure | b) positive attitude |
| (3) provide | c) records accurate and up to date |
| (4) maintain | d) health and well being |
| (5) keep | e) with other professionals |
| (6) promote | f) encouragement |
| (7) have | g) all medical equipment is safe |
| (8) give | h) high standard |
| (9) liaise | i) women physically and mentally |

1	2	3	4	5	6	7	8	9

4.4 Writing a Physiotherapist Placement CV

Gary White

Physiotherapist

Areas of expertise

Musculoskeletal physiotherapy

Orthopaedics

Stroke management

Sports injuries

Patient care

Neurological conditions

Multiple Sclerosis

Personal summary

A highly motivated, confident individual with exceptional multi-tasking and organizational skills. Able to communicate effectively and sensitively with patients

and cares to maximize the rehabilitation of patients and to ensure understanding of

often complex clinical issues impacting on recovery. Excellent client facing skills

and the ability to work closely with other health care professionals to assess a patient's needs and devise suitable treatment plans for them.

Ready and qualified for the next stage in a successful career and looking forward to

making a significant contribution as a physiotherapist.

Work experience

Local Hospital–Coventry

PHYSIOTHERAPIST

June 2008-Present

Provide physiotherapy and treatment for both outpatients and inpatients. Responsible for managing a clinical caseload, providing physiotherapy assessment and treatment to the highest standard.

Duties:

- Providing a high standard of physiotherapy service to patients.
- Organising & prioritising own workload & delegating responsibilities accordingly.
- Ensuring that equipment used in carrying out physiotherapy duties is safe.
- Involved in ward rounds, meetings and case conferences.
- Supervising and teaching recently qualified physiotherapist assistants.
- Evaluating, planning and delivering care plans in response to complex needs.
- Based in various clinical settings i.e. neuro-rehab, community, wheelchairs.
- Reporting all complaints/incidents to senior managers & documenting them.
- Implementing relevant standards and policies.
- Involved in a patients pre-admission and follow-up care.
- Prioritizing urgent referrals and emergency cases.
- Working with respiratory, orthopaedic, acute neurological and multi-pathology patients.

Key skills and competencies

Able to manage escalations, issues and risks.

Experience of dealing with emotional and stressful situations.

Can motivate others through effective communication skills.

Able to deal with hostility in the form of verbal and physical aggression.

Ability to work independently in busy environment.

Highly developed dexterity, co-ordination and palpation skills for assessment.

Fully aware of fire, health & safety and other departmental policies.

Flexibility to work weekends on rotational basis.

Academic qualifications

BSc (Hons)
Physiotherapy
Nuneaton University 2005 -2008
A levels:Maths (A) English (B) Technology (B) Science (C)
Coventry Central College 2003 -2005

References

Available on request.

List the topics from the CV

Mach the halves of the phrases from the ‘duties’ part of the CV:

- | | |
|---------------|----------------------------------|
| a) provide | 1) responsibilities |
| b) organize | 2) ward rounds |
| c) ensure | 3) complaints and incidents |
| d) involve in | 4) high standars |
| e) supervise | 5) relevant polices |
| f) evaluate | 6) recently qualified assistants |
| g) report | 7) workload |
| h)implement | 8) urgent referrals |
| i) prioritize | 9) the equipment is safe |
| j) work with | 10) acute neurological patients |
| k) delegate | 11) care plans |

a	b	c	d	e	f	g	h	i	j	k

PART 4

Interview questions

1. Tell me about yourself and the town you come from.
2. Why did you choose our school?
3. What would you like to major in? Why?
4. Does your college record accurately reflect your effort and ability?
5. Recommend a good book to me.
6. What did you do last summer?
7. What do you do best?
8. What do you hope to do after finishing college and what do you see yourself doing 10 years from now?
9. How do you define success?
10. What is your best weakness?
11. What makes you special?
12. Do you do something outside the classroom, extracurricular activities, and for fun?
13. What three adjectives best describe you?
14. Who is your hero (people from public life)?
15. If you had a thousand euros to give away, what would you do with it?
16. What subject/course do you find most challenging?
17. How does personal development planning link to your career?
18. What are your concerns about the first week working as a new graduate?
19. How do you think you will maintain your knowledge and skills once in post?

20. How do you ensure quality in your treatment of patients/clients?
21. How do you deal with stressful situations?
22. What qualities do you possess that would convince us to hire you instead of the other candidates?
23. What are your strengths / weaknesses?
24. Are you a team worker?
25. Would you like to take part in a students' exchange program?

PART 4

Grammar

1. Pronouns

Subject form	Object form	Possessive adjectives	Possessive pronouns	Reflexive and ephasising pronouns
I	me	my arm	mine	myself
You	you	your leg	yours	yourself
He	him	his head	his	himself
She	her	her nose	hers	herself
It	it	its wings	its	itself
We	us	our room	ours	ourselves
You	you	your ward	yours	yourselves
They	them	their doctor	theirs	themselves

1. Subject forms.

1. My name is Sue. (Sue) _____ am English, and this is my family.
2. My mum's name is Angie. (Angie) _____ is from Germany.
3. Bob is my Dad. (My dad) _____ is a waiter.
4. On the left you can see Simon. (Simon) _____ is my brother.
5. (Sue and Simon) _____ are twins.
6. Our dog is a girl, Judy. (Judy) _____ is two years old.
7. (Sue, Simon, Angie and John) _____ live in Canterbury.

8. (Canterbury) _____ is not far from London.
9. My grandparents live in London. (My grandparents) _____ often come and see us.
10. What can (?) _____ tell me about your family?

2. *Object forms.*

1. My sister Jane loves books. This novel is for (she) _____.
2. My children like Disney films. The video is for (they) _____.
3. My brother Matt collects picture postcards. These postcards are for (he) _____.
4. My parents like Latin music. The CD is for (they) _____.
5. I like watches. This nice watch is for (I) _____.
6. My wife and I love sweets. These sweets are for (we) _____.
7. My nephew likes cars. The toy truck is for (he) _____.
8. My neighbour wants to go to California next year. The guide book is for (she) _____.
9. Here is another souvenir. I don't know what to do with (it) _____.
10. You know what? - It's for (you) _____.

3. *Choose the best word:*

1. Kate never speaks to Clare because Clare hates _____ (his, they, she,her)
2. Mr. Pearson went home because _____ was tired. (him, he, them, she)
3. Tell Pete I miss _____ (her, him, me, they)
4. Susan meditates daily but _____ is still very stressed.(you, me, he, she)
5. Paul said the children were driving _____ mad. (him, she, they,me)
6. I saw you and _____ there. (she, he, her, me)
7. She is faster than _____ am. (her, I, she, us)
8. We are going to the picnic with Tom and Bob. My dad wants _____ and _____ to guide the group. (our, them / us, they/ us, them/ we, they)

4. *Fill in the sentences:*

1. I have left the boxes on the floor. Please put _____ away in the cupboard.
2. Your friends phoned to say that _____ will meet you at the pub.
3. Jane and I are going shopping. Would you like to come with _____?
4. Where's Sam? David is with _____.
5. Would you like to play with _____? We need another player.
6. Can you ask John if he wants to come with _____. I don't want to go alone.
7. Does Peter like Italian food? Yes, _____ loves _____.
8. Do you listen to American pop songs? No, _____ don't like _____.
9. Are those flowers for you? No, _____ aren't for _____.
10. Does Ann love Peter? Yes, _____ loves _____.

5. *Possessive adjectives:*

1. Where are (you) _____ friends now?
2. Here is a postcard from (I) _____ friend Peggy.
3. She lives in Australia now with (she) _____ family.
4. (She) _____ husband works in Newcastle.
5. (He) _____ company builds ships.
6. (They) _____ children go to school in Newcastle.
7. We want to see Peggy and (she) _____ family next winter.
8. (We) _____ new house is in the end of the street.
9. Because it is (they) _____ official plan.

6. *Possessive pronouns:*

1. This book is (you) _____.
2. The ball is (I) _____.
3. The blue car is (we) _____.
4. The ring is (she) _____.
5. We met Paul and Jane last night. This house is (they) _____.
6. The luggage is (he) _____.

7. The pictures are (she) _____.
8. In our garden is a bird. The nest is (it) _____.
9. This cat is (we) _____.
10. This was not my fault. It was (you) _____.

7. *Choose the correct word:*

1. Jane has lost _____ book. (mine, her, hers, theirs)
2. Ben has eaten his lunch, but I am saving _____ (my, mine, her, his)
3. This bird has broken _____ wings. (it's, its', hers, its)
4. Was _____ grammar book expensive? (your, yours, your's, you)
5. _____ computer is MAC, but _____ is PC. (your, mine/ yours, mine/ your, my/ yours, my)
6. We gave them _____ tel. no., and they gave us _____ (ours, their/our, their/ours, theirs/our, theirs)
7. You can't have any chocolates, it's all _____. (your, its, her, ours)

8. *Reflexive pronouns:*

1. John hurt _____ while he was fixing his car.
2. Peter and I went to the cafeteria to buy _____ some lunch.
3. When I saw _____ in the mirror, I was pleasantly surprised.
4. Ja Yong can do it _____ because her English is excellent.
5. Everyone, help _____ to sandwiches, please.
6. Look, there is a little bird washing _____ in the river.

9. *Choose the correct word:*

1. Once upon a time there was a girl called Little Red Riding Hood. Together with _____ mum, _____ lived in a big forest.
2. One fine day, Little Red Riding Hood's mother said, " _____ grandma is ill. Please go and take this cake and a bottle of wine to _____. Grandma's house isn't too far from _____ house, but always keep to the path and don't stop!"
3. So, Little Red Riding Hood made _____ way to Grandma's house.

4. In the forest _____ met the big bad wolf.
5. Little Red Riding Hood greeted _____ and the wolf asked:
6. “Where are _____ going, Little Red Riding Hood?”
7. “To _____ grandma’s house.” answered Little Red Riding Hood.
8. “Can you tell _____ where _____ grandma lives?”
9. “_____ lives in a little cottage at the edge of the forest.”
“Why don’t _____ pick some nice flowers for _____?”
asked the wolf.
10. “That’s a good idea.” said Little Red Riding Hood and began looking for flowers. Meanwhile, the wolf was on _____ way to grandma’s house.
The house was quite small but nice and _____ roof was made out of straw.
11. The wolf went inside and swallowed poor old Grandma. After that _____ put Grandma’s clothes on and lay down in _____ bed.

2. Nouns

Nouns are words naming things, living beings and phenomena:

2.1 Singular + s

a car	two cars
a lamp	two lamps
a cup	two cups

2.2 After -ch, -sh, -ss, -x we add -es

a sandwich	two sandwiches
a brush	two brushes
a box	two boxes
a dress	two dresses

2.3 After -y we change -y into -i and add -es (-IES)

a lady	two ladies
a city	two cities

2.4 If -y is preceded with a vowel, we add only -s

a boy	two boys
a day	two days
a penny	pennies, pence*

2.5 If a noun ends in -f or -fe

-s	a roof	two roofs	-ves	a thief	two thives
	a cliff	two cliffs		a wife	two wives
	a sheriff	two sheriffs		a life	two lives
				a shelf	two shelves
				a wolf	two wolves

2.6 If a noun end in -o

-s	a disco	two discos	-es	a tomato	two tomatoes
	a piano	two pianos		a potato	two potatoes

a photo two photos a hero two heroes
-s, -es a buffalo, a mosquito, a tornado

2.7 New words and technology words get only -s

Radios, CDs, computers, chips....

*penny (sg) ima dva oblika množine:
a) pennies - broj kovanog novca
b) pence - vrednost novca

2.8 Irregular plural

a man	two men
a foot	two feet
a woman	two women
an ox	two oxen
a child	two children
a mouse	two mice
a tooth	two teeth
a goose	two geese

2.9 Nouns having plural form

2.9.1 Pair nouns

Jeans	My jeans are on the chair.
Scissors	Scissors have sharp ends.
Glasses	Her glasses are broken.

e.g. I bought two pairs of jeans.

A pair of pyjamas, shorts, trousers...

2.9.2 Nouns not used in singular

Clothes, stairs, wages...

People- ljudi, narod
a) person-people (ljudi)
b) people-peoples (narod)

- e.g. They are a friendly people.
 e.g. The native people of Africa often have black skin.

2.9.3 Nationalities:

Nationalities in plural:

the Dutch
 the British
 the English
 the French

e.g. the British **are** thought to be arrogant.

2.10 Nouns only in singular:

2.10.1 Collections of things:

furniture Her furniture **is** new.
fruit This fruit **is** delicious.
hair Her hair **looks** nice.

(but: hairs – dlaka)

e.g. Luggage, jewellery...

2.10.2 Nouns in singular but ending in –s:

news Here **is** the news.
physics Physics **is** our first lesson.

The United States is a country with 50 federal states.

e.g. athletics, economics, maths, politics....

2.10.3 Apstraktne imenice

homework My homework was not easy.
information This information wil shock you.
knowledge His knowledge of English is excellent.

2.11 Foreign nouns

analysis	analyses
criterion	criteria
datum	data
diagnosis	diagnoses
medium	media
phenomenon	phenomena
thesis	theses

2.12 Nouns denoting groups:

When these nouns express members or elements, a plural form of the verb is used. When the nouns express an entity, then a singular verb is used.

e.g. Class, family, army, band, choir, crew, company, firm, gang, government, orchestra, party...

e.g. The family is on holiday.
The family are packing their suitcases.

2.13 Countable and Uncountable Nouns:

Countable nouns: **a pencil, four books, two nurses, a hospital...**

Uncountable nouns: **water, salt, cream...**

Uncountable nouns are often used in a quantifying phrase: **a glass of water, a packet of salt, a jar of cream...**

Fill in the blanks

advice, chocolate, jam, lemonade, meat, milk, oil, rice, tea, tennis, sugar

a cube of _____
a bar of _____
a bottle of _____
a game of _____

a piece of _____
a glass of _____
a slice of _____
a jar of _____

a packet of _____
a cup of _____
a barrel of _____

1. Circle the correct answer:

1. The cat is sitting on my bed/beds.
2. There are five pencil/pencils on my desk.
3. I have two sister/sisters.
4. They are riding there bike/bikes.
5. We have a dog/dogs.
6. How many book/books do you have in your bag?
7. My mother has a new computer/computers.

2. Put the words in plural:

1. These (person) _____ are protesting against the president.
2. The (woman) _____ over there want to meet the manager.
3. My (child) _____ hate eating pasta.
4. I am ill. My (foot) _____ hurt.
5. Muslims kill (sheep) _____ in a religious celebration.
6. I clean my (tooth) _____ three times a day.
7. The (student) _____ are doing the exercise right now.
8. The (fish) _____ I bought is in the fridge.
9. They are sending some (man) _____ to fix the roof.
10. Most (housewife) _____ work more than ten hours a day at home.
11. - Where did you put the (knife) _____?
- On the (shelf) _____.
12. (Goose) _____ like water.
13. (Piano) _____ are expensive
14. Some (policeman) _____ come to arrest him.
15. - Where is my (luggage) _____?
- In the car!

3. Write the plural forms correctly:

- | | |
|-------------|------------------|
| 1. city - | 8. sandwich - |
| 2. house - | 9. nurse - |
| 3. boy - | 10. elf - |
| 4. family - | 11. phenomenon - |
| 5. life - | 12. criterion - |
| 6. photo - | 13. village - |
| 7. phone - | 14. toy - |

4. Write the words from the brackets in plural:

1. My (book)_____ are on those
(shelf)_____ in the corner.
2. There are not many (factory)_____ in this town
3. A man has thirty-two (tooth)_____.
4. (Scarf)_____ are fashionable again.
5. He brought a lot of (photo)_____ from his trip.
6. There are many (knife)_____ on the table.
7. Look, there are two (deer)_____ in the distance.
8. There were only ten (child)_____ in the room.
9. Are these (potato)_____ cooked.
10. A dog has four (foot)_____.

3. Comparison of adjectives

Adjectives describe nouns. With adjectives, we compare things, living beings and phenomena.

There are three levels of comparison:

Positive: Peter is as tall as Mary.

Comparative: Peter is taller than Mary.

Superlative: Peter is the tallest of all the boys in the classroom

3.1 Short adjectives:

Positive	Comparative	Superlative
Cheap	Cheaper	The cheapest
Large	Larger	The largest
Easy	Easier	The easiest
Lucky	Luckier	The luckiest
Big	Bigger	The biggest
Hot	Hotter	The hottest

3.2 Long adjectives:

Positive	Comparative	Superlative
Expensive	More expensive	The most expensive
Comfortable	More comfortable	The most comfortable

3.3 Irregular comparison

good	better	the best
little	less	the least
bad	worse	the worst
much	more	the most
many	more	the most
far	further	the furthest
	farther	the farther

3.4. Two way comparison:

Quiet clever narrow shadow simple

simple / simpler / the simplest, or
simple / more simple / the most simple

1. Write the adjectives in the correct form:

1. She is (thin) _____ than I thought, but (pretty) _____ of them all.
2. Do you want (big) _____ or (small) _____ size?
3. He knows French (much) _____ than his brother, but (little) _____ than Peter.
4. John is (old) _____ but Mary is (young) _____ in the family.
5. The end of the book is (interesting) _____ than the beginning.
6. I have (few) _____ English books than you.
7. He is (handsome) _____ man I've ever seen.
8. He found it (difficult) _____ than he had expected.
9. This is (late) _____ news we have heard of him.
10. A (bad) _____ mistake could not be made.

4. Present Simple and Continuous Tense

4.1. Present Simple Tense

The Present Simple Tense is used:

For actions happening almost every day, or the actions which repeat:

e.g. Nurses look after patients.

To emphasise how often the action happens:

e.g. John usually plays tennis once or twice a week.

For well known facts, and characteristics:

**e.g. He speaks English very well.
Winter begins in December.**

The following state verbs are always used in the present simple tense
(*want, hate, love, believe, know, remember, like, prefer etc.* :

e.g. Do you understand what I mean?

Always, usually, often, never, sometimes, every day... are the adverbs used in the present simple tense

Affirmative form:

Subject	Lexical verb	Suffix
I	read	/
You	read	/
He/she/it	read	-s
We/you/they	read	/

Interrogative form:

Auxiliary verb	Subject	Lexical verb
Do	I	Read
Do	You	Read
Does	he/she/it	read
Do	we/you/they	read

Negative form:

Subject	Auxiliary verb + not	Lexical verb
I	do not (don't)	read
You	do not (don't)	read
He/she/it	does not (doesn't)	read
We/you/they	do not (don't)	read

Example sentences:

She writes letters.
She doesn't write letters.
Does she write letters?
What does she write?

Spelling changes:

a) No spelling changes, only the suffix –s is added:

live = liveS
eat = eatS
work = workS
talk = talkS

b) Verbs ending in -CH/-SH/-O/-X/-SS we add the suffix –es:

brush = brushES
teach = teachES
wash = washES
go = goES
do = doES
fix = fixES
kiss = kissES

c) Verbs ending in consonant + Y, we drop – Y, and add –iES:

fly = fl-i-ES
cry = cr-i-ES
study = stud-i-ES

d) Verbs ending in a vowel +Y, add only the suffix –S:

play = playS

stay = stayS

1. Write the following sentences interrogative and negative:

Mr. Smith goes to work at 8 o'clock.

- a) Does Mr. Smith go to work at 8 o'clock?
- b) Mr. Smith doesn't go to work at 8 o'clock.

- 1. Mr. Smith works in a factory outside the town.
- 2. Mary goes to the University by bus.
- 3. Mrs. Taylor lives about two miles from town.
- 4. Every morning Ann meets her friends at the bus stop.
- 5. My mother wants to go to the doctor.
- 6. She does the work in the house.
- 7. They all come home at half past two.
- 8. These students work hard.
- 9. We all like to watch television.
- 10. I speak English well.

2. Change the subject:

- 1. I go to my office in the morning. (He)
- 2. The Smiths always go to the mountains in winter. (Mr. Smith's son)
- 3. Do they have lunch at home or at a restaurant? (Mary)
- 4. Their children play tennis. (Her child)
- 5. I think you are quite right. (Your teacher)

3. Fill in the correct form of the verbs:

- 1. _____ the earth _____ (go) around the sun or the moon?
- 2. Bees _____ (make) honey.
- 3. Vegetarians _____ (not eat) meat.
- 4. An atheist _____ (not believe) in God.
- 5. A liar is someone who _____ (not tell) truth.
- 6. Where _____ rice _____ (grow)?

4.2 The Present Continuous Tense

The Present Continuous Tense is used:

The action happens at the time of speaking:

e.g. I am tired. I'm going to bed now.

The action happens around the time of speaking:

e.g. I'm reading an interesting book at the moment. I'll lend it to you when I finish.

The following adverbs are used – **today, this week, this evening itd:**

e.g. Is Susan working this week?

For the actions in progress:

e.g. Is your English getting better?

Affirmative form:

Subject	Auxiliary verb	Lexical verb	suffix
I	am	work	-ing
You	are	work	-ing
He/she/it	is	work	-ing
We/you/they	are	work	-ing

Interrogative form:

Auxiliary verb	Subject	Lexical verb	Suffix
Am	I	work	-ing
Are	you	work	-ing
Is	he/she/it	work	-ing
Are	we/you/they	work	-ing

Negative form:

Subject	Auxiliary verb	Lexical verb	Suffix
I	am not	work	-ing
you	are not (aren't)	work	-ing
he/she/it	is not (isn't)	work	-ing
We/you/they	are not (aren't)	work	-ing

Example sentences:

They are learning German.

They are not learning German.

Are they learning German?

What are they learning?

1. Write the following sentences interrogative and negative:

The students are listening carefully.

- Are the students listening carefully?
- The students are not/aren't listening carefully.

- John is putting his hat.
- He is studying hard.
- You are writing to William.
- We are speaking English.
- Fiona and Sebastian are looking for a new flat.

2. Put the correct form of the verbs in brackets:

- The children _____ about the park. (run)
- My sister _____ bread in the kitchen. (cut)
- What _____ you _____ at the university. (study)
- Who _____ in the living room? (sit)
- We _____ happy. (feel)
- It _____ dark. (get)
- The tram _____ . (come)
- I _____ a letter, I _____ my home-work. (not, write/do)

9. Who _____ over there? (stand)
 10. What _____ you _____ into your bag? (put)

4.3 Present Simple vs Present Continuous

Explain the differences:

The Present Simple Tense	The Present Continuous Tense
The water boils at 100 degrees celsius.	The water is boiling . Can you turn it off.
Excuse me, do you speak English.	What language are they speaking ?
What do you do ?	What are you doing ?
I always go to bed before midnight	I'm going to bed now.
Most people learn to swim when they are children.	Maria is on holiday. She is learning to swim.
My parents live in London. They have lived there all their lives.	I'm living with my friends until I find a flat.

5. The Past Simple vs The Past Continuous Tense

5.1. The Past Simple Tense

The Past Simple Tense is used

For an action which happened at the exact time in the past.

She **got up** at 7 o'clock yesterday.

This film **wasn't** very good. I **didn't enjoy** it.

How **did** you **learn** to drive?

Where **did** you **go**?

I **didn't sleep** very well. I **slept** only 15 minutes.

The adverbs used with past simple tense:

yesterday, last week, in 1994, when I was seven, ago...

To be

I/ he/she/it	was
we/you/they	were

Example sentences:

I was angry because they were late.

She was not at home.

Was the weather good when you were on holiday?

Where were you yesterday?

Affirmative form:

Subject	Lexical verb	Suffix
I/you/he/she/it/we/they	work	-ed

Interrogative form:

Auxiliary verb	Subject	Lexical verb	Suffix
did	Sva lica	work	/

Negative form:

Subject	Auxiliary verb + not	Lexical verb	Suffix
Sva lica	did not (didn't)	work	/

Example sentences:

*I **worked** hard last week.*

*You **did not (didn't)** work hard.*

***Did** she work hard yesterday?*

*Where **did** you travel yesterday?*

Regular verbs

Regular verbs get the suffix –ed: talk-ed

The last consonant is doubled after the short and stressed syllables: admit-ted ; travel-led

The letter -y preceded by a vowel changes into -i: hurry-hurried

Make these verbs past simple:

push _____
carry _____
cycle _____

drop _____
follow _____
play _____
empty _____
close _____
dial _____
sail _____

Irregular verbs

Irregular verbs have a special form in past tense.

Write/**wrote**/written
Read/**read**/read
Buy/**bought**/bought

Example sentences:

*You **wrote** a letter.*
*We **didn't write** a letter.*
***Did** he **write** a letter?*
*What **did** he **write** about?*

1. Make the following sentences interrogative and negative:

I saw him yesterday.
a) *Did you see him yesterday?*
b) *I didn't see him yesterday.*

1. He left at three o'clock.
2. I bought this dress in a big store.
3. They went to the seaside last month.
4. She travelled alone in 1982.
5. They came at seven o'clock.
6. He heard a good news a minute ago.
7. He arrived before you.
8. He forgot her name.
9. The child ate some sweets before lunch.
10. The girl gave me all the information I wanted.

2. Put the verbs in brackets into the Past Simple Tense:

1. I _____ (get up) at seven o'clock.
2. She _____ (have) breakfast.
3. How long _____ you _____ (stay) there?
4. He _____ (not go) out.
5. I _____ (walk) home after the party.
6. My father _____ (tell) me that.
7. They _____ (not sell) the house.
8. My brother _____ (not be) in France in 1971.
9. When _____ your friend _____ (arrive) last night?
10. My eldest daughter _____ (visit) Italy last summer.

5.2. The Past Continuous Tense:

The Past Continuous tense is used:

For a past action in progress:

e.g. When you phoned, I was sleeping.

For two past actions happening at the same time:

e.g. He was doing homework while his sister was reading a book.

Affirmative form:

Subject	Auxiliary verb	Lexical verb	Suffix
I	was	work	-ing
you	were	work	-ing
He/she/it	was	work	-ing
We/you/they	were	work	-ing

Negative form:

I	was not (wasn't)	work	-ing
you	were not (we-	work	-ing

	ren't)		
He/she/it	was not (wasn't)	work	-ing
We/you/they	were not (we- ren't)	work	-ing

Interrogative form:

Was	I	work	-ing
Were	you	work	-ing
Was	he/she/it	work	-ing
Were	we/you/they	work	-ing

Example sentences:

She was making beds.
She was not making beds.
Was she making beds?

1. *Make the following sentences interrogative and negative:*

My pet was digging the hole.
a) Was my pet digging the hole?
b) My pet wasn't digging the hole.

1. Julie was sleeping at three o'clock.
2. My parents were planning a holiday.
3. Mr. Peterson was walking in the garden.
4. Nurses were cleaning the equipment when the patient arrived in the hospital.
5. A very ill patient was waiting in the waiting room.

2. *Put the verbs in the Past Continuous Tense.*

1. I _____ (cook) dinner.
2. The sun _____ (shine)
3. The door bell _____ (not ring).
4. She _____ (not sit) by the window.

5. _____ you _____ (wait) for my call yesterday afternoon?
6. Why _____ Sophia _____ (try) to phone him.

3. Put the verbs in the correct past tense, simple or continuous:

1. I _____ (meet) our teacher when I _____ (go) to town.
2. The sun _____ (shine) when I _____ (go) out.
3. When mother _____ (enter) the room the children _____ (sleep).
4. Peter _____ (set) the table while his mother _____ (prepare) the lunch.
5. This time yesterday I _____ (do) my homework.
6. The teacher _____ (read) the new lesson and the students _____ (listen) to him attentively.
7. When he _____ (work) he _____ (break) his arm.
8. My son _____ (hold) a lighter when it _____ (explode) and _____ (burnt) his hand.
9. I _____ (get out) of the car when my father _____ (close) the door and _____ (break) my finger.
10. My mom _____ (get) dressed when she _____ (fall) and _____ (hit) her head.
11. I _____ (listen) to music, when suddenly I _____ (hear) a whistling in my ear and I _____ (go) deaf.
12. I _____ (run) in the park, and a man _____ (chase) me and _____ (punch) me.

6. The Present Perfect vs the Past Perfect Tense

6.1. The Present Perfect Tense

Affirmative form:

Subject	Auxiliary verb	Lexical verb	Suffix
I	have	visit	-ed
you	have	visit	-ed
he/she/it	has	visit	-ed
we/you/they	have	visit	-ed

Interrogative form:

Auxiliary verb	Subject	Lexical verb	Suffix
Have	I	visit	-ed
Have	you	visit	-ed
Has	he/she/it	visit	-ed
Have	we/you/they	visit	-ed

Negative form:

Subject	Auxiliary verb + not	Lexical verb	Suffix
I	have not (haven't)	visit	-ed
you	have not (haven't)	visit	-ed
he/she/it	has not (hasn't)	visit	-ed
we/you/they	have not (haven't)	visit	-ed

Example sentences:

You have seen a lot of interesting places.

You haven't seen many interesting things in Paris.

Have you seen any Chinese movies?

What have you seen in Turkey this summer?

Irregular verbs take the forms of past participle:

Take / took / **taken**
Come / came / **come**
Bring / brought / **brought**

I <u>have lost</u> my key.	(lose, lost, lost)
She <u>has forgotten</u> to tell him.	(forget, forgot, forgotten)
We <u>haven't been</u> to Germany yet.	(be, was\were, been)
She <u>hasn't done</u> her essay.	(do, did, done)
<u>Have you driven</u> a motorbike?	(drive, drove, driven)
<u>Has he seen</u> Mary today?	(see, saw, seen)

The Present Perfect Tense is used

When the action happened in the past but the result is felt in the present moment

e.g. I have lost my keys. (Ključeve nemam sada)
e.g. I have forgotten his name. (Sada ne znam njegovo ime)
e.g. Have you seen my bag? (Da li znaš gde je sada?)

When an action happened in the near past and when we want to break a news.

e.g. Ow. I've cut my finger. (I have = I've)
e.g. There has been an accident.

The Present Perfect is used with the adverbs JUST, ALREADY and YET.

e.g. I have **just** had lunch.
e.g. He has **already** gone home.
e.g. Has it stopped raining **yet**? (-yet is used in negative and interrogative sentences)

When we talk about our experience. It is not important when but what happened.

- e.g. I have eaten caviar.
- e.g. We've never had a car. (we have = we've)
- e.g. This is the most boring film I have ever seen.
- e.g. I haven't read Shakespeare's plays.

The time of an action is defined with SINCE and FOR.

- e.g.. I haven't eaten anything **since** breakfast.
- e.g. She has lived here **for** nine years.

When an action happened at the time which has not ended: this week, today, this term...

- e.g. I have drunk four cups of coffee **today**.
- e.g. Have you had a holiday **this year**?
- e.g. I haven't seen Tom **this morning**. Have you?

Notice:

Have you had any visitors? (from past time to present time)

She first saw a psychiatrist two years ago. (past time)

1. Make the sentences interrogative and negative:

I've bought a new suit.

- a) Have you bought a new suit?
- b) I haven't bought a new suit.

1. I've come to school without my glasses.
2. He has spent all his money.
3. Tom's gone out.
4. We've been awfully busy this month.
5. It's been very cold this summer.

2. Put the verbs in the Present Perfect Tense:

1. I _____ (not, meet) him before.
2. She _____ (not, see) him recently.

3. This is the first time I _____ (drive) a car.
4. _____ you ever _____ (play) tennis?
5. They _____ (arrive) from London.
6. How long _____ your mother _____ (be) in hospital?
7. I _____ (not have) a holiday for five years.

3. *Underline the correct form of the verb in these sentences:*

1. **Did you read / Have you read** the case notes yet?
2. The first time we **met / 've met** was three years ago.
3. I **saw / 've seen** you six time this year.
4. When **have you started / did you start** having these thoughts?
5. I **haven't had / didn't have** hallucinations since last year?
6. I **just finished / 've just finished** all the tablets you gave me.
7. She **had / 's had** a breakdown in 2005.
8. I **didn't finish / haven't finished** taking your pulse yet.
9. **Have you taken / Did you take** your medication yesterday?
10. I **knew / 've known** Mr. Musel for over ten years now.

4. *Put Present Perfect Tense or Past Simple Tense:*

1. The patient _____ (take) an overdose last Christmas.
2. _____ you ever _____ (have) hallucinations?
3. I _____ (miss) two doses so far this week.
4. How many different doctors _____ you _____ (see) ?
5. I hope you _____ for me yesterday? (not wait)
5. Come to see what I _____ for you. (buy)
6. They _____ five minutes ago. (leave)
7. They _____ just _____. (leave)
8. Father _____ the seats yet. (not book)
9. Who _____ Mr. Brown with the luggage after the party? (help)
10. I _____ to Rome yet, but I _____ in Venice last year. (not be/be)
11. Mary _____ him since June. (not see)

6.2. The Past Perfect Tense

Affirmative form:

Subject	Auxiliary verb	Lexical verb
I/you/he/she/it/we/they	had	-ed/past participle

Interrogative form:

Auxiliary verb	Subject	Lexical verb
Had	I/you/he/she/it/we/they	-ed/past participle

Negative form:

Subject	Auxiliary verb + not	Lexical verb
I/you/he/she/it/we/they	had not (hadn't)	-ed/past participle

Example sentences:

She had arrived just before the film started.

She hadn't arrived on time.

Had she arrived before him yesterday?

The Past Perfect Tense is used

When the action happened before another past action.

e.g. When Sarah arrived at the party, Peter had already gone home.

e.g. After the train had left the station, she felt sad and lonely.

e.g. As soon as he had said the truth, he regretted it.

1. Put the verbs in the Past Perfect Tense affirmative:

1. The pupils talked about the film they _____ (watch).
2. I was late for work because I _____ (miss) the bus.
3. We lived in the house that my father _____ (build).
4. We admired the picture that Lucy _____ (paint).
5. They watered the trees that they _____ (plant).

2. Put the verbs in the Past Perfect Tense negative:

1. In the shopping centre, I met a friend who I _____ (see / not) for ages.
2. The thief could walk right into the house because you _____ (lock / not) the door.
3. We lost the match because we _____ (practice / not) the days before.
4. At school, Jim quickly copied the homework that he _____ (do / not).
5. We ate at a restaurant last night because I _____ (buy / not) anything for dinner.

3. Put the verbs in the Past Perfect Tense interrogative:

1. _____ (what / Bob / do) that he was kept in after school?
2. _____ (you / eat) anything before you went to the theatre?
3. _____ (he / live) in London before he moved to Glasgow?
4. _____ (she / find) a new job by that time?
5. _____ (they / book) a room before they went to Dublin?

4. Put the verbs in the Past Perfect Tense or the Past Simple Tense:

1. After Fred _____ (spend) his holiday in Italy, he _____ (want) to learn Italian.
2. Jill _____ (phone) Dad at work before she _____ (leave) for her trip.
3. Susan _____ (turn on) the radio after she _____ (wash) the dishes.
4. When she _____ (arrive), the match _____ already _____.
5. After the man _____ (come), he _____ (feed) the cat.
6. Before he _____ (buy) a new pair of jeans, he _____ (check) his wallet.

7. She _____ (watch) a video after the children _____ (go) to bed.

8. After he _____ (make) breakfast, he _____ (phone) his friend.

9. I _____ (be) very tired because I _____ (study) too much.

10. The doctors _____ (visit) their patients after they _____ (review) the

patients' records.

7. The Future Tenses

7.1. The Present Continuous

The Present Continuous Tense is used to express a planned future action.

- e.g. What are you doing on Saturday evening?
- e.g. I'm going to the theatre.
- e.g. Alex is getting married next month.

7.2. The Present Simple Tense

The Present Simple Tense is used to express future actions as part of a time table or a schedule, for example when classes happen, when busses arrive or leave, shops open or close etc.

- e.g. The train leaves at 11.05 pm and arrives at 12.35 pm.
- e.g. What time does the film start?
- e.g. What time do you start work tomorrow?
- e.g. The delegation arrives at 6.00 pm.

1. Put in the correct tense:

1. We _____ (have) a party next Saturday.
2. The art exhibition _____ (open) on 3 May.
3. We _____ (go) to a concert tonight. It _____ (begin) at 7.30.
4. When _____ this film _____ (finish) ?
5. What _____ you _____ (do) tomorrow?

7.3. 'be going to'

This form is used when we are making decisions.

- e.g. I am going to clean the windows.
- e.g. She is going to stop smoking.
- e.g. This food looks horrible. I'm not going to eat it.

It is also used when we are predicting what is going to happen according to the present situation, and when we are drawing conclusions.

- e.g. Look at those black clouds. It is going to rain.
- e.g. I feel terrible. I 'm going to be sick.

1. Put in the correct tense:

1. What ____ (you, do) with that money?
2. Where ____ (you, put) your new table?
3. There is a hole in the bottom of the boat. The boat ____ (sink).

7.4. will / shall and won't / shan't

'will' is used for predictions, for example for weather forecast, fortunetelling etc.

- e.g. The sun will rise at 6.30 tomorrow
- e.g. In the year 2050 all students will have their own computers in
- e.g. Will it snow for Christmas?

'will' is used for a decision made at the time of speaking.

- e.g. Oh, I left the door open. I'll go and shut it.
- e.g. What would you like to drink? I'll have an orange juice, please.
- e.g. Did you phone Ruth? – Oh. No, I forgot. I'll phone her now.

'will' is usually used after the expression 'I think I'll'

- e.g. I feel hungry. I think I'll have something to eat.
- e.g. I don't think I'll go out tonight. I'm too tired.

'will' is used when we offer our assistance.

- e.g. That bag looks heavy. I'll help you with it.

'will' and 'won't' is used for making promises.

- e.g. I won't tell anyone what happened. I promise.

e.g. Thanks for lending me the money. I'll pay you back on Friday.

'will' in interrogative sentences is used to ask someone a favor.

e.g. Will you please be quiet? I'm trying to concentrate.

'Shall I?' and 'Shall we?' is used when we ask for someone's approval and agreement.

e.g. Shall I open the window?

e.g. Shall we go? – Just a minute. I'm not ready yet:

1. *Underline the correct part of the sentence:*

1. It's a secret between us. I promise, *I don't tell / I won't tell* anybody.
2. I don't want to go out alone. *Do you come / Will you come* with me?
3. *Are you doing / Will you do* anything tomorrow evening?
4. *What time does your train leave/ will your train leave* tomorrow?
5. *I'm having / I'll have* a party next Saturday. I hope you can come.

2. *Write the verbs in a correct form to express future actions:*

1. The train _____ at 11:45. (*leave*)
2. We _____ dinner at a nice restaurant on Saturday. (*have*)
3. It _____ in the mountains tomorrow evening. (*snow*)
4. On Sunday at 8 o'clock I _____ my friend. (*meet*)
5. They _____ to London on Friday evening. (*fly*)
6. Wait! I _____ you to the station. (*drive*)
7. The English lesson _____ at 8:45. (*start*)
8. I _____ my sister in April. (*see*)
9. Look at the clouds – it _____ in a few minutes. (*rain*)

10. Listen! There's someone at the door. I _____ the door for you. (*open*)

3. Write 'will' or 'be going to' in the following sentences:

1. A: Why are you holding a piece of paper?
B: I _____ (write) a letter to my friends back home in Texas.
2. A: I'm about to fall asleep. I need to wake up!
B: I _____ (get) you a cup of coffee. That will wake you up.
3. A: I can't hear the television!
B: I _____ (turn) it up so you can hear it.
4. We are so excited about our trip next month to France. We _____ (visit) Paris, Nice and Grenoble.
5. Sarah _____ (come) to the party. Oliver _____ (be) there as well.
6. Ted: It is so hot in here!
Sarah: I _____ (turn) the air-conditioning on.
7. I think he _____ (be) the next President of the United States.
8. After I graduate, I _____ (attend) medical school and become a doctor. I have wanted to be a doctor all my life.
9. A: Excuse me, I need to talk to someone about our hotel room. I am afraid it is simply too small for four people.
B: That man at the service counter _____ (help) you .
10. As soon as the weather clears up, we _____ (walk) down to the beach and go swimming.

8. The Passive Voice

The Active vs Passive Voice

The active voice is used when we want to say what the subject does.

- e.g. My grandfather was a builder. He built this house in 1930.
- e.g. It is a big company. It employs two hundred people.

The passive voice is used when we want to say what happens to the subject.

- e.g. This house is quite old. It was built in 1930.
- e.g. Two hundred people are employed by the company.

In passive sentences it is often irrelevant who is the doer of the action. The doer is unknown or it is implied.

- e.g. A lot of money was stolen in the robbery.

If we want to say who the doer of the action is we use 'by' phrase.

- e.g. This house was built **by my grandfather**.

ACTIVE SENTENCE STRUCTURE			
DOER	VERB	OBJECT	ADVERBIALS
Somebody	cleans	this room	every day

PASSIVE SENTENCE STRUCTURE				
SUBJECT (obj)	TO BE	VERB (past participle)	ADVERBIAL	BY PHRASE (the doer)
This room	is	cleaned	every day	by the cleaners

Tense changes:

PRESENT SIMPLE:

Somebody steals cameras from hotel rooms.
Cameras are stolen from hotel rooms.

PAST SIMPLE:

Somebody stole my camera from my hotel room.
My camera was stolen from my hotel room.

PRESENT PERFECT:

Somebody has stolen my camera.
My camera has been stolen.

PAST PERFECT:

Somebody had stolen my camera before I came in the room.
My camera had been stolen before I came in the room.

MODAL VERBS:

They must do something before it's too late.
Something must be done before it's too late.

Notice!

Tense changes of the verb 'to be'

PRESENT SIMPLE >	is, are, am
PAST SIMPLE >	was, were
PRESENT PERFECT >	has been, have been
PAST PERFECT >	had been
MODAL VERBS >	can be must be will be

1. Write these active sentences passive:

1. Somebody cleans this room twice a week.
2. Somebody cleaned the room yesterday.
3. They have cancelled the concert.
4. Children use computers in schools.
5. Somebody recorded our conversation.
6. We found that they had cancelled the game.

7. They have built a new hospital.
8. The boss promoted Bill last week.
9. Water covers most of the Earth's surface.
10. People can use this road now.

2. Write the sentences interrogative using the words given:

1. caught the thieves were _____ ?
2. written are the tests always in the language lab _____ ?
3. my apology be accepted will _____ ?
4. eagles in Alaska are found _____ ?
5. was the Eiffel Tower in 1889 for the World Exhibition built _____ ?
6. replaced be by computers will the workers _____ ?
7. can be beans and carrots together cooked _____ ?
8. the first underground railway where opened was _____ ?
9. was seen yesterday the accident by the police _____ ?
10. to the school returned be are the books going to _____ ?
11. taken been to hospital has she _____ ?

9. Conditional Sentences

Conditional sentences are used to express that the action in the main clause (without 'if') can only take place if a certain condition in the clause with 'if' is fulfilled.

There are three types of conditional sentences:

Type one

IF+SUBJ+PRESENT SIMPLE	SUBJ + WILL + INFINITIVE
If I <u>find</u> your watch,	I <u>will tell</u> you.

Example sentences:

If I find your watch, I ll tell you. (Ako pronađem tvoj sat, rećiću ti.)

If it rains, we ll stay at home. (Ako pada kiša, ostaćemo kod kuće.)

If she leaves school, she won't be happy. (Ako napusti školu, neće biti srećna.)

Where will you go if you visit Rome ? (interrogative sentence)

They will sell the house if they move to Madrid? ('if' clause is the second clause)

Type two

IF + SUBJ + PAST SIMPLE	SUBJ + WOULD + INFINITIVE
If I <u>found</u> a wallet in the street,	I <u>would take</u> it to the police.

Example sentences:

1. If I found a wallet in the street, I would take it to the police.
(Ako/Kada bih našla novčanik na ulici, odnela bih ga u policiju.)

2. I would be very frightened if somebody pointed a gun at me.
(Bio bih veoma uplašen kada bi neko uperio pištolj u mene.)

3. What would you do if you won a million pound?

1. Write the sentences in type one conditional:

1. If she _____ (buy) a new car, she _____ (travel) to Budapest.
2. We _____ (stay) on the beach if it _____ (not rain).
3. What ___ you ___ (do) if he _____ (break) a window?

2. Write the sentences in type two conditional:

1. They _____ (be) angry if I _____ (not go) to see them.
2. If you _____ (take) more exercise, you ___ (feel) better.
3. If I _____ (sell) my car, I ___ (not get) much money.

3. Write type one or two conditionals as appropriate:

1. If we caught this train, we ___(arrive) too early.
2. If we _____ (stay) in this hotel, it will cost too much money.
3. What would happen if I _____ (press) that button?
4. If I don't go to work tomorrow, I _____ (be) fired.

Type three

IF + SUBJ + HAD + past participle	SUBJ+WOULD+HAVE+past part.
If I had known that,	I would have told you.

Example sentences:

1. If I had known that, I would have told you. (Da sam to znala, rekla bih ti.)
2. If I had had your address, I would have sent you a post card. (Da sam imala tvoju adresu, poslala bih ti razglednicu.)
3. He would have been late for his interview if he had missed the train. (Zakasnio bi na intervju da je propustio voz.)

1. Write the sentences in type three conditionals:

- 1.If I _____ (be) hungry, I _____(eat) something.
- 2.If I _____ (know), I _____(wake up) George earlier.

3. If Jim _____ (not lend) me the money, I _____ (not be) able to buy the car.

4. I _____ (go) home if I _____ (be) tired.

The wish which can not be fulfilled is expressed in the past tense.

e.g. I wish he were here (Voleo bih da je tu.)

The wish which could not have been fulfilled is expressed in the past perfect tense.

e.g. I wish he had been here (Voleo bih da je bio ovde.)

2. Write the appropriate type of the conditional:

1. If we meet at 9:30, we _____ (*have*) plenty of time.
2. Lisa would find the milk if she _____ (*look*) in the fridge.
3. The zookeeper would have punished her with a fine if she _____ (*feed*) the animals.
4. If you spoke louder, your classmates _____ (*understand*) you.
5. Dan _____ (*arrive*) safe if he drove slowly.
6. You _____ (*have*) no trouble at school if you had done your homework.
7. If you _____ (*swim*) in this lake, you'll shiver from cold.
8. The door will unlock if you _____ (*press*) the green button.
9. If Mel _____ (*ask*) her teacher, he'd have answered her questions.
10. I _____ (*call*) the office if I were you.

10. The Reported Speech

10.1. Direct and Indirect Speech

Direct speech is a report of the exact words of a speaker or writer. Direct speech is usually placed inside quotation marks and accompanied by a reporting verb.

e.g. He said: "I like your new jacket."

Indirect speech is a report on what someone else said or wrote without using that person's exact words.

e.g. He said that he liked my new jacket.

Normally, the tense in reported speech is one tense back in time from the tense in direct speech.

10.2. Tense changes

Present simple tense >	Past simple
Present continuous tense >	Past continuous
Present perfect tense >	Past perfect
Past simple >	Past perfect
Past perfect >	Past Perfect
Future simple, will >	would
Modal verbs, may, can, must >	might, could, had to

Example sentences:

e.g. He said: "I write letters." He said that he wrote letters.

e.g. He said: "He is listening to music" He said that he was listening to the music.

e.g. She said: "He has finished his work." She said that he had finished his work..

e.g. He told me: “ You answered correctly” He said to me that I had answered correctly.

e.g. She said, “She had visited a doctor” She said that she had visited a doctor.

e.g. He said: “ I will not take the exam.” I said that I would not take the exam.

10.3 Asking Questions

There are two kinds of questions.

a. Yes/No questions

Do you like music? - Yes, I do. / No, I don't.

b. Wh questions

Where do you live? - I live in a small village in the south of England.

10.3.1. Yes/No questions

The verbs ‘ said’ and ‘tell’ become ‘ask, wonder, inquire, want to know...’

e.g. He **told** me:”Do you like music?”

He **asked** me if I liked music.

The word order is the same as in the affirmative sentence:

...**Do** you like...

...I **liked**...

‘ *if*’ or ‘ *whether*’ connect two clauses:

... **if** I liked...

Example sentences:

1. She said, “Will he participate in the quiz competition?”
She asked me if he would participate in quiz competition.
2. I told him, “Are you feeling well?”
I asked him if he was feeling well.
3. They told me, “Did you go to school?”
They asked me if I had gone to school.
4. He told me, “Have you taken the breakfast?”
He asked me if I had taken the breakfast.

10.3.2. Wh questions

The verbs ‘ said’ and ‘tell’ become ‘ask, wonder, inquire, want to know...’

He **said** : “How are you?”
He **asked** me how I was.

The word order is the same as in the affirmative sentence:

... how I was. (Not, how was I)

Question word connects the two clauses:

... **how** I was.

Example sentences:

1. Teacher told him, “what is your name?”
Teacher asked him what his name was.
2. She said to him, “why did you come late?”
She asked him why he had come late.
3. He said, “when will they come?”

He asked when they would come.

4. She asked his son, “why are you crying?”
She asked her son why he was crying

10.4. Imperatives

Particle ‘to’ connects the two clauses

He ordered me: “**Open** the door.”
He ordered me **to open** the door.”

The verbs ‘*said*’ and ‘*tell*’ becomes ‘asked, suggested, ordered, advised...’

Example sentences:

1. He said to me, “please help me”
He **requested** me to help him.
2. She told him, “you should work hard for exam”
He **suggested** him to work hard for exam.
3. They told him, “do not tell a lie”
They said to him **not to** tell a lie.
4. He said, “open the door”
He **ordered** to open the door.
5. The teacher said to the students, “do not waste time”
The teacher **advised** the students not to waste time.
6. He said, “please give me a glass of water”
He **requested** to give him a glass of water.
7. The doctor said to me, “Do not smoke”

The doctor *advised* me not to smoke.

8. The teacher told him, "Get out"
The teacher *ordered* him to get out.

Other changes:

here > there
this > that
these > those
now / just > than
yesterday > the day before / the previous day
tomorrow > the next day / the following day
next week > the next week / the following week
today > that day
tonight > that evening / that night
ago > before (two days ago – two days before)

e.g. He said, "I will buy a book tomorrow"
He said that he would buy a book the the next day.

1. Change the direct sentences into the indirect ones:

1. She said: "My brother is coming today".
2. They said: "We have just come."
3. She told me: " They arrived two days ago."
4. He said: " I'm very busy today, but if you come tomorrow, I'll be able to see you.
5. John said: "I left home long ago."
6. Tom asked me: "Are you staying in this hotel?"
7. She asked: "Can you come tomorrow?"
8. He asked me: "Will you come to the lecture?"
9. She wondered: "Do you speak Spanish?"
10. He wanted to know: "Did you attend the meeting?"
11. John told me: "Why don't you go home?" (ne zaboravite da promenite glagol *told*)

12. He said to the man: "Where are you going?"
13. I said: "Who went with you last year?"
14. She said: "What's your name?"
15. They said: "Why did you do that?"
16. He said: "Shut the door, please."
17. She said: "Don't shout!"
18. He said: "Go there at 4 o'clock, please."
19. She said: "Come as soon as possible so that we can have a nice long chat."
20. I said: "Be here in time."

PART 4

Translation

1. Govorite li španski?
2. Govorite li sada engleski ili nemački?
3. Šta tražite ovde?
4. Šta čekaju ovi ljudi?
5. Nastavnik predaje novu lekciju, a studenti ga slušaju.
6. Više ne pada kiša, sada sija sunce.
7. Da li njena sestra predaje engleski u ovoj školi?
8. Oni uvek ručaju u pola dva.
9. Ovaj autobus staje ispred naše kuće.
10. Gospodin Green uvek stiže prvi na posao.
11. On želi da razgovara s vama.
12. Ne slažem se s vama.
13. Zar ne prepoznajete njegov rukopis?
14. Znam to odavno.
15. Poznajemo se već godinama.
16. Koliko dugo ste ovde?
17. Koliko je već vremena bez svesti?
18. Kada sam bio na moru, sunčao sam se svako pre podne.
19. Kadgod sam išao u pozorište, sedeo sam na najjeftinijim mestima.
20. Posetio je London pre nekoliko godina.
21. Većina naših manastira sazidani su u Srednjem veku.
22. Šta ste juče radili?
23. Kad sam stigao kući, deca su gledala televizijski program.
24. Kada sam polazio iz kancelarije, telefon je zazvonio.
25. Šta ste radili celog jutra juče?
26. Trčali su što su brže mogli da bi uhvatili voz.
27. Prošle godine u ovo vreme živeli smo u Kembridžu.
28. Predavač je objašnjavao to pitanje, a student su slušali pažljivo (attentively).

29. Ove nedelje sam dva puta pao ispit.
30. Potrošio je sav svoj novac.
31. Izašao je.
32. Čuo sam tu vest.
33. Nismo je videli ovog meseca.
34. Ovog meseca smo bili u strašnom poslu (awfully busy).
35. Kada smo stigli, utakmica je već počela.
36. Čim su završili doručak, deca su istrčala u dvorište.
37. Nisam učio srpski pre nego što sam stigao u Srbiju.
38. Napravila je mnogo grešaka pre nego što je shvatila šta radi.
39. Rekli su mi da je John vrlo umoran.
40. On je pitao da li studenti govore engleski.
41. Pitala me je kako se zovem.
42. Hteli su da znaju ko sam.
43. Rekao je da će doći na ručak.
44. Rekao je da sutra putuje za Italiju.
45. Rekli su nam da požurimo.
46. Rekla je da će se vratiti za dva sata.
47. Ako je slobodan, poćiće sa nama.
48. Ako ne požurite, zakasnićete.
49. Kuda ćemo ih voditi ako dođu sledeće nedelje?
50. Kada bi sad stigao, rekao bi nam šta da radimo.
51. Šta biste rekli kada bih prihvatila ovu ponudu?
52. Da sam na tvom mestu, ja to ne bih rekao.
53. Da ste bili na sastanku, vi biste ga videli.
54. Uhvatio bi autobus da je brže išao.
55. Da su znali da ste ovde, odmah bi došli.
56. Želeo bih da znam ime tog čoveka.
57. Voleo bih da nam kažu istinu.
58. Voleo bih da sam znao njegovu adresu kada sam bio u Londonu.
59. Voleo bih da sam to video.
60. Voleo bih da smo znali šta da uradimo.