

14 Medication

Scrub up

1 Work in pairs. Match these pictures with the medical problems.

- 1 an infection
- 2 a cut
- 3 an insect bite
- 4 constipation
- 5 obesity
- 6 vitamin deficiency
- 7 an infectious disease
- 8 an allergy

2 Tell your partner about a time when you had one of these conditions. What treatment did you have? Did it work?



Vocabulary

Types and forms of medication

1 Complete each sentence with a type of medicine.

- | | |
|----------------------|-------------------|
| A painkiller | An antihistamine |
| A sedative | A stimulant |
| An anti-inflammatory | An antidepressant |
| An inoculation | A laxative |
| An antibiotic | A supplement |

- 1 _____ kills bacteria and other germs.
- 2 _____ protects you against infectious diseases.
- 3 _____ relieves pain.
- 4 _____ reduces swelling.

- 5 _____ encourages bowel movements.
- 6 _____ provides a substance that the body lacks.
- 7 _____ treats allergies.
- 8 _____ increases activity in the body.
- 9 _____ reduces feelings of extreme sadness.
- 10 _____ makes you relaxed and sleepy.

2 Work in pairs. Look at the list of words in 1. Circle the syllable that you think is stressed in each word.

EXAMPLE

pairkiller

3 Listen and check.

4 Discuss with a partner which type of medicine you could use to treat the people in *Scrub up*.

In this unit

- types of medication
- methods of giving medication
- understanding instructions for giving medication
- *be going to v* Present Continuous for future
- writing up an experiment

5 Match the pictures with these names.

- | | | | |
|------------|-------|------------------|-------|
| 1 syringe | _____ | 6 suppository | _____ |
| 2 inhaler | _____ | 7 adhesive patch | _____ |
| 3 ointment | _____ | 8 tablespoon | _____ |
| 4 capsules | _____ | 9 dropper | _____ |
| 5 IV drip | _____ | | |



Listening

Patient medication



1 Listen to the nurse give information about patients' medication. Match each patient with the problem they have and with a medication type.

patient	problem	medication
Mr Gupta	allergy	antibiotic
Mr Gill	constipation	painkiller
Mr Sawyer	skin infection	laxative
Mr Thomas	respiratory tract infection	antibiotic
Mr Cheong	abdominal pain	antihistamine

2 Listen again and write down the dosage for each patient.

- 1 Mr Gupta _____ mg of Morphine every _____ hours
- 2 Mr Gill a _____ mg infusion of Clindamycin over a _____ hour period
- 3 Mr Sawyer one _____ mg tablespoon of Metamucil, _____ times a day
- 4 Mr Thomas _____ mg of Cephalexin every _____ hours
- 5 Mr Cheong an injection of _____ mg of Dimotane every _____ hours

Patient care

Dosages

🔊 Put the words in the right order to make sentences. Then listen and check.

- 1 day needs take a to week two for twice she tablets a.
- 2 Oliver what is on Penicillin dosage of Mr?
- 3 medicine he often need does his how?
- 4 four drop Mrs 0.5 every each hours ml one eye give in Muben.
- 5 with mealtimes on day two water times he's a three tablets at.

Speaking

Work in pairs. You are going to exchange details about patients' medication. Student A look at this page. Student B go to p.115.

Student A

Ask Student B questions to complete this information about patients' medication.

Mrs Dupont	1/2 teaspoon		3 / day at mealtimes
Mrs Francis		painkiller	
Miss Wang	500 mg		1 / day x 2 days
Miss Ekobu		antihistamines	
Mr Strauss			1 / day on an empty stomach
Mr Rossi	75 mg capsule	Tarniflu	
Mr Metcalf		laxative	
Mr Takahashi	injection 30 mg		1 / 3 hours

Language spot

be going to v Present Continuous for future

We can use *be going to*

- to make a prediction about the future, based on signs we can see now.

The scan is very clear – you're going to have twins!

- to talk about your next action.

I'm just going to take your temperature.

- to talk about something you have decided to do.

I'm going to apply for a job in New York.

- We use the Present Continuous to talk about things we have scheduled in the future.

I'm seeing my boyfriend tonight.

What shifts are you working next week?

- We often use the Present Continuous with expressions like *next week, in May, tomorrow, etc.*

I'm taking a week's holiday in April.

» Go to **Grammar reference** p.123

1 Complete these sentences using *be going to* or the Present Continuous and the verb in brackets.

- 1 I 'm going to ask (ask) you a few questions and fill in this form.
- 2 Here's your appointment – you _____ (see) the doctor at 11.45 tomorrow.
- 3 Your temperature's falling – you _____ (feel) much better tomorrow.
- 4 What time _____ (start) work tonight?
- 5 The consultant _____ (talk) to you later today.
- 6 I _____ (visit) some friends next weekend, so I'm out of town.
- 7 I _____ (ask) the doctor if you can have stronger painkillers.
- 8 _____ (you, have) your operation tomorrow morning, or tomorrow afternoon?

2 Work in pairs. Ask each other about your future schedule, and about things you have decided to do in the future. Ask about tonight, next weekend, next summer, when you finish studying, etc.

EXAMPLE

A *What are you doing tomorrow night?*

B *I'm working until seven, then I'm going to go home and just relax.*

A **pandemic** can start when these three conditions are met:

- a new disease appears
- the agent infects humans, causing serious illness
- the agent spreads easily among humans



- 3 Write sentences making predictions about people in your class. Give a reason for each one.

EXAMPLE

Grace is going to fall asleep this afternoon – she looks very tired!

Reading

- 1 Can you name any deadly infectious diseases that have spread around the world?

- 2 Read the sentences and decide if they are true (T) or false (F).

- 1 A pandemic is a type of virus. _____
- 2 Viruses reproduce outside your body. _____
- 3 More people died from Spanish flu than were killed in the First World War. _____
- 4 H1N1 is the name of a pandemic. _____
- 5 H5N1 is an antiviral drug. _____
- 6 Tamiflu is made by Roche. _____
- 7 Tamiflu stops H5N1 spreading. _____

- 3 What is the latest news on bird flu?

Pandemics and TAMIFLU

When someone who has flu sneezes nearby, you take tiny droplets of their saliva into your lungs. The droplets contain viruses that are looking for a new home. They get into your lungs and then into your blood, and can quickly take over your whole body, using it as a factory in which they can reproduce.

At any time, a deadly bacterium or a virus can become very successful and spread across the world, killing millions of human beings. When this happens it is called a 'pandemic'.

There was a pandemic in 1918. An influenza virus called H1N1, or 'Spanish flu', killed between 50 and 100 million people. More people died from H1N1 than were killed in the First World War.

A letter from a doctor in a military camp in 1918 describes the situation:

'...It is only a few hours until death comes. It is horrible. We have been averaging about 100 deaths per day. We have lost many nurses and doctors. Special trains carry away the dead. For several days there were no coffins and the bodies piled up.'

Since 1918, the H1N1 virus has mutated. Now there is a mutation called H5N1. When this mutation first appeared in China in 1996, there was a desperate search for a medicine to deal with it. The pharmaceutical company Roche came up with a drug called Tamiflu.

Tamiflu does not kill H5N1, but stops it making copies of itself. If given early enough, vaccinations of Tamiflu could perhaps save many lives. However, the virus will continue to mutate, and might become resistant to Tamiflu. The next mutation may already be with us by the time you're reading this!



Writing

Writing up an experiment

- 1 In an experiment, a stimulant called Isoprenaline is given to a rat to see what happens to heart rate and blood pressure. Look at the data, and use the words and expressions below to complete the report.

dose	intravenous infusion
the effect of	returned
anaesthetized	administered
dropped	recorded

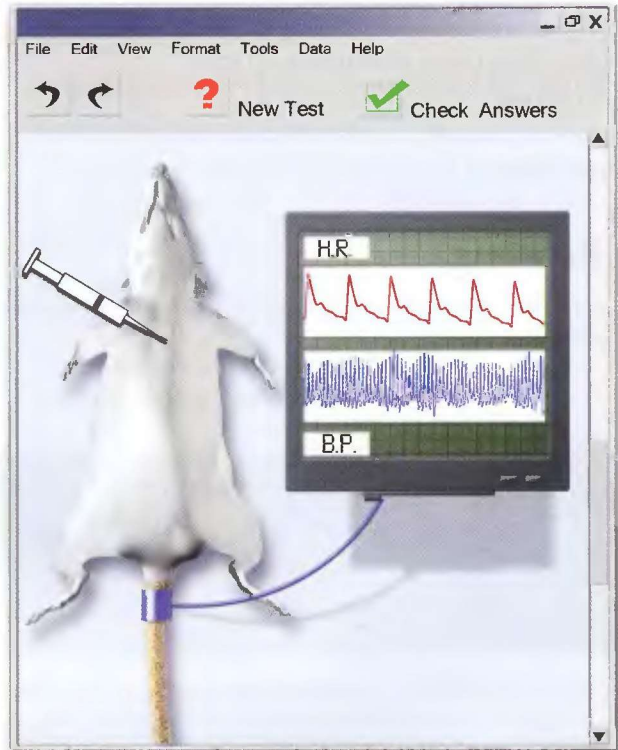
Experiment report

Aim To test _____¹ Isoprenaline on an _____² rat.

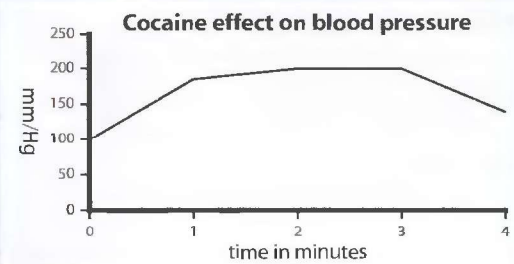
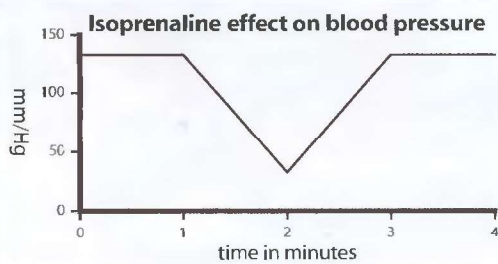
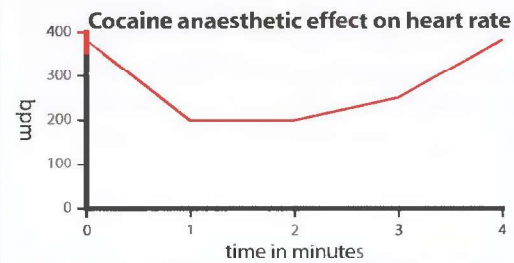
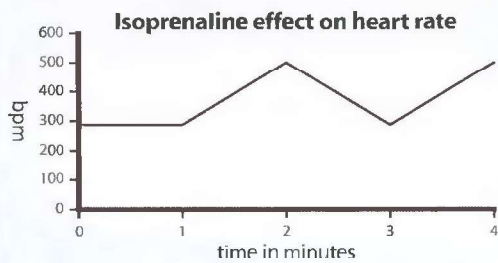
Method I _____³ a small _____⁴ of Isoprenaline by _____⁵ to a rat and _____⁶ the rat's heart rate and blood pressure.

Results The rat's heart rate went up to 500 and then _____⁷ slowly to normal after three minutes.

The rat's blood pressure _____⁸ after one minute. After two minutes the rat's blood pressure returned to 130.



- 2 These two charts show what happened when an anaesthetic (Cocaine) was given to the rat. Look at the data carefully, then write up the report using the report above to help you.



Project

- 1 Do you know who the man giving the injection is? Do you recognize the disease? Read the story.



The British scientist Edward Jenner (1749–1823) found a cure for smallpox when he noted that milkmaids did not catch the disease because they already had a mild form of smallpox from milking cows. This made them immune – their bodies could resist the disease. Jenner invented vaccination – the injecting of a mild form of a disease into patients to make them immune. His discovery came at a time when smallpox was killing millions.

- 2 Research one of these drugs which has also changed history and prepare a mini-presentation for the class. Talk about its history, what it's used for, how it's taken, and any possible side effects.

- Penicillin
- Aspirin
- the pill (oral contraceptives)

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

I can understand instructions for giving medication

I can use *be going to* and the Present Continuous to talk about the future

I can understand an article about pandemics

I can write up an experiment

Key words

Adjectives

antiviral
immune

Verbs

prescribe
mutate
spread

Nouns

bowel movement
constipation
deficiency
diagnosis
dose
droplet
germ
infusion
saliva
stimulant
suppository

Look back through this unit. Find five more words or expressions that you think are useful.