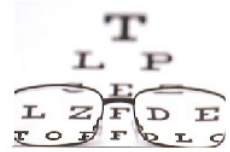


The **ophthalmoscope** is a hand-held instrument with lenses. It shines a light into the eye and enables ophthalmologists to examine the cornea, lens, and retina. The ophthalmoscope plays an important role in diagnosing eye diseases and preventing blindness.



The **Snellen chart** measures a person's eyesight according to which line they can read from 20 feet (6 metres). 20 / 20 (or 6 / 6) vision is normal. 20 / 40 (or 6 / 12) is roughly half as good, and 40 / 20 (12 / 6) twice as good as normal.

Lea symbols are often used to assess visual acuity in children who cannot read.

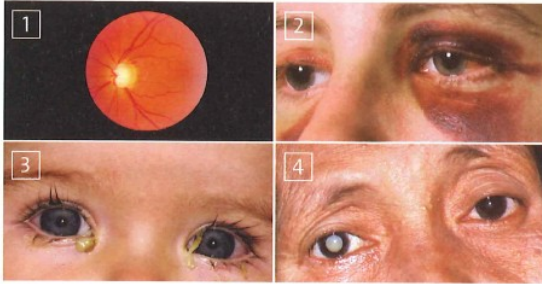


Do you know of any other ways of measuring visual acuity?

Eye conditions

1 Work in pairs. Match each eye condition with a picture.

- a cataract c glaucoma
b conjunctivitis d eye trauma



2 Match each of these symptoms with one or more of the eye conditions a–d above.

- | | |
|--------------------------|-------------------------|
| 1 a bloodshot eye | 8 double vision |
| 2 haloes around lights | 9 a dull pupil |
| 3 blurred vision | 10 irritation |
| 4 bruising of the eyelid | 11 sensitivity to light |
| 5 bulging eyes | 12 swollen eyelid |
| 6 clouding of the lens | 13 vision loss |
| 7 discharge | 14 watering |

Listening

1 Listen. A student nurse is having a training session with an ophthalmologist. Listen to four conversations and decide which patient has which of the eye problems a–d. Write 1–4.

- a cataract _____
b conjunctivitis _____
c glaucoma _____
d eye trauma _____

2 Listen again and answer the questions.

Dialogue 1

- What must the patient not do to his eyes?
- Who in his family has the same problem?

Dialogue 2

- How did the patient injure his eye?
- Where is the foreign body?

Dialogue 3

- What two problems does the patient have with her vision?
- What effect of the condition can the ophthalmologist see?

Dialogue 4

- How do things look when the patient closes his left eye?
- What does the right eyeball look like?

3 Discuss the questions with a partner.

- Do you know anyone who has suffered from any of these conditions?
- What treatment did they have?
- What was the outcome?

1 Report what was said yesterday.

D: "Have you been fighting?"

P: "No, it was an accident. I was picking apples and then I fell out of a tree."

D: "You have some bruising around your eye. I am going to inspect your eye now and if there is any foreign body, I will remove it."

D: "The patient won't see very well when the bandages first come off."

2 Transform the sentences below.

P: "I rubbed my eyes."

The patient with conjunctivitis admitted _____.

P: "I will probably undergo laser surgery."

The patient considered _____.

P: "I have symptoms such as blurred vision and nausea."

The patient mentioned _____.

D: "You should stay in bed".

The doctor recommended _____.

some more verbs followed by -ing: avoid, deny, suggest

Verbs followed by to or -ing form

1 Underline the correct form of the verb.

- Do you remember coming / to come here in the ambulance?
- This patient had to give up playing / to play tennis because of chest pain.
- Don't forget writing / to write in your diet diary every day.
- I recommend using / to use nicotine patches to help you.
- Most people don't mind having / to have an ECG.
- Do you want making / to make an appointment for next week?
- I'll never forget watching / to watch an operation for the first time.
- The patient promised making / to make a big effort to stop smoking.
- People don't feel like exercising / to exercise when they first leave hospital.
- You must remember taking / to take your medication every morning.

2 Complete these sentences in a way that is true for you. Then listen to another student's sentences and get them to talk about each one in more detail.

- I want to _____ this week when I have time.
- I try to avoid _____ whenever possible.
- I decided to become a nurse because _____.
- I'm trying to give up _____.
- I'll never forget _____ for the first time.
- I often forget _____.

3. Complete to+inf. or -ing

- I stopped _____ (apply) the drops because it irritated my eyes.
- I forgot _____ (make) an appointment with the ophthalmologist.
- I regret not _____ (come) sooner.
- The surgeon stopped _____ (have) a drink of water.
- I always avoid _____ (eat) fatty foods.
- I regret _____ (inform) you that the cancer has already spread.
- I will never forget _____ (do) my first autopsy.

Verbs followed by *to* or *-ing* form

Verb + *to* + infinitive

These include *agree, decide, deserve, hope, learn, manage, offer, promise, refuse, seem, and want.*

We managed to stabilize the patient.

Verb + *-ing* form

These include *avoid, dislike, don't mind, enjoy, feel like, finish, give up, imagine, keep, practise, recommend, and stop.*

He doesn't mind waiting for a cancellation.

Do you feel like eating anything?

Some verbs can be followed by *to* or the *-ing* form, but with certain verbs this involves a change of meaning.

Verb + *to* or *-ing* form with no change in meaning

These include *begin, continue, hate, intend, like, love, prefer, start, and try.*

Note: after *would hate, would like, would love, and would prefer*, we use *to* + infinitive.

I would like to get a second opinion.

Verb + *to* or *-ing* form with a change in meaning

The verbs *try, remember, and forget* can also be used with either *to* or the *-ing* form, but they change their meaning in each case.

He tried to straighten his arm, but was unable to. (try to + infinitive = make an attempt to do something)

We tried moving his bed next to an open window, but he still felt very warm. (try + -ing form = to test something out)

Remember to take these tablets with every meal. (remember + to + infinitive = remember that you must take the tablets with every meal)

He remembered arriving at the hospital but nothing after that. (remember + -ing form = he remembers that he did something)

Don't forget to use hand-rub. (not forget + to + infinitive = remember that you must use hand-rub)

I'll never forget seeing the car coming straight towards me. (forget + -ing form = I saw the car and I'll never forget it)

Verb + object + *to*

With some verbs, it is necessary to add an object. These include *advise, ask, encourage, forbid, help, invite, persuade, remind, recommend, and tell.*

The doctor asked me to describe the symptoms.

They advised me not to do any physical activity for several days.

Note: the position of *not* in the negative form.

NOT ~~They advised me to not do ...~~

Read the text and fill in only one most suitable word into each space.

Ear infections are very common _____ young children. In _____, roughly 70 % of all children have at least one ear infection before the age of six. Most of these infections happen in the middle ear, which is a small place located right behind the _____. The use of antibiotics to treat ear infections has _____ questioned recently by those who argue that some ear infections, like colds, are caused by viruses rather _____ bacteria. Antibiotics are not effective _____ treating viruses, and many people are justifiably concerned _____ the overuse of antibiotics. Studies have also shown _____ about 30 % of middle ear infections do not heal without the use of antibiotic treatment. This means that about 70 % of infections go away on their _____. The difficulty is that it is impossible, just by examining the ear even by using otoscope, to identify the 30% of children who will need the antibiotics. Identifying these children is important, as untreated inflammation of the middle ear, so called _____ media has the potential to develop serious infectious complications and lead to hearing _____.

Today, in certain situations, such as an older child with a mild infection (red _____ membrane, without any fluid in the middle ear), some physicians may choose not to treat the inflammation right away with antibiotics. _____, if the middle ear is filled with fluid which does not drain naturally through the _____ tube or if there is persistent discharge from the ear, antibiotics will be prescribed.