UNIVERSITE TUNIS EL MANAR
FACULTY OF MEDICINE OF TUNIS

PCEM1

MEDICAL ENGLISH

ACADEMIC YEAR 2016-2017

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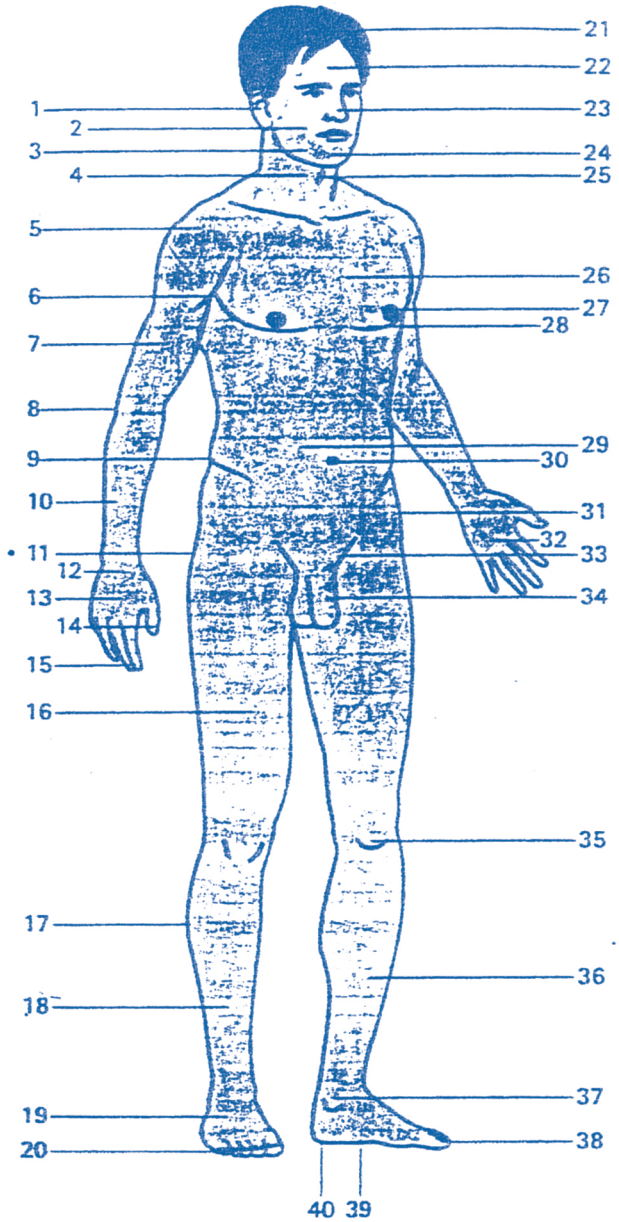
PCEM1

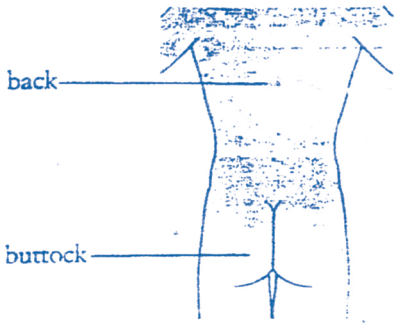
MEDICAL ENGLISH

UNIT ONE
GETTING STARTED

PARTS OF THE BODY

Parts of the body





1 ear
2 cheek
3 jaw (mandible)
4 neck
5 shoulder
6 armpit (axilla)
7 upper arm
8 elbow
9 loin
10 forearm
11 buttock
12 wrist
13 hand
14 thumb
15 finger
16 thigh
17 calf
18 leg
19 foot
20 toe
21 hair
22 forehead
23 nose
24 chin
25 Adam's apple (laryngeal prominence)
26 chest (thorax)
27 nipple
28 breast
29 stomach, tummy, belly (abdomen)
30 navel, belly button (umbilicus)
31 hip
32 palm
33 groin (inguinal region)
34 genitals (penis and testicles)
35 knee (patella = kneecap)
36 shin
37 ankle
38 big toe
39 sole
40 heel

SECTION 1 OUTER PARTS

Patients do not use medical terminology but rather common words to describe parts of the body. It is important for you to know these words to be able to communicate with the patients. Children will sometimes use different words, for example, tummy instead of stomach.

A REPLACE THE NUMBERS IN PARENTHESES WITH THE CORRESPONDING PARTS OF THE BODY FROM THE CHART:

1. Neurotology is the study of the inner (1_____and related nerves and blood vessels.
2. Like the lips, the (2_____help hold food and they also play a role in speech.
3. A person having a heart attack typically feels an intense, crushing pain in the (26_____ especially on the left side. The pain may radiate to the person's (4_____ (3_____ and left arm.
4. The upper respiratory tract consists of the (23_____and the pharynx, or throat.
5. In humans the skin of the (6_____is covered with large sweat glands and hair. Large nerves and vessels of the arm pass through it. The axilla has numerous lymphatic glands into which drain the lymph channels from the arm, part of the (28_____ and part of the chest wall.
6. The most commonly inflamed bursas are around the (5_____ Other affected bursas include those at the (8_____and (35_____ joints, and those at the Achilles tendon, which connects the calf muscle to the (40_____bone. An inflamed bursa located at the base of the (38_____is called a bunion.
7. The area on each side of the backbone of a human or other animal between the ribs and (31)_____ is known as (9_____
8. In humans, either of the two fleshy mounds above the (18_____and below the hollow of the (---) _____is called (11_____
9. Gliding joints, in which the surfaces of the bones move a short distance over each other, are found between the various bones of the (12)_____and (37) _____
10. Symptoms of carpal tunnel syndrome may begin with numbness or tingling in the (15)_____ Over time the tingling may be accompanied by pain, which can spread from the (13)_____up to the (10)_____and (7)_____
11. The (19_____is also a frequent site of arthritis, including gout.
12. With the thick layer of fatty tissue under the (39)_____, these flexible arches absorb pressure and the shocks of walking and jumping.
13. Baldness, or alopecia, a partial or complete loss of (21)_____, primarily affecting the scalp.
14. The laryngeal prominence—commonly known as the (25)_____—is a feature of the human neck. This lump, or protrusion, is formed by the angle of the thyroid cartilage surrounding the larynx. It is called so because of the legend, referred to in Genesis 3:6, of the apple that lodged in Adam's throat.

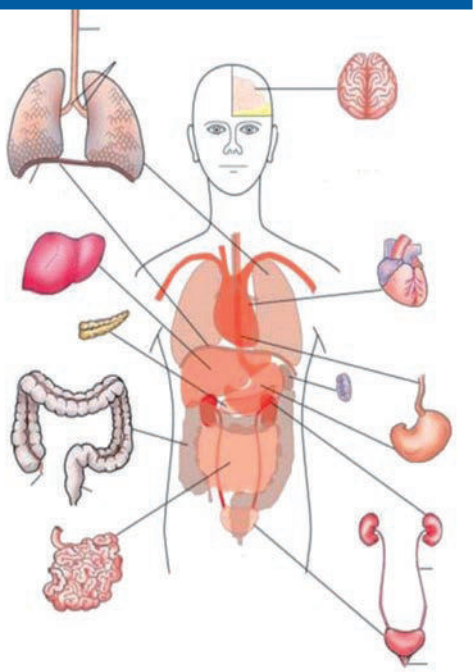
B COMPLETE THE TABLE FROM THE CHART:

French	English
cuisse	(16)_____
pouce	(14)_____
mollet	(17)_____
front	(22)_____
menton	(24)_____
mamelon	(27)_____
ventre	(29) _____
nombril	(30) _____
paume	(32) _____
aine	(33) _____
organs génitaux	(34) _____
tibia	(36) _____

SECTION 2 INNER PARTS

A WRITE THE ACCURATE NUMBER FOR THE CORRESPONDING ORGAN:

1.small intestine
2.trachea
3.pancreas
4.oesophagus
5.brain
6.appendix
7.stomach
8.lungs
9.large intestine
10.heart
11.bronchi
12.diaphragm
13.spleen
14.rectum
15.caecum



- Urine enters the (16) bladder from the (17) kidneys through two ureters (18) and is discharged through the urethra (19).

- Lax in physiology describes a bowel (20) that is not easily controlled and produces loose faeces.

B GUESS THE NAME OF THE ORGANS DESCRIBED BELOW, THEN WRITE THEIR NUMBER IN THE CORRESPONDING SPACE ON THE CHART:

21. The final S-shaped portion of the large intestine leading to the rectum_____

22. A C-shaped tube which is the first short section of the small intestine immediately beyond the stomach_____

23. A glandular vascular organ in vertebrates that secretes bile, stores and filters blood, and takes part in many metabolic functions such as the conversion of sugars into glycogen. It is reddish-brown, multilobed, and in humans is located in the upper right part of the abdominal cavity_____

SECTION 3 PROPERTIES

A LOOK AND READ:

An Elastoplast sticks to the skin.

It is **adhesive**.

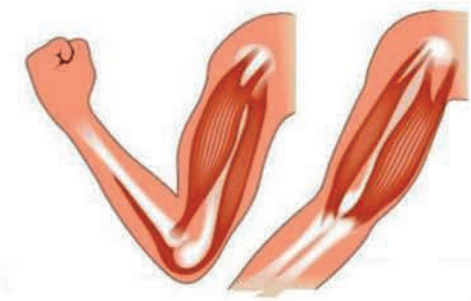
The skin can bend into many shapes. It is **flexible**.

Bones cannot bend.

They are **rigid**.

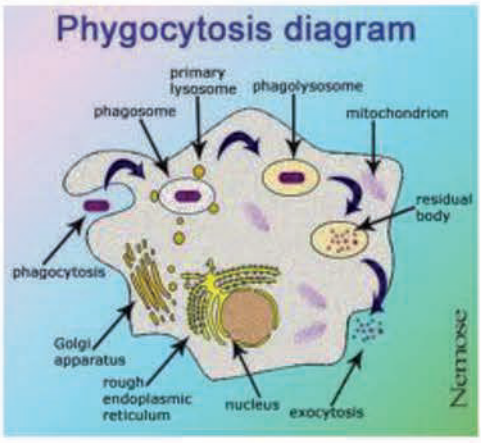
Some tissues can be stretched and then will return to their original shape.

They are **elastic**.



Some organs can stretch or contract by the use of muscles.

They are **muscular**.

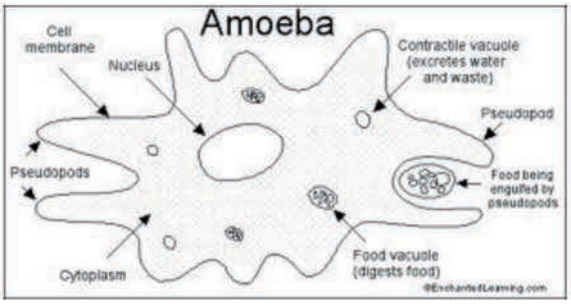


Some cells can eat bacteria and destroy them.

They are **phagocytic**.

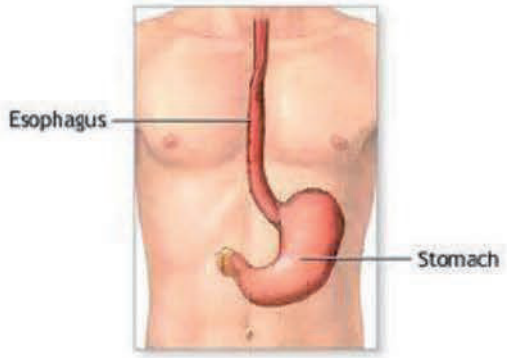
Some cells move around the tissues.

They are **motile**.



They move like the amoeba.

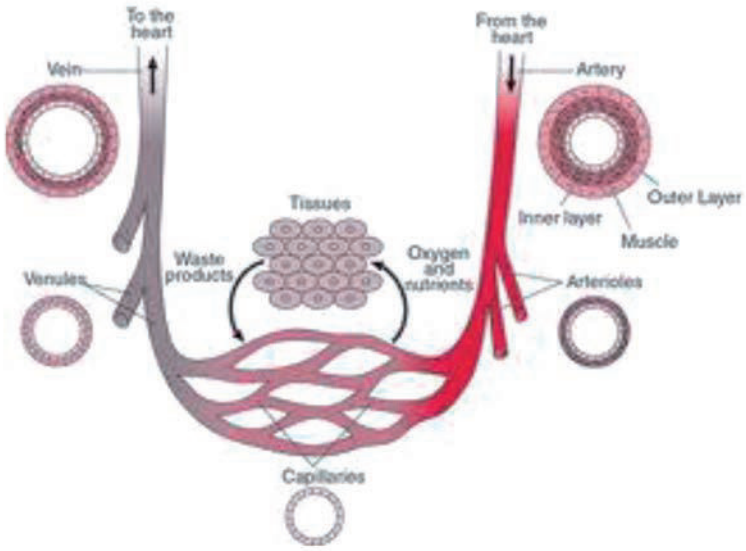
They have the property of **amoeboid** movement.



Food can pass through the walls of the stomach, but not through the walls of the oesophagus.

The walls of the stomach are **permeable**, but the walls of the oesophagus are **impermeable**.

B- LOOK AT THIS DIAGRAM OF BLOOD VESSELS AND COMPLETE THE SENTENCES BELOW:



a) Arteries are long tubular blood vessels which can bend and stretch, i.e. they are_____and_____

b) Some cells and molecules can pass through capillary walls. In other words capillaries are_____

c) Some white blood cells (leucocytes) can destroy bacteria, i.e. leucocytes are_____

d) Platelets are very small particles which stick together to stop bleeding, i.e. they are_____

e) Red blood cells (erythrocytes) can bend to get through narrow blood vessels and then spring back into shape. In other words erythrocytes are_____

f) Blood cells cannot pass through artery walls. This means that arteries_____

g) Leucocytes can pass through capillary walls. This means that capillary walls are_____to leucocytes.

h) The leucocytes can move around in the tissues, or, in other words, they are_____

i) Veins are wide blood vessels with some muscle tissue in their walls, i.e. veins_____

j) Erythrocytes cannot usually pass through capillary walls. In other words, capillary walls are usually _____

C- USING INFORMATION FROM EXERCISES A AND B, COMPLETE THESE TABLES:

	Flexible	phagocytic	motile	adhesive
erythrocytes		X	X	X
leucocytes	√			
platelets	√	X	X	

	permeable	impermeable	muscular	elastic
arteries			√	
capillaries			X	X
veins		√		X

Study the following structures:

Both erythrocytes and leucocytes are flexible.

Neither erythrocytes nor leucocytes are adhesive.

Leucocytes are phagocytic, { but / whereas } erythrocytes are not.

Leucocytes are phagocytic. Erythrocytes, { however, / on the other hand } are not.

D-COMPLETE:

a) Both arteries and_____ _____ impermeable.

b) Arteries are elastic blood vessels but_____ _____

c) Capillaries have very thin walls whereas_____muscular walls.

d) Capillaries are permeable to_____ Erythrocytes, on the other hand, _____

e) Leucocytes can pass through the walls of capillaries; Arteries, however, _____

f) Neither_____ _____ are phagocytic.

g) Platelets are_____ _____ erythrocytes are not.

h) _____do not have the_____ of amoeboid movement.
Leucocytes_____can_____tissues.

i) Skin is_____ bone _____is rigid.

WRITING:

THE MUSCULOSKELETAL SYSTEM:

Put the words in parentheses in the correct tense/form then arrange the parts to get a meaningful paragraph:

a- The (move_____of individual vertebrae are extremely limited;

b- Thus, the arm at the shoulder (be_____freely movable,

c- the bones (compose_____the skull are immovable.

d- The human skeleton (consist_____of more than 200 bones bound together by tough and (relative_____inelastic connective tissues called ligaments.

e- whereas the knee joint (definitely-limit_____ _____ to a hingelike action.

f- The different parts of the body (vary_____greatly in their degree of movement.

g- These muscular (contract_____are controlled by the nervous system.

h- Movements of the bones of the skeleton (effect_____by contractions of the skeletal muscles, to which the bones are attached by tendons.

1	2	3	4	5	6	7	8

MEDICAL CROSSWORDS PUZZLE

ACROSS

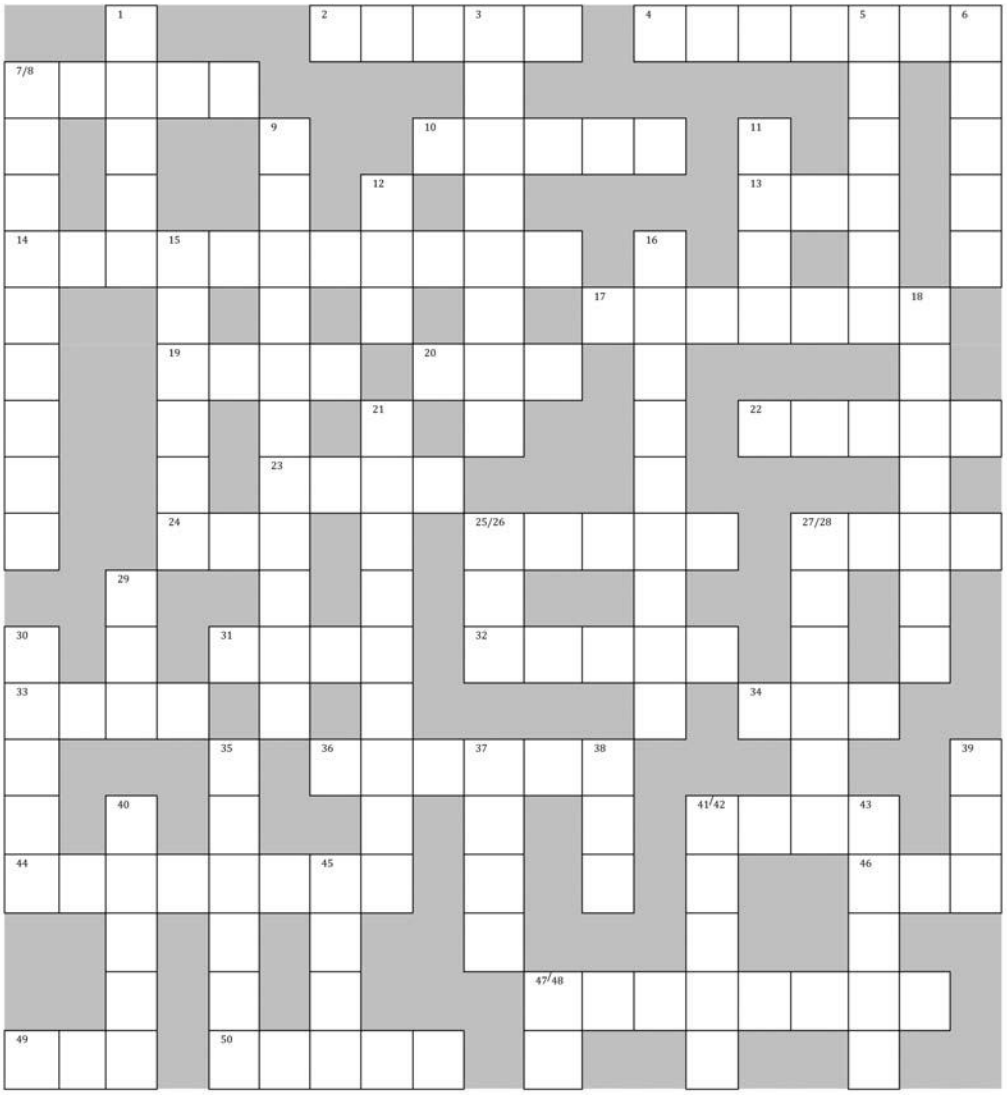
2. body fluid containing white cells
4. belly; tummy
7. milk/lactic acid/lactose (prefix)
10. opposite of small for intestine
13. organ of vision
14. extremely thin-walled blood vessels
17. liquid waste-removing organs
19. shape of the duodenum
20. something that produces or is produced

(suffix)

22. spore-producing organism (pl.)
23. disease of oil-secreting glands that often affects adolescents
24. pharmacology: three times a day (used in doctor's prescriptions; Latin: ter in die)
26. blood-pumping organ
28. a mass of thickened blood
31. lower limb either including or excluding the foot (pl.)
32. eating/consuming (prefix)
33. bone marrow/spinal cord/spinal column (prefix)
34. Intensive Care Unit (abb.)
36. group of cells in organism
42. an arm, leg or similar appendage to the body
44. property of elastoplasts
46. color of erythrocyte
48. small outgrowth from the large intestine
49. curved bone of chest
50. respiratory organ (pl.)

DOWN

1. skin on top of head
3. blood particle involved in clotting
5. type of blood vessel
6. found in or associated with the blood or blood vessels (US)
8. white blood cell
9. place where bile is stored
11. shape of kidney
12. a limb attached to the shoulder of the human body
15. in anatomy: having all body parts in place and undamaged
16. muscular wall below rib cage
18. shape of the final portion of the large intestine leading to the rectum
21. digestive tract
25. side of the body below waist
27. 1st part of large intestine (G.B.)
29. health services: accident and emergency (abb.)
30. Cells move around the tissues like...(U.S.)
35. tubular structure conducting body fluid
37. natural layer covering body
38. organ of hearing
39. pharmacology: two times a day
40. the thickest digit of the human hand, located next to the forefinger
41. glandular vascular organ that secretes bile and stores and filters blood
43. organ of thought and feeling
45. a blood vessel that carries blood to the heart
47. pharmacology: before meals (Latin: ante cibum /ante prandium)



Created by:
Pr. Rafla BAHROUN

GRAMMATICAL TRANSLATION: EXPRESSING "PRESENT TIME"

Indicate the function of the conjugated verbs then translate the sentences into French:

1. We study medical English.

2. I am a student of medicine.

3. Students of medicine go to the teaching hospital every day.

4. What do you do?

5. What are you doing?

6. Tell me. What language does he speak?

7. Tell me. What language is he speaking?

8. Arteries and veins have different structures.

9. Birds of a feather flock together.

10. I'm not sleeping well these days.

11. Do something! I'm choking!

12. I can see you.

13. Be quiet! I can't hear!

14. I'm not feeling very well. / I don't feel very well.

15. She looks very ill.

16. This syrup tastes awful.

17. It feels like silk.

18. What's that? It smells like gas.

19. You're looking very well today.

20. He's looking at the vital signs monitor.

21. I'm not seeing Janet anymore.

22. The judge is hearing the evidence now.

23. I think he's mad.

24. I don't/can't remember you.

25. I'm thinking of seeing a shrink.

26. The flying doctor leaves at 2 p.m.

27. Tomorrow is April the 1st.

28. I'll tell you when I'm ready.

29. He's continually talking about his disease.

30. I'm leaving tonight.

31. I'm not staying in a mental hospital, I can tell you!

32. I'm going to the doctor's tomorrow.

33. I've decided to go and I'm going.

Put the verbs in parentheses in the correct tense:

1- Cells (carry out_____thousands of biochemical reactions each minute and (reproduce_____new cells that (perpetuate_____life.

2- The inward growth of epithelium (form_____the glands—for example, the sweat glands of the skin and the gastric glands of the stomach.

3- Cilia can also create currents that (sweep_____food particles toward the paramecium's gullet for ingestion.

4- The central nervous system (process_____and (coordinate_____all incoming sensory information and outgoing motor commands, and it (be_____also the seat of complex brain functions such as memory, intelligence, learning, and emotion.

5- Vegetarians (be_____people who (not-eat_____meat.

6- (hear - you_____what I am saying or you (watch_____the news?

7- As researchers study the contribution of food production to the emission of greenhouse gases, the links between overeating and climate change (become) _____clearer.

8- It (look_____as if it's going to rain.

9- Older and ill people are more likely to be exposed to toxins because they (not-go out_____so often.

10- The populations that (grow_____fastest are also those where marriage between cousins (prefer_____

11- Clinical standards (to change-constantly) _____ through research and regulation.

12- We are still trying to find out what (cause_____the high temperature.

BASIC MEDICAL ENGLISH:

NOUNS

There are 20 nouns connected with medicine in the box below. Use them to complete the sentences. In some cases, you will need to make them plural:

injury	allergy	remission	biopsy	transplant	course
examination	excess	exercise	injection	intake	overdose
paroxysm	progress	recurrence	surgery	tendency	treatment
vaccination	seizure				

1- He developed an **allergy** to penicillin.

2- Serious bacterial food poisoning explains_____and vomiting.

3- She went into a coma after an_____of heroin.

4-The patient will need plastic_____to remove the scars he received in the accident.

5- He had a_____of a fever which he had caught in the tropics.

6- He suffered_____of coughing in the night.

7- There is a_____to obesity in her family.

8- From the_____of the X-ray photographs, it seems that the tumour has not spread.

9- The doctor gave him an_____to relieve the pain.

10- He doesn't take enough_____; that's why he's fat.

11- Antidepressive medicinal products should continue for at least six months following_____

12- She was advised to reduce her_____of sugar.

13- The_____ of the tissue from the growth showed that it was benign.

14- The parents gave their consent for their son's heart to be used in the_____operation.

15- The doctors seem pleased that she has made such good_____.since her operation.

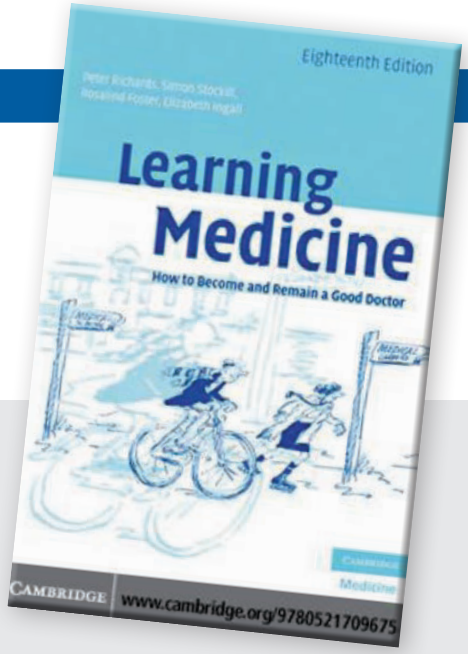
16- This is a new_____ for heart disease.

17- Her body could not cope with an_____of blood sugar.

18- ._____ is mainly given against cholera, diphtheria, rabies, smallpox, tuberculosis and typhoid.

19- She took a_____of steroid treatment.

20- He was suffering from internal_____and massive blood loss.



1

WHY MEDICINE AND WHY NOT?

So you are thinking of becoming a doctor? But are you quite sure that you know what you are letting yourself in for? You need to look at yourself and look at the job. Working conditions and the training itself are improving, but medicine remains a harde r taskmaster than most occupations. Doctors have also never been under greater pressure nor been more concerned for the future of the National Health Service (NHS).

Before starting medicine you really do need to think about what lies ahead. The trouble is that it is almost impossible to understand fully what the profession demands, particularly during the early years of postgraduate training, without actually doing it. Becoming a doctor is a calculated risk because it may be at least 5 or 6 years' hard grind before you begin to discover for sure whether or not you suit medicine and it suits you. And you may change; you might like it now, at your present age and in your current frame of mind, but in 6 years' time other pressures and priorities may have crowded into your life.

Medicine is both a university education and a professional training. The first 5 or 6 years lead to a medical degree, which becomes a licence to practise. That is followed by at least as long again in practical postgraduate training. The medical degree course at university is too long, too expensive (about £200,000 in university and NHS costs, quite apart from personal costs), and too scarce an opportunity to be used merely as an education for life. It might seem odd not to start considering "medicine or not?" by weighing up academic credentials and chances of admission to medical school.

Not so; of course academic and other attributes are necessary, but there is a real danger that bright but unsuited people, encouraged by ambitious schools, parents or their own personalities, will go for a high-profile course like medicine without having considered carefully first just where it is leading. A few years later they find themselves on a conveyor belt from which it becomes increasingly difficult to step. Could inappropriate selection of students (most of whom are so gifted that they almost select themselves) account for disillusioned doctors? Think hard about the career first and consider the entry requirements afterwards.

Getting into medical school and even obtaining a degree is only the beginning of a long haul. The university course is a different ball game from the following years of general and specialist postgraduate training. Postgraduate training is physically, emotionally, and socially more demanding than the life of an undergraduate medical student on the one hand and of a settled doctor on the other. With so many uncertainties about tomorrow it is difficult to make secure and sensible decisions today. Be realistic, but do not falter simply for lack of courage; remember the words of Abraham Lincoln: "legs only have to be long enough to reach the ground".

This is your life; if you get it wrong you could become a square peg in around hole or join the line of disillusioned dropouts. Like a submaster key, which opens both outer doors and a particular inner room, you need to fit both the necessary academic shape and also the required professional attitudes. In this new edition of Learning Medicine we give greater emphasis to the professionalism the public, and patients in particular, expect of their doctors and even of medical students. Finally, you need to dovetail into a particular speciality.

You must have the drive and ability to acquire a medical degree, equipping you to continue to learn on the job after that. Also, you need to be able to inspire trust and to accept that the interests of the patient come before the comfort or convenience of the doctor. It also helps a lot if you are challenged and excited by clinical practice. Personality, ability, and interest, shaped and shaved during the undergraduate course and the early postgraduate years, will fit you in due course, perhaps with a bit of a squeeze, into a particular speciality "hole". Sir James Paget, a famous London surgeon in the 19th century concluded from his 30 years of experience that the major determinant of students' success as doctors was "the personal character, the very nature, the will of each student".

Why do people want to become doctors? Medicine is a popular career choice for reasons perhaps both good and not so good. And who is to say whether the reasons for going in necessarily affect the quality of what comes out?

SO, WHY MEDICINE?

Glamour is not a good reason; television "soaps" and novels paint a false picture. The routine, repetitive, and tiresome aspects do not receive the prominence they deserve. On the other hand, the privilege (even if an inconvenience) of being on the spot when needed, of possessing the skill to make a correct diagnosis, and having the satisfaction of explaining, reassuring, and giving appropriate treatment can be immensely fulfilling even if demanding. Yet others who do not get their kicks that way might prefer a quieter life, and there is nothing wrong with that. It is a matter of horses for courses or, to return to the analogy, well-fitting pegs and holes.

PCEM1

MEDICAL ENGLISH

UNIT TWO
THE PATIENT'S CONDITION

PART ONE : SEEN ON THE SKIN

A/ MATCH THE SUITABLE WORD WITH THE CORRESPONDING PICTURE:

1- chilblain **2- sunburn** **3-cut**
4- acne **5- scratches** **6-scar**

a_____

b_____

c_____

d_____

e_____

f_____

B/ WRITE THE NUMBER OF EACH PICTURE NEXT TO THE SUITABLE DEFINITION:

a___ An outbreak on the surface of the skin that is often reddish and itchy.

b___ slight and shallow damage to the skin caused by rubbing against something rough and hard.

c___ A small mark, sometimes raised growth on the human skin, sometimes with a hair or hairs growing from it.

d___ A tender area of skin discoloration caused by blood leaking from blood vessels damaged by pressure or impact.

1-mole

2-rash

3-bruise

4-graze

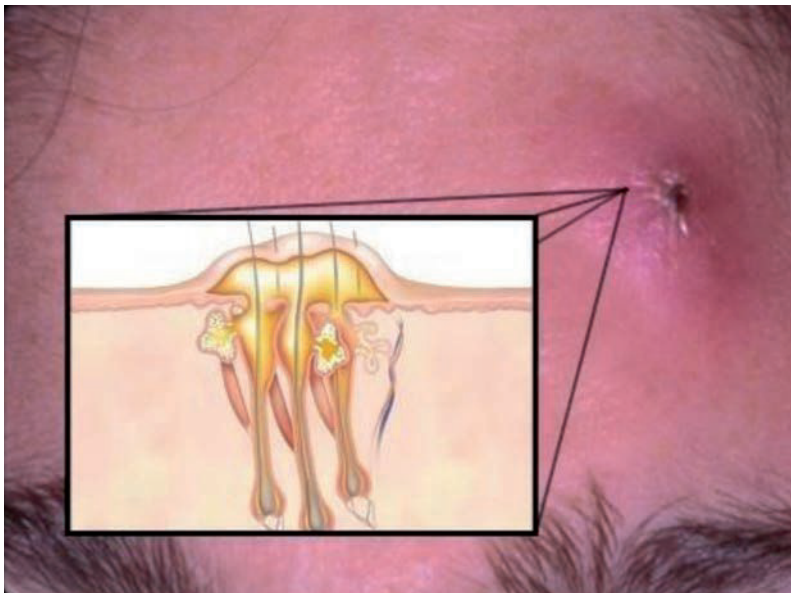
C/ DO THE FOLLOWING QUIZ:

1-What is the other name of skin tags?

☐ skin tabs ☐ barnacles ☐ acrochordons

☐ cutaneous papillomas ☐ fibroepithelial polyps ☐ all of the above

2- It is an abscess in the skin caused by the bacterium Staphylococcus aureus. It usually involves a group of hair follicles and is therefore larger than a typical furuncle, or boil. It can have one or more openings onto the skin and may be associated with fever or chills.



☐ boil

☐ carbuncle

☐ furuncle

3-Blisters are small pockets of fluid in an upper layer of the skin caused by friction, burning or freezing. Most blisters are filled with a clear fluid called serum or plasma (blister water). Some blisters, however, are filled with blood; they are called blood blisters

☐ True

☐ False

4-In 1873, Dr. Armauer Hansen of Norway was the first to

☐ see the leprosy germ (Mycobacterium leprae) under a microscope

☐ discover that leprosy was either hereditary, a curse, or from sin.

Hansen's disease

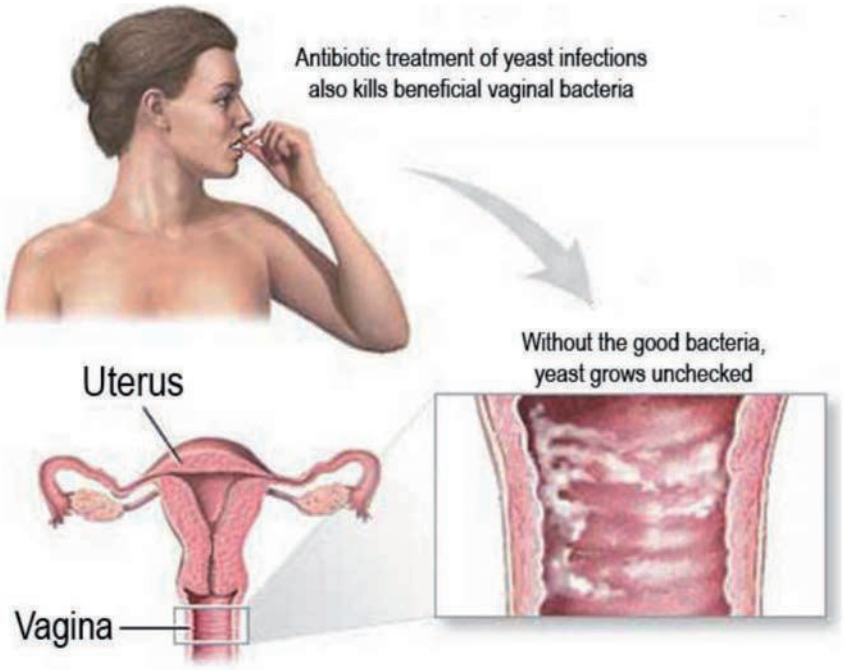
HD

lepra

St Giles disease

5-Candidiasis, also called yeast infection, is targeting only females.

☐ True ☐ False

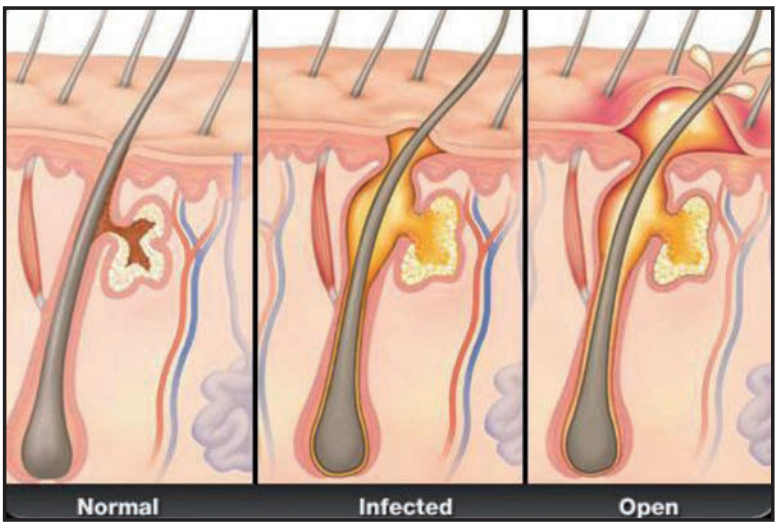


6-Symptoms of skin peeling may include: dry skin, eczema, psoriasis allergies, lack of vitamin B, lack of niacin or biotin, diabetes, use of certain medication, infections, perspiring, heredity, etc...

☐ True ☐ False

D/ FILL IN THE BLANKS WITH WORDS FROM THE BOX:

Drain out **bloodstream** **pus** **abscess** **infection**



A boil is a skin infection that starts in a hair follicle or oil gland. Also referred to as a skin _____ it is a localized infection deep in the skin. A boil generally starts as a reddened, tender area. Over time, the area becomes firm and hard. Eventually, the center of the abscess softens and becomes filled with_____ - fighting white blood cells that the body sends via the _____to eradicate the infection. This collection of white blood cells, bacteria, and proteins is known as_____ Finally, the pus «forms a head» which can be surgically opened or spontaneously _____ through the surface of the skin.

E/ GIVE THE FRENCH OR ENGLISH EQUIVALENT:

naevus flammeus

_____

wart

_____

bouton de fièvre

_____

birth mark

_____

scabies

_____

écorchure

_____

fungual skin infection

_____

F/ FILL IN THE BLANKS FROM THE VIDEO SEQUENCE:

A suspected deep tissue injury looks like a small purple or maroon area of intact skin or a blood-filled ———————— ————— The surrounding area may be painful, firm, mushy, boggy, warmer or cooler when compared with the area of———————————

A stage one pressure ulcer has intact skin with ——————————— redness of a small area, usually over a boney ———————————

A stage two pressure ulcer involves a partial ——————————— loss of skin. It may look like an ———————— ———— blister or shallow crater.

A stage three pressure ulcer involves a full-thickness skin loss that may extend down to the underline ———————— ————— It appears to be a deep ———————————that may or may not undermine adjacent tissue.

A stage four pressure ulcer displays full-thickness skin loss, extensive destruction, tissue ——————————— or damaged muscle, bone, tendons and ——————————— capsules.

When full-thickness tissue loss is accompanied by slough (yellow, tan, grey, green or brown) and or eschar (tan, brown or black in the wound bed) the pressure ulcer is considered ——————————— until enough is removed to reveal the base of the wound.

G/ NAME THESE PICTURES FROM THE STOREY ON THIS LINK: http://llerrah.com/freckles.htm

——————————————— ———————————————

PART TWO : DO WHAT THE DOCTOR SAYS

A/ LISTEN AND FILL IN THE BLANKS WITH THE RIGHT MODAL:

- You're back early. What did the GP say?
- He said I———————————————stay in bed for 3 days. He told me to take some medicine and drink plenty of water.
- Right———————————————I bring you some soup in bed?
- But I've got my interview on Thursday and I really———————————————go.
- Nonsense! You———————————————do what the doctor says. If not, you———————————————get worse. You———————————————even ———————————————go to hospital. I don't think you———————————————go to York. You're too ill.
- Don't worry about me. I———————————————be ok. I———————————————just take my prescription to the chemist's.
- You———————————————go out. I———————————————take it.

B/ LISTEN AND WRITE. PAY ATTENTION TO CAPITALIZATION AND PUNCTUATION:

1 _____

_____

2 _____

_____

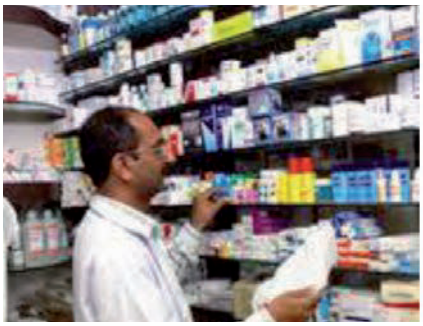
3 _____

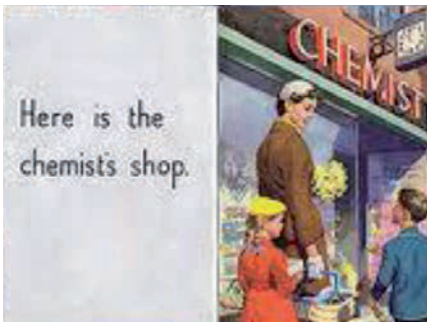
_____

4 _____

_____

5 _____





_____

_____

LANGUAGE STUDY: MODALS AND SIMILAR EXPRESSIONS

Auxillary	Uses	Present/Future	Past
be going to	98% certainty	He is going to be here at 6 p.m. (only future)	
	definite plan	She is going to see an eye doctor.	... was going to ...
be to	strong expectation	He is to be here at 6 p.m.	... was to ...
be supposed to	expectation	A nurse practitioner is supposed to assume the diagnosis and treatment of minor illnesses.	... was supposed to ...
can	ability / possibility	You can rise on your feet.	...could...
	informal permission	You can use my car tomorrow.	
	informal polite request	Can I borrow your pen?	
	impossibility (negative only)	That can't be true!	...couldn't...
could	past ability		You could rise on your feet.
	polite request	Could you help me?	
	suggestion	- "I need help in biochemistry." - "You could talk to your teacher."	- "I needed help in biochemistry." - "You could have talked to your teacher."
	less than 50% certainty (less certain than "can")	- "Where is the nurse on duty?"	- "Where has the nurse on duty been?"
		- "He could be in room 28."	- "... could have been..."
	impossibility (negative only)	That couldn't be true!	... couldn't have been ...

Auxillary	Uses	Present/Future	Past
had better	advisability with threat of bad results	You had better stop smoking, if not you will catch lung cancer	(past form uncommon
have to	necessity	I (will) have to take a couple of pain-killers.	... had to ...
	lack of necessity (negative)	You don't have to take any shots.	... didn't have to ...
have got to	Necessity	You have got to use a	... had got to ...
may	formal polite request	May I borrow your pen?	
	formal permission	You may leave the sanatorium.	
	50% certainty	The new findings may be useful for animal and human nutrition.	... may have been ...
might	20% certainty	Tumours located inside the skull might be cancerous.	... might have been ...
must	strong necessity	This wound must be cleaned with an antiseptic.	This wound had to be cleaned with an antiseptic.
	prohibition (negative only)	You must not exceed the stated dose.	...must not have exceeded...
	95% certainty (modal paraphrase: is certain to)	This must be due to a massive over-dose of sleeping pills.	...must have been...
ought to	advisability	You ought to know by now how much we care for you.	...ought to have known...
	80% certainty (future only)	She ought to do well on the test on attentiveness.	...ought to have done...
shall	polite question to make suggestion	Shall we get started?	
	future with "I" or "we"	I shall arrive at 9 a.m.	
should	80% certainty (modal paraphrase: is very likely to)	Every breath she takes should be the last.	Every breath she took should have been the last.
	Advisability	You should have the basic first aid content in your home.	...should have had...
used to	repeated action in the past		I used to exercise regularly.
will	polite request	Will you please pass the salt?	
	98% certainty	He will be here at 9 a.m.	
	Willingness	- "The phone is ringing." - "I'll get it."	
	refusal (only negative)	The CT scanner won't work.	....wouldn't...
would	very polite request	Would you mind if I leave the hospital before the due date?	
	repeated action in the past		When I was younger, I would exercise regularly.
	Preference	I would rather take pills than have shots.	...would rather have taken pills that have had...

Note: When reporting the results of their research, scientists must be careful to indicate whether their results are proven facts or probable facts. They do this by means of (1) modals or (2) a statement of probability with a subordinate clause.

REWRITE USING A MODAL. MAKE THE NECESSARY CHANGES:

1) We **are capable of** adapting to heat by performing exercises in a hot environment for an hour or more, every day, for 5 to 10 days.

2) **It is forbidden** for you to smoke in the staff room. If you do, the head nurse **is sure to** kick you out.

3) **It is probable that** your illness is due to weather changes.

4) **I advise you to** consult an eye doctor as soon as possible.

5) **It is necessary for you to** take your pills in time.

6) Mouth-to-mouth resuscitation **is very likely** to be successful.

7) **It is possible but not very likely that** a high proportion of inbreeding will flush out the recessive genes.

8) Lectin intake **will probably** have serious consequences for metabolism and health.

9) **Were** any of our emergency measures **able to** help?

10) I asked her to come back in two weeks to have the dosage checked again, but she **didn't agree to**.

GRAMMATICAL TRANSLATION: FOCUS ON "MODALS"

Translate the following sentences into French:

1) I think the blood gas analysis will be negative.

2) "WhoÐs that?" "Oh, that„ll be the new medical secretary."

3) He will have arrived by now.

4) In a few years, they will have found a cure for cancer.

5) He must be in bed.

6) You must be crazy!

7) You can't be serious!

8) He can relieve your mental and physical pain.

9) Can I book an appointment?

10) May I smoke?

11) He may come at two oÐclock.

12) She may have missed the diagnosis.

13) He might be ill.

14) They might have had an accident.

15) I couldn't kill him, even if I wanted to.

16) They could have called us.

17) I should be delighted to accept your invitation.

18) The machines should be delivered next week.

19) The MICU shouldn't be too long.

20) Code zero team should help her.

21) The maternity nurse should have told me.

22) The sedatives might still affect your reflexes, so you are not allowed to drive that day. Sick leave can be prescribed for you for the day of the procedure if it is necessary.

Translate into English using a modal:

1) Des faux résultats négatifs peuvent se produire.

2) Il faut que le médecin permette au patient de décider.

3) J'ai dû me tromper.

4) J'aurais dû me douter que c'était une tumeur maligne.

5) un(e) aspirant(e) médecin

6) Cela reviendrait à un suicide.

7) Cette patiente préférerait un suppositoire à une piqûre.

8) Est-ce que vous voulez bien... s'il vous plait?

9) Il ne voulait pas dire où il avait eu cette information.

10) À l'époque, on pouvait facilement trouver un travail.

11) Tu pourrais te faire mal.

BASIC MEDICAL ENGLISH: THE PATIENT'S CONDITION

Fill in the missing verbs in the sentences below. You will have to change five of them into the correct tense. Choose from the box:

cure	experience	heal	immobilize	improve	paralyze
recover	rehabilitate	reject	relapse	relieve	alleviate
respond	resuscitate	receive	stabilize		

1. The doctor has given her some medication to **alleviate** the pain.
2. The operation was a success and we hope her body won't_____ the new heart.
3. It'll take up to six months to_____fully from the hysterectomy.
4. We're very pleased with her condition. She's_____well to treatment.
5. He's in intensive care at the moment where we're trying to_____ his condition.
6. At the scene of the accident the paramedics tried to_____the casualty whose breathing had stopped.
7. It took some time to_____ her after she fainted.
8. Paracetamol will_____the symptoms of the common cold but it won't_____ it.
9. If you leave the wound uncovered it will_____more quickly.
10. The occupational therapist is working to_____the patient after her serious accident.
11. The plaster cast acts to the_____arms while the bone regrows.
12. Trauma to his spine has_____his left leg.
13. Now that we have isolated the pathogen and can treat her, her condition should_____rapidly.
14. He has made a good recovery but he_____ occasional pain in his thigh.
15. He was making a good recovery but this morning he_____ and we have moved him to intensive care.

WRITING:

Match the beginning of these sentences with the appropriate ending to get a coherent paragraph about **SOME TIPS FOR TAKING A WOUND SWAB**. Fill in the blanks with the suitable modal from the box below. Some of them need to be used more than once:

will **may** **should** **must** **can**

Wound swabs_____ be taken from an area	**1.**	**a.**	_____adversely affect swab results.
Antiseptic solutions_____ not have been	**2.**	**b.**	as quickly as possible and ideally processed within four hours of collection.
Organisms_____ be killed,	**3.**	**c.**	demonstrate antibacterial effects.
Swabs_____ be taken prior to	**4.**	**d.**	of viable tissue where the clinical signs of infection are present
Antibiotic therapy	**5.**	**e.**	_____be present on the wound surface
Local anaesthetics_____	**6.**	**f.**	used prior to taking wound swab
Local anaesthetics_____	**7.**	**g.**	and false negative results _____occur.
Skin cells and other harmless contaminants	**8.**	**h.**	the client commencing systemic antibiotic therapy.
Swabs_____be transferred to the laboratory	**9.**	**i.**	not be used prior to taking a swab.

4

WHY MEDICINE AND WHY NOT?

An interest in how the body works in health or in disease sometimes leads to a career in medicine. Such interest might, however, be equally well served by becoming an anatomist or physiologist and undertaking a lifetime study of the structure and function of the body. As for disease itself, many scientists study aspects of disease processes without having medical qualifications .

Many more people are curious about how the body works than either wish to or can become doctors . Nonetheless, for highly able indi viduals medicine does, as George Eliot wrote in *Middlemarch*, pres ent "the most perfect inte rchange be tw een science and art: offering the most direct alliance between intellectual conquest and the s oc ial good". Rightly or wrongly, it is not science its elf which draws most people to medicine, but the amalgam of science and humanity.

Medical diagnosis is not like attaching a car engine to a computer. Accurate assessment of the outcome of a complex web of interactions of body, mind, and environment, which is the nature of much ill health, is not achieved that way. It is a far more subjective and judgmental process. Similarly, management of ill health is not purely mechanistic. It depends on a relationship of trust, a unique passport to the minds and bodies of all kinds and conditions of men, women, and children. In return the doctor has the ethical and practical duty to work uncompromisingly for the patient's interest. That is not always straightforward. One person's best interests may conflict with another's or with the interests of society as a whole – for example, through competition for limited or highly expensive treatment. On the other side of the coin, what is possible may not in fact be in the patient's best interest – for example, resuscitation in a hopeless situation in which the patient is unable to choose for him- or herself – leading to ethical dilemmas for the doctor and perhaps conflict with relatives.

Dedication to the needs of others is often given as a reason for wanting to be a doctor, but how do you either know or show you have it? Medicine has no monopoly on dedication but perhaps it is special because patients come first. As Sir Theodore Fox, for many years editor of the Lancet, put it:

> ***What is not negotiable is that our profession exists to serve the patient, whose interests come first. None but a saint could follow this principle all the time; but so many doctors have followed it so much of the time that the profession has been generally held in high regard. Whether its remedies worked or not, the public have seen medicine as a vocation, admirable because of a doctor's dedication.***

A similar reason is a wish to help people, but policemen, porters, and plumbers do that too. If a more pastoral role is in mind why not become a priest, a social worker, or a schoolteacher? On the other hand, many are attracted by the special relationship between doctor and patient. This relationship of trust depends on the total honesty of the doctor. It has been said that, "Patients have a unique individual relationship with their doctors not encountered in any other profession and anything which undermines patients' confidence in that relationship will ultimately undermine the doctor's ability to carry out his or her work". A journalist writing in the Sun wrote cynically, "In truth there is not a single reason to suppose these days that doctors can be trusted any more than you can trust British Gas, a double glazing salesman, or the man in the pub". We disagree – and you would need to disagree too if you were to become a doctor. If it is of any comfort to the Sun, a Mori poll in 1999 asked a random selection of the public which professionals could be trusted to tell the truth. The results were: doctors 91%, judges 77%, scientists 63%, business leaders 28%, politicians 23%, and journalists 15%.

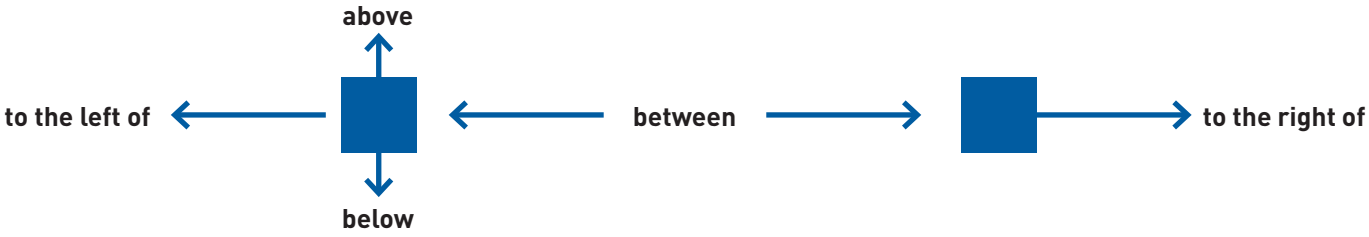
PCEM1

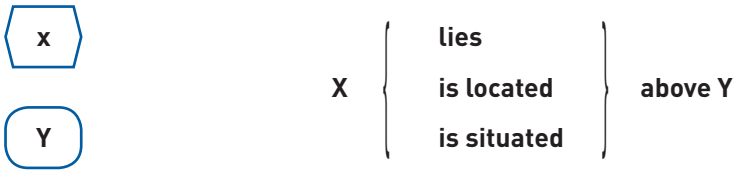
MEDICAL ENGLISH

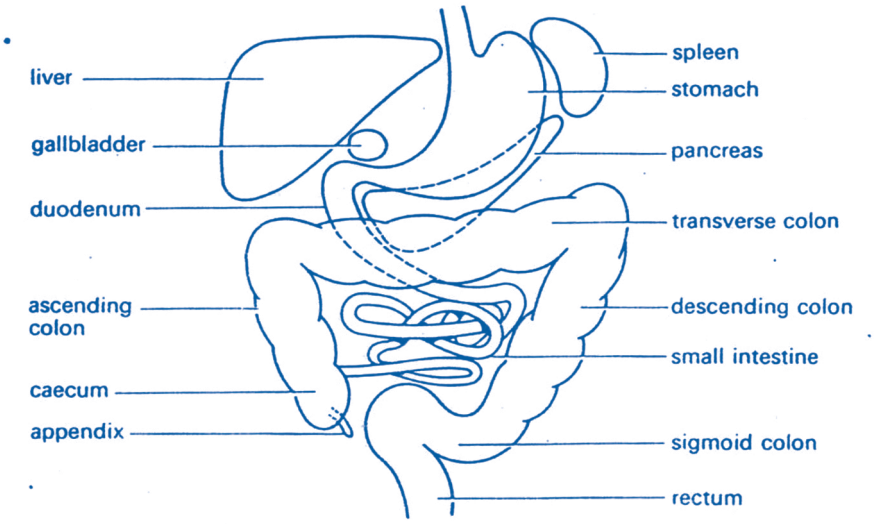
UNIT THREE EXPRESSING LOCATION

EXPRESSING LOCATION

1. Complete the sentences below from these diagrams:







N.B. RIGHT (of the body) LEFT

Some organs of the abdomen

a) The stomach lies between the liver and_____

b _____is situated above the descending colon.

c) The small intestine is located between_____and_____

d _____is to the right of the spleen.

e) The transverse colon lies_____the stomach.

f) The stomach is_____the liver.

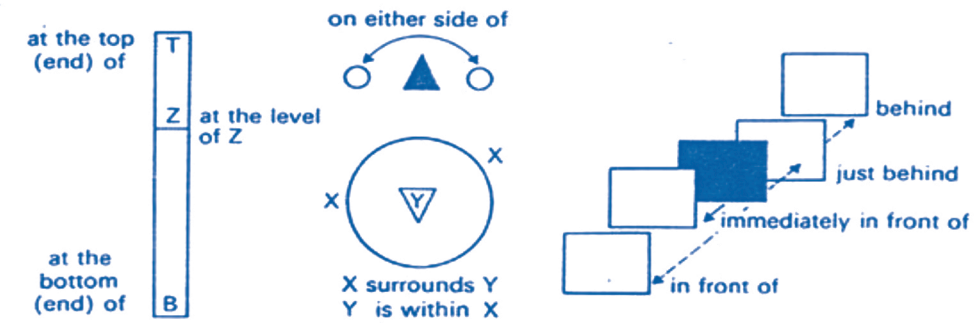
g) The liver is_____the ascending colon.

h) The pancreas is located to the left of_____

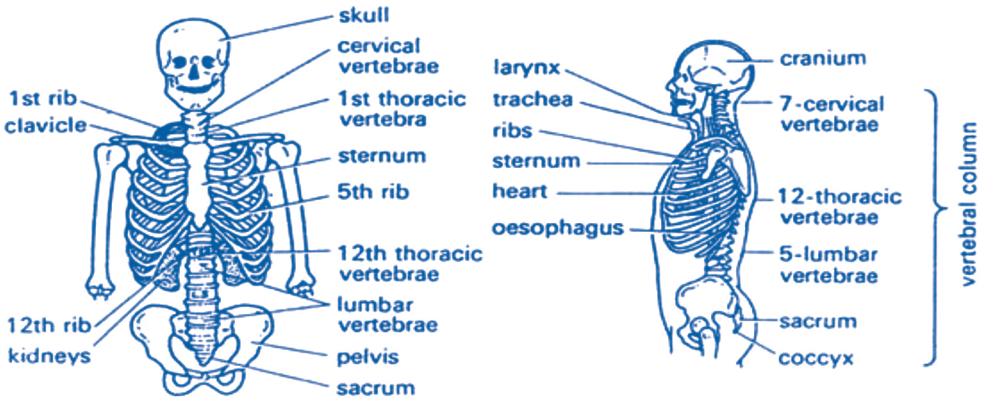
i) _____is situated below the small intestine.

j) The gallbladder lies below_____and_____the duodenum.

2. COMPLETE THE SENTENCES BELOW FROM THESE DIAGRAMS:



Now complete the sentences below these diagrams:



The skeleton (from the front) **The skeleton (from the left side)**

a) The heart is situated immediately behind_____

b) _____lies just in front of the vertebral column.

c) The cervical vertebrae are located at the top end of_____

d) _____are situated at the bottom end of the vertebral column.

e) _____lies on either side of the vertebral column.

f) The top of the right kidney is at the level of_____

g) The ribs _____the heart.

3. ASK AND ANSWER QUESTIONS AS IN THE EXAMPLE:

sternum – heart

Q: Where *does* the sternum *lie*
Where *is* the sternum *located* } *in relation to* the heart?

A: The sternum lies *just in front* of the heart.

a) sacrum - coccyx

Q _____

A _____

b) rectum – large intestine

Q _____

A _____

c) vertebral column - heart

Q _____

A _____

d) larynx - vertebral column and trachea

Q _____

A _____

e) top of left kidney – 11th rib

Q _____

A _____

f) liver – diaphragm and stomach

Q _____

A _____

g) lungs - ribs

Q _____

A _____

h) duodenum – liver, transverse colon and pancreas

Q _____

A _____

4. NAME THE ORGANS DESCRIBED HERE:

a) This is a triangular organ which lies immediately in front of the oesophagus at the level of the 4th to 6th cervical vertebrae.

_____

b) This is a short, curved tube which is located immediately behind and below a wide tubular section of the intestine.

_____

c) This is a flexible organ which lies in the middle of the abdomen just below and behind the stomach, and tapers up to the left.

_____

d) This is a wide tubular section of the intestine which is situated at the bottom end of the ascending colon.

_____

5. STUDY THESE EXAMPLES:

In the study of anatomy many special words and phrases are used to describe the location and position of parts of the body. These terms always refer to a person in the anatomical position.

A person who is standing, facing forward,
with arms at the sides and palms turned forward,
is in the anatomical position.

A coronal (or frontal) plane passes through
the body from top to bottom and divides it
into front and back sections.

Anterior (or ventral) } means nearer to the { *front.*
Posterior (or dorsal) } { *back.*

Example: The heart is posterior to the sternum.

The heart is anterior to_____

A transverse (or horizontal) plane divides
the body into upper and lower sections.

Superior } means nearer to the { *head.*
Inferior } { *feet.*

Example: The stomach is superior to the transverse colon.

_____is inferior to the small intestine.

The midsagittal plane passes through the middle of the body from top to bottom
and divides it into right and left sections.
A sagittal plane is any other plane which divides the body into right and left sections,
but does not pass through the middle of the body.

Medial } means { nearer to
Lateral } { farther from

Example: The kidneys are lateral to the vertebral column.

The heart is medial to_____

proximal } means { nearer to
distal } { farther from

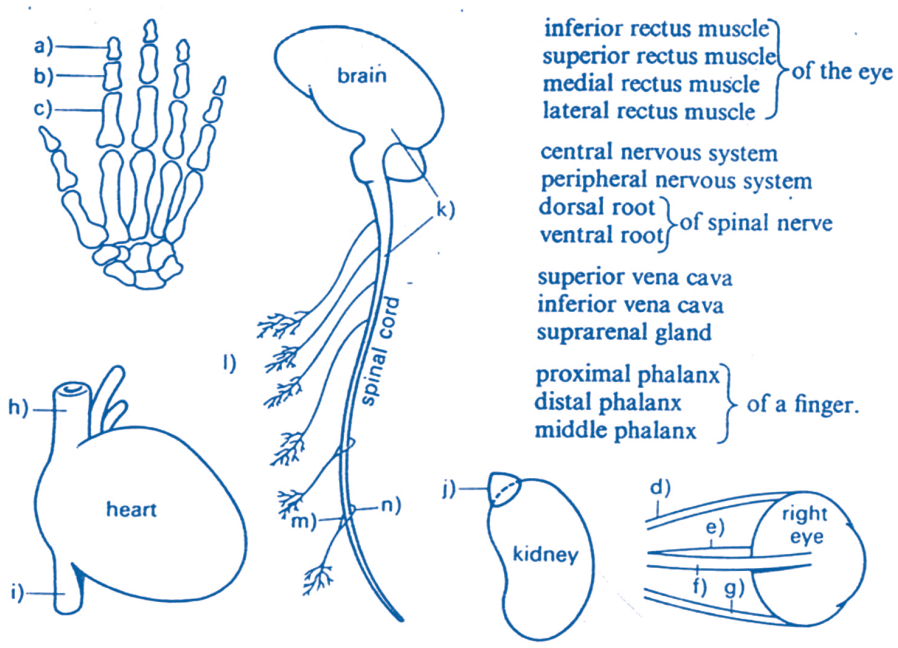
Example: A is the proximal end of the femur.

B is_____

The shin is distal to the thigh.

The ankle is proximal to_____

6. LABEL THESE DIAGRAMS:



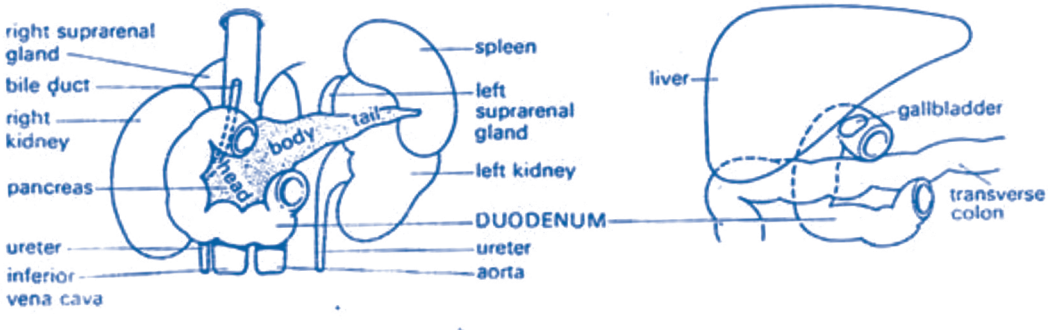
7. LOOK AND READ:

X extends from A to B

A _____ B

X

The small intestine is a narrow tube which extends from the stomach to the colon. It has three parts: the duodenum, the jejunum and the ileum. The duodenum lies on the posterior abdominal wall. It extends from the stomach to the duodenojejunal flexure.



Anterior aspects of the duodenum with related organs

The superior (1st) part of the duodenum is related posteriorly to the pancreas and the common bile duct. Anteriorly it is in contact with the liver and gallbladder. Inferiorly it rests on the pancreas.

Now complete the description of the location of the duodenum:

The descending (2nd) part is related posteriorly to_____ Anteriorly it is crossed by_____ _____ Above the transverse colon it is in contact with_____ and_ _____with coils of small intestine. On its left lie_____ _____ The horizontal (3rd) part lies below_____ and posteriorly it crosses, from right to left, the_____ The ascending (4th) part lies to the left of the vertebral column.

8. READ:

One of these statements is false. Which one?

Posteriorly, the head of the pancreas is in contact with the inferior vena cava.

The head of the pancreas is in contact posteriorly with the inferior vena cava.

The head of the pancreas is in contact with the inferior vena cava posteriorly.

The first two sentences mean that the posterior part of the head of the pancreas is in contact with the inferior vena cava-which is true. But the third sentence has the opposite meaning; that the head of the pancreas is in contact with the posterior part of the inferior vena cava-which is false.

Say whether these statements are true or false. Correct the false ones:

a) Anteriorly, the head of the pancreas is in contact with the inferior vena cava.

b) Posteriorly, the bile duct is in contact with the inferior vena cava.

c) The pancreas lies medial to the ascending part of the duodenum.

d) Superiorly, the head of the pancreas is in contact with the horizontal part of the duodenum.

e) The left ureter is medial to the ascending part of the duodenum.

f) The spleen lies anterosuperiorly to the left kidney.

g) The large blood vessels run medially to the ureters.

h) Posteriorly, the head of the pancreas is in contact with the transverse colon.

i) The inferior surface of the body of the pancreas is related to the duodenojejunal flexure.

j) The transverse colon is related posteroinferiorly to the liver.

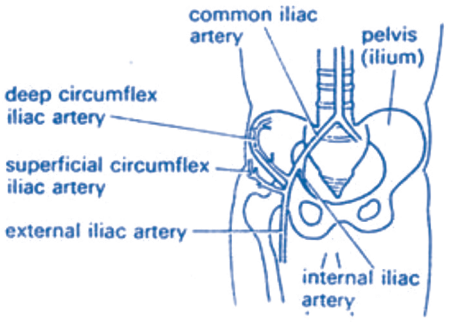
9. LOOK AT THE DIAGRAM OF THE BLOOD SUPPLY IN THE PELVIC AREA AND NAME THE ARTERIES DESCRIBED HERE:

a) This artery descends from the common iliac artery into the pelvis, where it supplies the organs within the pelvis.

b) This artery passes outside the edge of the pelvis and passes on downwards into the leg.

c) This artery arises from the lateral side of the external iliac artery and supplies the inner pelvic wall.

d) This artery supplies the upper thigh and the outer parts of the pelvic wall.



10. READ THIS:

The aorta has many visceral and parietal branches. The visceral branches supply the organs (viscera) within the thoracic, abdominal and pelvic cavities, while the parietal branches supply the muscles and other tissues in the walls of the cavities.

Say whether these arteries are visceral or parietal branches:

artery	(supplying)
a) gastric arteries	(stomach)
b)intercostal arteries	(muscles + tissues of rib cage)
c) mesenteric arteries	(intestines)
d) renal arteries	(kidneys)
e)phrenic arteries	(diaphragm)
f)median arteries	(posterior pelvic wall)

BASIC MEDICAL ENGLISH : PHRASAL VERBS

A COMPLETE THE PHRASAL VERBS IN THE FOLLOWING SENTENCES BY CHOOSING A PREPOSITION/ADVERB FROM THE BOX. YOU WILL HAVE TO USE SOME OF THEM MORE THAN ONCE:

ahead on back down out to

1- The operation has certainly brought him_____to health.

2- The medication will help bring_____his blood pressure.

3- She couldn't remember anything of the accident but slowly it's coming_____to her.

4- We've cut_____the growth and the wound should heal quickly.

5- She's done something_____her back. She's having difficulties moving.

6- We're still trying to find_____what is causing the high temperature.

7- She has decided to go_____with the operation.

8-Several patients have gone_____with a stomach bug.

9- Try to keep_____this diet for the next four weeks.

10- The baby is growing quickly and putting_____weight.

B NOW MATCH THE PHRASAL VERB WITH ITS MEANING:

bring back	1.	.a	restore
bring down	2.	.b	reduce
come back	3.	.c	proceed
cut out	4.	.d	increase
do something to	5.	.e	remove
find out	6.	.f	cause injury
go ahead with	7.	.g	establish
go down with	8.	.h	remember
keep to	9.	.i	adhere to
put on	10.	.j	become ill with

C MATCH «COME ON»& «COME OUT» WITH THEIR MEANINGS:

A	B
1-If you have an illness or a headache coming on, you can feel it starting.	a- Lee is coming on very well now.
2- If something or someone is coming on well, they are developing well or making good progress.	b-Tiredness and fever are much more likely to be a sign of flu coming on.
3- When a new product comes out, it becomes available to the public.	c- The new drug comes out this week.
4- If you come out in spots, you become covered with them.	d- When I changed to a new soap, I came out in a terrible rash. (G.B. break out in)

D LISTEN TO THE SEQUENCE AND LIFT THE PHRASAL VERBS:

1_____ 2_____ 3_____

4_____ 5_____

GRAMMATICAL TRANSLATION: FOCUS ON "PHRASAL VERBS"

A TRANSLATE INTO ENGLISH USING A PHRASAL VERB:

1. Le traitement aurait bien pu tuer Brown.

2. La plupart d'entre nous savent que nous devrions réduire notre consommation de graisse.

3. Lorsque j'ai repris connaissance, j'étais par terre dans la cuisine.

4. Je ne m'attendais pas à ce qu'il décède si subitement.

5. Je suis vanné

6. Elle a enfin décidé de le faire

7. On l'a opéré hier

8. devenir infirmier.

B REORDER THE FOLLOWING ITEMS TO GET THE ENGLISH EQUIVALENT OF THE SENTENCES IN FRENCH. PUT THE VERBSIN PARENTHESESIN THE RIGHT TENSE/FORM. CAPITALIZE AND PUNCTUATE:

1) faire la grande visite

the/ round/(do) /to/ward

2) Beaucoup de personnes essayent d'arrêter les tranquillisants.

to/ many / tranquilizers /(try)/off/ people/(come)

3) Est-ce qu'elle a vomis?

she / up /(throw)

6

WHY MEDICINE AND WHY NOT?

Professionalism includes the expectation that doctors (and medical students) can be relied on to look after their own health before taking responsibility for the care of others. Doctors who are heavy drinkers or users of prohibited drugs cannot guarantee the necessary clear and consistent judgement, quite apart from the undermining of trust through lawbreaking. Habits start young, and patients have a right to expect high standards of doctors and doctors in training, higher standards than society may demand of others.

Those not prepared for such personal discipline have an ethical duty not to choose medicine. It has been said that, "Trust is a very fragile thing: it can take years to build up; it takes seconds to destroy". Sir Thomas (later Lord) Bingham rejected an appeal to the Privy Council against the erasure of a doctor from the medical register, saying, "The reputation of the profession is more important than the fortunes of any individual member. Membership of a profession brings many benefits, but that is part of the price". The requirement for a doctor to be honest is stringent: at another Appeal against erasure in 1997, the Lord Justices of Appeal said, "This was a case in which the committee were entitled to take the view that the policy of preserving the public trust in the profession prevailed over strong mitigation; they were entitled to conclude ... that there is no room for dishonest doctors".

The Hippocratic oath is essentially a commitment to absolute honesty, professional integrity, and being a good professional colleague. Many people feel that this spirit is so integral to being a doctor and should be so central to medical education and training that it does not need formal recitation on qualification, especially in the paternalistic phraseology of even modern versions of the Hippocratic oath. On the other hand is there not a place for a formal public declaration by new doctors of their explicit commitment to ethical conduct? Certainly the graduating medical students at many universities now make their own public statement affirming the principles of Good Medical Practice.

PCEM1

MEDICAL ENGLISH

UNIT FOUR
VIDEO SEQUENCE:
18 THINGS YOU SHOULD KNOW ABOUT GENETICS

18 THINGS YOU SHOULD KNOW ABOUT GENETICS

I FILL IN THE BLANKS WITH THE MISSING WORDS:

a/ Bacteria, plants, animals and you are all carbon-, water-based cellular forms with complex organization and _____genetic information.

b/ Genes make up the_____that are given to you from your mother and your father.

c/ Onegeneisaspecificsequenceof DNAona_____thatprovidesparticular_____ instruction.

d/ DNA is shaped like a ladder, that's been twisted; we just call the_____

e/ Section 8: _____and_____molecules make the sides of the ladder.

II TICK THE BEST OPTION:

a/ Section 3:

DNA stands for: ☐ deoxyribonucleic acid ☐ desoxyribonucleic acid

b/ Section 6:

☐ The steps of the ladder are made of 4 main chemicals called bases: Edenine, Thymene, Quynine and Cytosene.

☐ Adenine, Thymine, Guanine and Cytosine are the main chemicals of which the steps of the ladder are made.

c/ Section 16:

☐ You are 99.9% identical to the person next to you only 0.1% of our genetic makeup differs.

☐ You are only 0.1% identical to the person next to you 99.9% of our genetic makeup differs.

d/ Section 18:

☐ It takes around 8 hrs for one of your cells to completely copy its DNA sequence.

☐ It takes around 8 hrs for DNA sequence to completely copy one of your cells.

III TRUE OR FALSE?

a/ Section 2: These instructions are in almost every cell of only humans. ☐ T ☐ F

b/ Section 7: The order of As Ts Gs and Cs is not important. ☐ T ☐ F

c/ Section 9: The entire DNA sequence is called the genome and in humans there are 3.2 billion base pairs. ☐ T ☐ F

d/ Section 17: Less than 12% of your DNA carries recognizable instructions to make proteins. ☐ T ☐ F

WRITING:

Match the beginning of each sentence with its end to get a coherent paragraph:

1- The existence of large amounts of non-coding «junk» DNA (up to 97% in humans) in the genomes of eukaryotes
2-Two evolutionary theories attempted
3- One theory stated that non-coding DNA was «junk»
4- These sequences had lost their coding ability
5- The second theory stated that non-coding DNA was «selfish»,
6- There have always been problems with these arguments,
a- that consisted of randomly-produced sequences.
b- which have been ignored by many of those making these claims.
c- has been used as an argument against intelligent design and as an argument for the random process of evolution.
d- in that it consisted of DNA that preferentially replicated more efficiently that coding DNA, even though it provided no selective advantage (in fact was somewhat detrimental since it was parasitic).
e- to explain the reason for the existence of non-coding DNA. f-or partially duplicated genes that were non-functional.

1	2	3	4	5	6

LANGUAGE STUDY: COMPARISON

A STUDY THE TABLES:

I. Comparative Form:

	Superiority	Equality	Inferiority
short adjective/ adverb:	**adj. / adv. + -er + than** **e.g**.....main courses higher in fat than in other foods.	**as + adj./adv. + as** **e.g**. .....main courses as low in fat as before.	**adj. / adv. + -er + than** **e.g.**.....main courses lower in fat than in other foods.
long adjective / adverb:	**more+adj. /adv. +than** **e.g.** Colorectal neoplasia is more amenable to cure than before.	**as + adj. /adv. + as** **e.g.** .....as amenable to cure as before.	**less + adj. / adv. +than** **e.g.** ..... less amenable to cure than before.
verbs	v**erb + more than** **e.g.**.....those who ate more than once a month.	**verb + as much(≠little)+as** **e.g.** .....those who ate as much (≠little) as once a month.	**verb + less than** **e.g**.....those who ate.....less than once a month.
uncountable nouns:	**more + uncountable noun + than** **e.g.**.....recommend more red meat (than before).	**as much (≠little) + uncountable noun +as** **e.g.** .....recommend as much red meat as before.	**less + uncountable noun + than** **e.g.** .....guidelines recommend less red meat than before.
countable nouns:	**more + countable noun + than** **e.g.** .....guidelines recommend .....more main courses (than before).	**as many (≠few) + countable noun + as** **e.g.** .....recommend as many (≠few) main courses as before.	**fewer + countable noun + than** **e.g.** .....recommend fewer main courses than before.

II. Superlative:

	Superiority	Inferiority
Long adjective/ adverb:	**the most + adj. / adv.** **e.g.** Meat is the most important source of iron.	**the least + adj. / adv.** **e.g.**Meat is the least difficult source of iron to use.
Short adjective / adverb:	**the adj. / adv. + -est** **e.g.** Meat is the richest source of iron.	

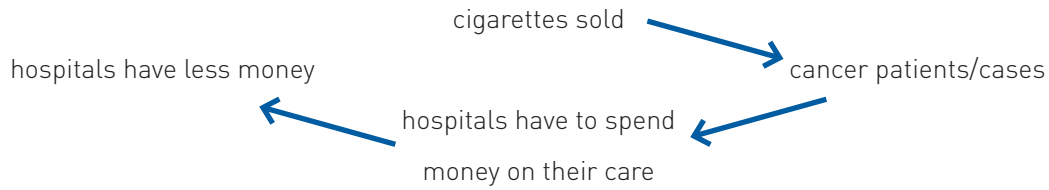
B MAKE SENTENCES COMPARING THE INFORMATION GIVEN:

1/all nutritional diseases – kill children – Kwashiorkor (inferiority)

2/risk–get high (gradual increase)

3/respiratory infections – not lethal (superlative)

C- USE THE FOLLOWING DIAGRAM TO MAKE SENTENCES EXPRESSING PARALLEL INCREASE:



D STUDY THESE EXAMPLES:

- The death rate in smokers was about twice as high as in people who had never smoked.
- Researchers used to believe that the death rate in middle age was about twice as high in cigarette smokers as in lifelong nonsmokers. Now they know that it is almost three times as high.
- Smoking causes a hundred times more deaths than it prevents.

E - MAKE SIMILAR SENTENCES USING THE INFORMATION GIVEN:

1/ Sfax has 2000 doctors. Sousse has 1000 doctors.

- _____
- _____

2/ The foreign cigarettes cost 3 dinars and the Tunisian ones cost 1 dinar.

- use (as.....as) _____
- You must pay _____

3/ Smoking caused many deaths last year. Alcohol caused a few deaths last year.

- Smoking _____
- Alcohol _____

4/ A pregnant woman needs 60 mg of vitamin D daily. An average woman needs 30 mg of vitamin D daily.

- A pregnant woman _____

_____

- An average woman _____

_____

5/ Swimming 46m/min allows a 34-kg-weighing person to burn 270 calories per day.

Swimming 46m/min allows a 90-kg-weighing person to burn 650 calories per day.

- Swimming 46m/min allows a 90-kg-weighing person to burn _____

_____

- Swimming 46m/min allows a 34-kg-weighing person to burn _____

_____

F TRANSLATION GRAMMATICAL TRANSLATION: FOCUS ON "COMPARISON"

1. Il gagne moins d'argent qu'autrefois.

2. Il est le plus grand de la famille.

3. Il est plus vieux qu'elle de dix ans.

4. Il est 2 fois plus âgé qu'elle.

5. Elle mange 2 fois autant que lui.

6. Je n'ai pas très faim. Tu peux prendre le plus gros steak. (i.e. le plus gros des deux)

7. Il y a 20 patients de plus qu'hier.

8. J'ai pris moins de comprimés qu'hier.

9. La salle des urgences était plus loin que je ne pensais.

10. Cette clinique emploie autant de chirurgiens qu'un hôpital universitaire.

11. Les aliments lactés pour nourrissons sont plus dilués et plus sales que le lait maternel.

12. We transferred Linda to a better-equipped hospital.

13. The fewer bacteria there are, the less likely you are to get sick of them.

14. What percentage of females receives fewer than the three recommended doses?

15. People who walked 30 minutes a day had a significantly lower risk of premature death than those who rarely exercised.

16. Since heat loss is made easier, skin blood flow becomes less important.

17. The level of theophylline in her blood was more than three times what it should have been.

BASIC MEDICAL ENGLISH:

BASIC MEDICAL TERMS

Match the definitions with the terms. Write the letters in the grid below:

1	the long-term results of an illness or treatment	a	disease
2	identifying several illnesses which the patient may have	b	symptoms
3	things wrong with the body which the patient complains of or experiences	c	history
4	a study of the patient's body	d	examination
5	the causes leading to an illness	e	prevention
6	an unusual feature which may be worrying or dangerous	f	consultation
7	a meeting between patient and physician to discuss problems	g	abnormality
8	the identification of a particular illness	h	sequelae
9	a change in the structure or function of the organs or tissue of the body	i	aetiology
10	taking away the cause of illness or finding it early	j	complications
11	a group of signs which are characteristic of a particular illness	k	prognosis
12	additional problems to the original illness	l	signs
13	likely outcome of an illness	m	syndrome
14	a patient's medical background, problems, behavior and lifestyle	n	differential diagnosis
15	what the physician can see of the illness	o	diagnosis

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

7

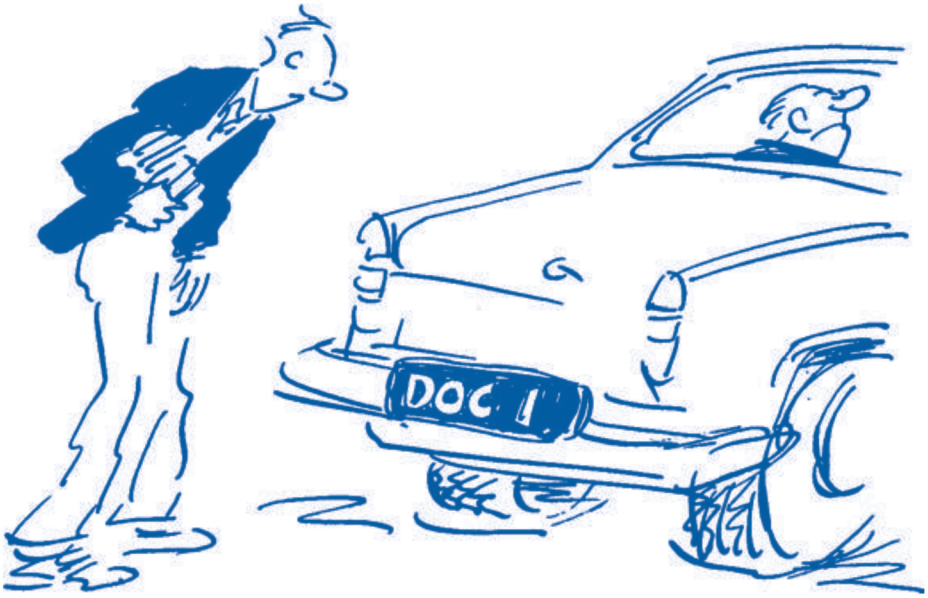
WHY MEDICINE AND WHY NOT?

The General Medical Council (GMC) is not only responsible for maintaining a register of all doctors licensed to practise medicine in the UK but also for ensuring that doctors are trained to practise and do practise to a high standard. The GMC accepts that the public want to be looked after by doctors who are knowledgeable, skilful, honest, kind, and respectful of patients, and who do everything in their power to help them. Above all, that patients want a doctor they can trust. Explicit duties, responsibilities, values, and standards have been clearly set out on behalf of the profession by theGMC in Good Medical Practice, which medical students now receive soon after arriving at medical school. Now that contact with patients generally starts early in the course, so does the responsibility of medical students to be professional.

Medicine is an attractive career to good communicators and a difficult one for those who are not. The ability to develop empathy and understanding with all sorts of people in all sorts of situations is an important part of a doctor's art. It is part of medical training, but it helps greatly if it comes naturally in both speaking and writing. A sense of humour and broad interests also assist communication besides helping the doctor to survive as a person. Not all careers in medicine require face-to-face encounters with patients, but most require good teamwork with other doctors and health workers.

Arrogance, not unknown in the medical profession, hinders both good communication and teamwork. It is not justified: few doctors do things that others with similar training might not do as well, or better. Confidence based on competence and the ability to understand and cope is quite another matter; it is appreciated by patients and colleagues alike. Respect for others and an interest in and concern for their needs is essential. One applicant was getting near the point when she said at interview, "I like people", then paused and continued, "Well, I don't like them all, but I find them interesting". Patients can of course sometimes seem extremely demanding, difficult, unreasonable, and even hostile, particularly when you are exhausted.

Many people consider medicine because they want to heal. Helping is more common than healing because much human illness is either incurable or will get better anyway. If curing is your main interest, better perhaps become a research pharmacologist developing new drugs. Also, bear in mind that the cost of attempting to cure, whether by drugs or by knife, is sometimes to make matters worse. A doctor must accept and honestly admit uncertainty and fallibility, inescapable parts of many occupations but harder to bear in matters of life and death.



Experience of illness near at hand, in oneself, friends, or family, may reinforce the desire to become a doctor. Having said that, the day -to-day detail of good care depends more on nurses than doctors and good career opportunities lie there too. In any event, the emotional impact of illness should be taken together with a broader perspective of the realities of the training and the opportunities and obligations of the career. Dr F. J. Inglefinger, editor of the *New England Journal of Medicine* wrote, when serious ly ill himself:

> In medical school, s tudents are told about the perplex ity, anx ie ty and misapprehension that may affect the patient ... and in the clinic al years the for tunate and sens it ive s tudent may learn much from talking to thos e ass igned to his s uper vis ion. But the ef fects of lectures and convers at ions are ephemeral and are no subs t itute for actual exper ience. One might suggest, of course, that only thos e who have been hospital is ed during their adolescent or adult years be admit ted to medical school. Such a pract ice would not only increase the number of empathic doctors ; it would a ls o permit the whole elaborate s ys tem of medical school admis s ions to be jet t is oned.

He had his tongue in his cheek, of course, but he also had his heart in his mouth.

PCEM1

MEDICAL ENGLISH

UNIT FIVE LISTENING : UNDERSTANDING A DIALOGUE

LISTEN TO THE DIALOGUE,THEN ANSWER THE QUESTIONS:

A. WHAT IS THE TITLE OF THE DIALOGUE? _____

B. TICK WHERE POSSIBLE:

	Yes	No
sleeplessness		
headache		
diarreha		
runny nose		
teeth ache		

	Yes	No
frozen hands and feet		
red eyes		
sore throat		
high blood pressure		
high temperature		

C. WHICH DISEASE IS IT?_____

D. VOCABULARY:

1. Choose the best alternative:

a. am afraid= am frightened / am regretful / am reluctant

b. sore = painful /swollen /pus-collecting

2. Find the word/expression that means:

a. in poor health: _____

b. Doctor's office (GB_____

c. She's away from work today (owing to illness, holiday, or normal nonwork time_____

d. arrangement to see a doctor_____

E. GIVE THE FRENCH EQUIVALENT:

1. I feel awful today. _____

2. I've got a sore throat. _____

3. Is it sore? _____

4. My nose is running./ I have a runny nose_____

5. My hands and feet are freezing. _____

6. Dr. Petel's surgery_____

7. a day off_____

8. to be off sick to be on a sick leave for x days_____

F. LISTEN AND WRITE. PAY ATTENTION TO CAPITALIZATION AND PUNCTUATION:

1 _____

2 _____

3 _____

4 _____

5 _____

GRAMMATICAL TRANSLATION: EXPRESSING «PAST TIME»

Indicate the function of the conjugated verbs then translate the sentences into French:

1. G. Mendel discovered the basic principles of genetics in 1865.

2. Did F. Hopkins investigate the newly discovered amino acids in 1900?

3. M. Schleiden did not propose the cell theory alone.

4. American biologist J.D. Watson went to Cambridge.

5. I cut my finger.

6. Microbiologists have already described streptomycin.

7. Researchers have never been able to find specific genes so quickly.

8. Have you ever read about HLA?

9. Biotechnologists haven't finished their research yet.

10. I've just seen him. (GB) / I just saw him. (US)

11. She's studied here for two years.

12. They've waited for two hours.

13. They've been here since two o'clock.

14. They arrived two hours ago.

15. She was ill for two days during the summer.

16. Since last year/1976/the drought began millions have died of starvation.

17. "Have you been to the infirmary recently?" "Yes, I have."

18. "Where have you been?" "I've been to the lab."

19. "Where has he gone?" "He's gone to the lab."

20.What have you done?

21. What did you do?

22. I saved nothing at all last year.

23. I've saved £200 this year.

24. I went to the teaching hospital with him once.

25. I've already been to the teaching hospital once.

26. I've worked in the ICU for two years.

27. I worked in the ICU for two years.

28. The old man was taking a shower when the light bulb blew up.

29. She was staying in a CCU.

30. I was nursing my tooth.

31. The trainee said, "Stop talking!" because she was trying to listen to the tutor.

32. What was that doctor examining?

33. She has been undergoing an exercise stress test.

34. It looks as if someone's been bleeding here.

35. They have been talking for over an hour.

36. How long have you been studying this?

37. I had gone when you arrived.

38. I realized that I had already met her.

39. I realized the old lady I'd been watching was my reflection in the mirror.

40. If you came tomorrow...

41. I'd rather you stayed.

42. It's high time you left the hospital.

43. I wanted to ask you something.

44. Could you close the door?

PAST TENSE 1

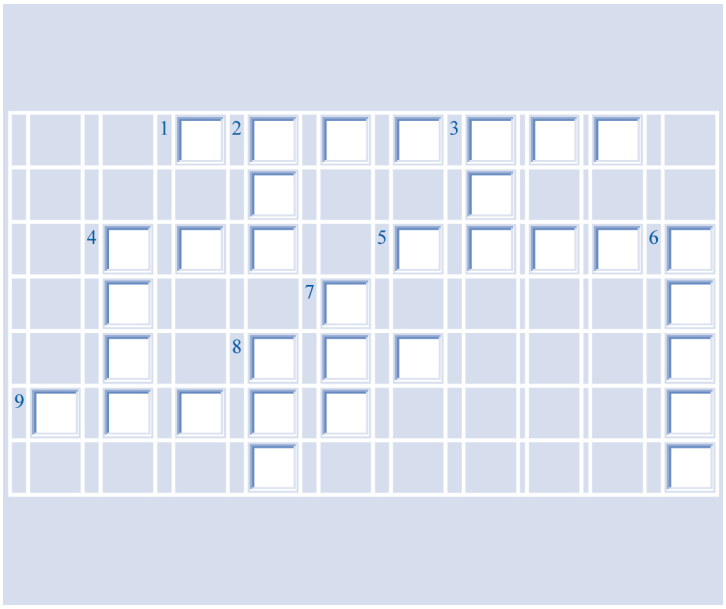
What is the past tense of these verbs?

Across

1.think
4. cut
5.stand
8. sit
9.begin

Down

2. hit
3. get
4. come
6. drive
7. run
8. See



PAST TENSE 2

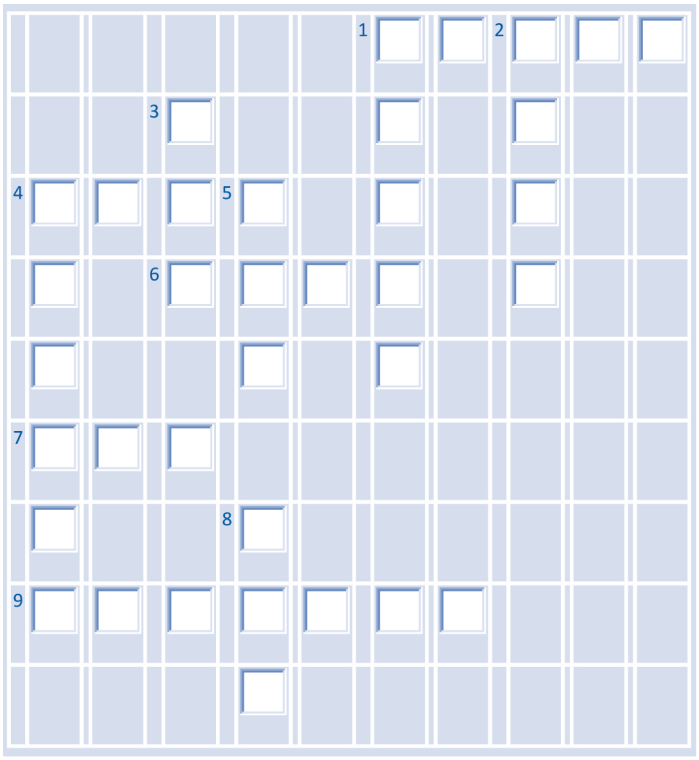
What is the past tense of these verbs?

Across

1. begin
4. fly
6. take
7. get
9. think

Down

1. break
2. give
3. meet
4. forget
5. win
8. cut



PUT THE VERBS IN PARENTHESES IN THE CORRECT TENSE:

1-"Doctor Mallory, I'm a 63-year-old woman. A few months ago, I ***(to walk)*** _____upstairs when I suddenly ***(to become)***_____ very faint and almost ***(to fall)***_____over. Now, whenever I ***(to do)***_____ just a little exercise, I get out of breath very quickly. Even when I ***(to sleep)*** _____ I have breathing problems. I wake up in the middle of the night and can't get back to sleep. I'm really worried, because I ***(never-to have)***_____insomnia before."

2-Yesterday,when I ***(to sit)***_____down to drink a cup of coffee with my husband, I somehow ***(to manage)***_____to dump it in my lap. Needless to say it ***(to be)***_____ hot coffee and I ***(to jump)***_____up, spilling more onto myself and my chair. I quickly ***(to grab)***_____the nightgown I ***(to wear)***_____holding it away from my leg and ***(to go)***_____to assess the damage. It ***(to be)***_____red and I ***(to put)***_____some ice on it for about 5-10 minutes and ***(to call)***_____ it good. Later in the day, I ***(to discover)***_____this: Ouch! It ***(to form)***_____a water blister and ***(to sting)***_____like crazy. This ***(to be)***_____on my upper thigh area. I know it(to be_____ sort of gross but it ***(to happen)***_____By the end of the night, when I ***(to go)***_____to bed, the blister ***(to expand -tremendously)***_____ Sometime during the night, I ***(to wake)***_____up and (***to touch)***_____ my leg and discovered that part of the fluid ***(to drain)***_____

3-Scientists ***(long-to know)***_____that a person's sex ***(to determine)***_____by two X chromosomes or bundle of genes. A woman ***(to inherit)***_____two X chromosomes, one from each parent, while a man ***(to inherit)***_____an X from mom and a Y from dad. For the past 40 years, scientists ***(to think)***_____that the extra X chromosome in females shuts down, while the other ***(to work)***_____alone. The Nature Study, though, ***(to find)***_____that about 20% of the genes on the duplicate X chromosome about 200 genes in all – ***(to remain)***_____active. Men, by contrast, ***(to have)*** _____only one active X chromosome. Not only ***(to be)***_____ women genetically more complex and varied than men, they differ widely from one another.

4- In the past decade there ***(to be)***_____an upsurge of interest in developing an effective system of emergency health services, especially in urban centers. Hospital emergency departments ***(to supplement)*** _____by decentralized mobile emergency health care providers such as emergency medical technicians and emergency paramedics. The concept of the mobile intensive care unit, which takes advanced life–support services to the patient in the community ***(to realize)***_____

5/ «We had already identified that a genetic mutation occurring in the womb ***(to create)***_____ these pre-leukaemic cells,» says Anthony Ford of the Institute of Cancer Research in London. «But we ***(to look)*** _____ for a trigger that could send these cells down the pathway to leukaemia. We believe TGF ***(to be)***_____part of that missing link.»

6/ Geneticists had taken for granted that the machinery of cells ***(to involve)***_____genes directing the production of proteins, and proteins doing the work of the cell. There was a process that ***(not to involve)***_____proteins at all. Instead, tens of thousands of hitherto mysterious regions of the human genome–part of the so-called junk DNA–***(to direct)***_____the production of specific molecules called microRNAs (consisting of bits of RNA, a well-known component of cells). These microRNAs then ***(to oversee)*** _____a whole new process, called RNA interference (RNAi), that ***(to serve)***_____ to modulate the expression of DNA.

REORDER THE FOLLOWING ITEMS TO GET THE ENGLISH EQUIVALENT OF THE SENTENCES IN FRENCH. PUT THE VERBS BETWEEN PARENTHESES IN THE CORRECT TENSE OR FORM. CAPITALIZE AND PUNCTUATE:

1.Les infirmières ont essayé de le ranimer.

him/(revive)/nurses/(try)/the/to

2.Il était déjà mort quand le médecin est arrivé.

already/doctor/(be)/he/(come)/the/when/dead

3.Son médecin a dit qu'il n'était pas physiquement en mesure de voyager.

to/doctor/(be)/(travel)/his/(say)/he/that/unfit

4.Il y avait une longue queue au comptoir des médicaments.

the/ there/counter/at /(be)/ long /a / medicine /queue

BASIC MEDICAL ENGLISH:

WORD FORMATION: ADJECTIVES

I The italicized words in the sentences in Column A are all nouns. What are the adjective forms? Complete the sentences in Column B using the correct adjective form:

Column A	Column B
1. The surgeons operated to repair the defect on the patient's heart valve.	The surgeons operated to repair the patient's _____ _____
2. His diet has a calcium deficiency.	His diet is calcium- _____ _____
3. She has a physical dependence on amphetamines.	She is physically _____ _____
4. The doctor noted an excess of bile in the patient's blood.	The doctor noted an _____ _____
5. An attack of hypoglycaemia can be prevented by eating glucose or a lump of sugar when feeling faint.	A_____ _____ _____ _____
6. The vaccine should give immunity to tuberculosis.	The vaccine should make you _____ _____ _____ _____
7. They have periods of complete inactivity.	They have periods when they are completely _____ _____ _____
8. The pain in his foot is so great that he can hardly walk.	His foot is so_____ _____ _____
9. I injured my spine in the crash.	I suffered _____ _____ _____ _____
10. She complained of stiffness in the joints.	She complained of_____ _____ _____

II. COMPLETE THE SENTENCES USING THE ADJECTIVES IN THE BOX:

aware	compatible	confused	delicate	depressed	hoarse
hygienic	inactive	inborn	incipient	infectious	inoperable
insanitary	lethal	motionless	poisonous	predisposed	regular
safe	severe				

1-This is a_____painkiller, with no harmful side-effects.

2- Some mushrooms are good to eat and some are_____

3- The surgeons are trying to find a donor with a_____blood group.

4- The surgeon decided that the cancer was_____

5- These fumes are_____if inhaled.

6- The body has an_____tendency to reject transplanted organs.

7- The tests detected_____diabetes mellitus.

8- The serum makes the poison_____

9- A_____outbreak of whooping cough occurred during the winter.

10- Old people can easily become_____if they are moved from their homes.

11- Catatonic patients can sit_____for hours.

12- Don't touch food with dirty hands: it isn't_____

13- All the members of the family are_____to vascular diseases.

14- She is not_____of what is happening around her.

15- The bones of a baby's skull are very_____

16- Cholera spread rapidly because of the_____conditions in the town.

17- He was_____after his exam results.

18- He was advised to make_____visits to the dentist.

19- This strain of flu is highly_____

20- He became_____after shouting too much.

9

WHY MEDICINE AND WHY NOT?

Personal experience of the work and life of doctors, first and second hand, preferably in more than one of the different settings of general practice, hospital, or public health, is in any event formative and valuable in getting the feel of whether such work would suit. This can be difficult to arrange while you are still at school, not least because of the confidential nature of the doctor–patient relationship. Observation by a young person who may or may not eventually become a medical student is intrusive and requires great tact from the observer and good will from both doctor and patient. Doctors' children may have an advantage here (the only advantage they do have in the selection process) and could well be expected to know better than others what medical practice is all about. Most applicants have to make do with seeing medicine from another side by helping in hospital, nursing home, or general practitioner's (GP's) surgery, each situation giving different insights.

AND, WHY NOT?

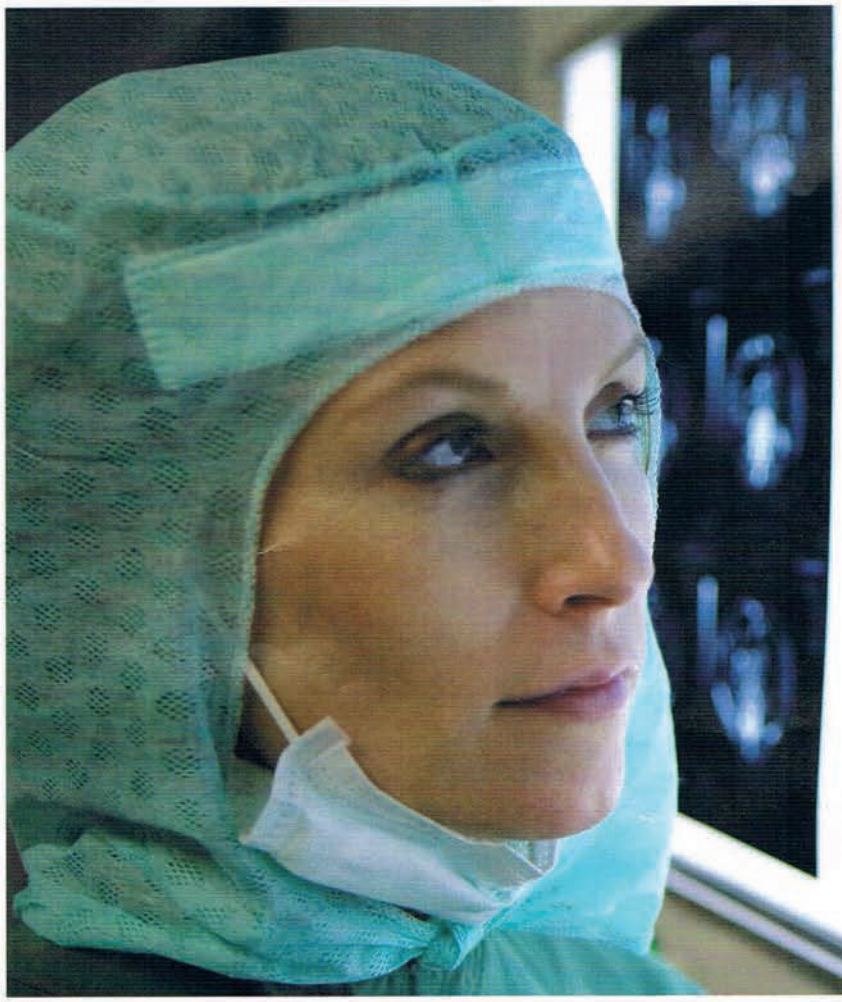
Learning medicine involves an education and training longer and more disruptive of personal life than in any other profession. And medicine is moving so fast that doctors can never stop learning. To be trained, it is said, is to have arrived; to be educated is still to be travelling.

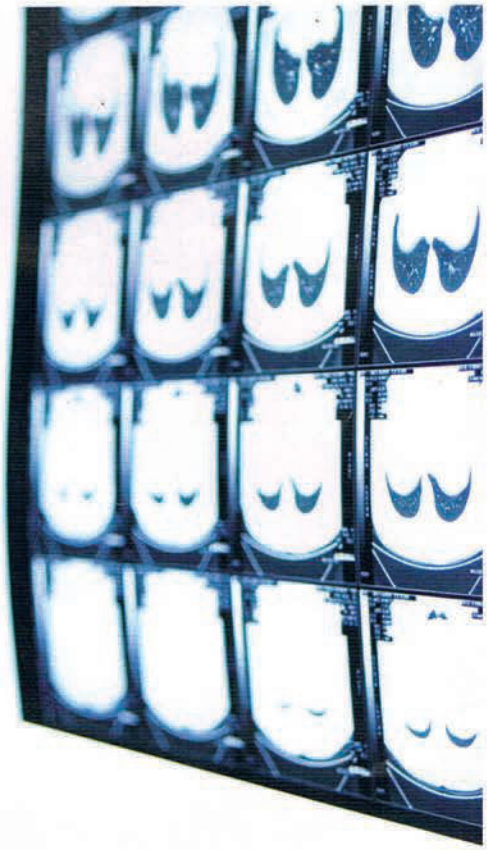
Unsocial hours of work are almost inevitable for students and junior doctors, and are a continuing obligation in many specialities. If this really is not how you are prepared to spend your life, better not to start than to complain or drop out later. That does not, however, mean that the profession and public has any excuse for failing to press for improvements in working conditions of all doctors, especially for those in training. Exhausted doctors are neither good nor safe, and it becomes difficult for them to profit fully from the lessons of their experience.

PCEM1

MEDICAL ENGLISH

UNIT SIX
READING:
THE GENDER'S BIAS





The gender's bias

Women's preference for certain specialties and for part-time working is changing the profession. By Nicholas Timmins

IN AUGUST 2004, DURING the holiday period that the British press dubs the "silly season" as newspapers struggle to fill their pages with hard news, Dame Carol Black, then president of the Royal College of Physicians, the UK's oldest and most distinguished medical college, raised an almighty storm. She suggested that the growing number of women in medicine was altering the practice of medicine itself, and risked the profession losing status and influence.

Women, she said, were choosing a particular set of medical specialisms that avoided the longest hours and most commitment. Their greater tendency to take career breaks – not just to have children but to raise them – and their greater propensity to work part-time, raised questions about whether they would ever get to the top of the profession in sufficient numbers. Would they spend the hours and gain the experience necessary to become leading academics, senior medical and clinical managers while also playing the political roles that medicine needs filled if it is to be represented? And if they did not do so, would the practice of medicine suffer and, along with it, patient care?

Dame Carol's remarks provoked extreme reactions. Some argued she was self-evidently right, and that only a woman who had reached the top of the profession – Dame Carol was not only president of the RCP but a professor of rheumatology – could dare raise such issues.

Others argued that it was continued male domination of the profession that ensured that the top positions were still "jobs for the boys", that society and medicine had still not adapted to give women an even break.

Five years on, the college has produced an extensive piece of research on the issue that pulls together all the available data from the UK, both qualitative and quantitative, and also examines comparable data elsewhere. Its broad findings suggest that the trends Dame Carol identified Are indeed valid; and that the questions she raised need debating.

In the UK, the proportion of female medical students has been rising since the 1960s; by 2007, women accounted for 57 per cent of the total. Women doctors are likely to become the majority sometime after 2017 – possibly earlier if the number of medical graduates coming to the UK falls in the next few years.

The time lag between qualifying and becoming a consultant or general practice principal means that while women currently make up 40 per cent of all doc-

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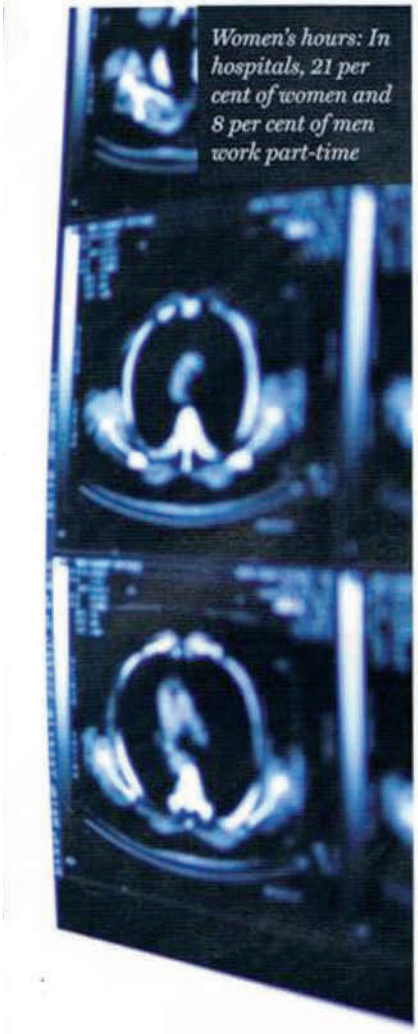


Women's hours: In hospitals, 21 per cent of women and 8 per cent of men work part-time

tors, they account for only 28 per cent of consultants or equivalent level posts. But the specialities in which they hold those posts vary spectacularly. More than 40 per cent of consultants in paediatrics, public health and general practice are female. Fewer than 10 per cent in surgery are women.

The research shows that women display an early preference for more "planable", less physically invasive specialities; ones that tend to involve less unpredictable time commitment and fewer unsocial hours. They also opt for specialties that are less technologically oriented and ones that might be dubbed more "people orientated".

It is important to stress that this is on average. There are full-time women surgical consultants, but a mere 8.4 per cent of consultant surgeons are women, against 44 per cent in paediatrics, almost 38 per cent in psychiatry, 42 per cent in general practice and 48 per cent in public health.

Women make up less than a quarter of accident and emergency consultants, and only 28 per cent of consultant anaesthetists. And the report notes that in radiology the percentage of women who have become registrars – the step just below consultant grade in the UK – has declined slightly in the decade to 2006 as the speciality has become more invasive, using techniques more closely aligned to surgery. Given the expansion that has been under way in medical schools, the numbers of women entering the more senior ranks of radiology has almost doubled in the period: but the percentage choosing to do so has actually declined slightly.

More than 40 per cent of consultants in paediatrics, public health and general practice are female. Fewer than 10 per cent in surgery are women

SUCH CHOICES are not exclusive to the UK. Similar preferences of speciality can be seen in the US, Canada, New Zealand and some Scandinavian countries. The numbers suggest that this is the outcome of choice and preference rather than of simple male prejudice.

Women are also more likely to work part time. At present, a clear majority of doctors work full time. But in hospitals, 8 per cent of men and 21 per cent of women are on part-time contracts. And at consultant level, 30 per cent of women are on part-time contracts. The proportions are smaller than that in surgery, anaesthetics and A&E. But in general practice, 49 per cent of women at consultant level work part-time, against 12 per cent of men.

And there is some evidence that women are taking career breaks to have children later, after they have completed their specialist training. There is no evidence to support a widely held view that women are more likely than men to leave medicine entirely.

But follow-ups of doctors for 15 years after graduating suggest that after taking into account careers breaks – often to have children – and less than full-time working, women are providing on average 60 per cent of the total working hours of a full-time doctor, against 80 per cent for men.

It is worth underlining that all these data represent a snapshot in time. But if the trends continue, they will have big implications for the practice of medicine.

Furthermore, if more women are working part time, more men may seek the same. More part-time working means patients are less likely to consistently see the same doctor. Maintaining high quality care with an increasingly part-time workforce is likely to become more of a challenge. This would make electronic medical records that provide comprehensive information about patients even more important.

More doctors will need to be trained, as more doctors will be needed to provide the same level of cover – so there are economic implications. And there is a risk that doctors who work full time – whether female or male – may come to resent the demands put on them for unsocial hours by those who want to work more flexibly.

Added to that is the question of what happens at the most senior level of medicine. Data on women in top jobs in the UK are not easy to obtain. They are anyway subject to bias because the numbers involved are in many cases small. But in 2007, only 12 per cent of clinical professors in universities were women, and only two out of the 34 medical school deans were women.

Traditionally, becoming a leading academic, heading a royal college or playing a significant, small "p" political role in medicine has required a more than full-time commitment. That has been true for the women who have filled these roles as well as the men. But if more doctors are opting to work part-time, will they find the time and gain the experience necessary to fill such jobs? Will the senior echelons of medicine be made up of the best of the best, or merely the best of the rest? If it is the latter, the quality of academic research, medical leadership and ultimately patient care could suffer – unless there is some way of filling these roles from a shorter investment and lower time commitment than has traditionally been the case.

At present, there is plenty of competition, certainly in the UK, where the government has been increasing the output of medical schools. The proportion of women medical students is rising, but in 2007 there were almost 1,200 more male medical students than a decade earlier, matched by an extra 1,750 female ones: so there is a bigger overall pool from which talent can be drawn.

But the research makes clear that the growing proportion of women doctors is changing the way the medicine is delivered, and the controversial issues that Dame Carol raised need thinking about. ■

THE GENDER'S BIAS - PART ONE

I READING COMPREHENSION:

A True or false? Justify or correct:

1- The number of women doctors increased, which keeps the practice of medicine in a status quo. ☐ T ☐ F

2- Women prefer less technologically-, more people-oriented specialties. (TRUE / FALSE)

B Answer the following questions:

1- Why did Dame Carol Black raise questions about whether women ever get to top?

2- Why has the percentage of women registrars in radiology declined? (use your own words)

C Choose the best option:

1- ☐ Women prefer medical specialties with longer working hours and little engagement.
☐ Women doctors engage in medical specialties having the shortest hours and least commitment.

2- ☐ Some think that society is not yet adjusted to give women an equal chance of success which makes men hold the top positions in medicine.
☐ According to some people, men have the top positions in the medical field because society and medicine don't allow women a break.

D Fill in the following table about women doctors:

Percentage	Field
	doctors
28	
	surgery
8.4	
	consultants in paediatrics
	consultants in psychiatry
42	
48	
28	

E What do these refer to?

RCP (§3):

57 (§6):

¼ (§10)

II VOCABULARY:

A Find the words that mean:

- gives a nickname (§1): ———————————————————————————————
- tendency (§2): ———————————————————————————————
- equal chance of success (§4): ———————————————————————————————
- great in extent, range or application (§5): ———————————————————————————————
- outside usual working hours (§8): ———————————————————————————————

B Match the following:

invasive (§8):

in surgery: • having or showing a tendency to spread from the point of origin to adjacent tissue, as some cancers do.

in medicine: • done by inserting something into or operating on the body through an incision or a natural orifice.

III TRANSLATION:

Give the French equivalent:

rheumatology (§3): ———————————————————————————————

consultant (§7): ———————————————————————————————

general practice (§7): ———————————————————————————————

paediatrics (§7): ———————————————————————————————

public health(§7): ———————————————————————————————

emergency (§10): ———————————————————————————————

anaesthetists (§10): ———————————————————————————————

registrars (§10): ———————————————————————————————

actually (§10): ———————————————————————————————

THE GENDER'S BIAS - PART TWO

I READING COMPREHENSION:

A Fill in the following table to compare men and women doctors:

Field	Men	Women
Part-time contracts in hospitals		
	12	
	80	60
Medical school deans in 2007		
	1,200	1,750

B Correct the following statements:

1- The choice of specialty by women doctors is restricted to the UK.

2- The majority of doctors are part-timers.

3- It is more likely for women to leave medicine completely.

4- Male doctors are not expected to strive for part-time working.

5- Longer investment and higher time commitment are needed to fill the roles at risk of impairment.

C Use your own words to answer the following questions:

1- What is the outcome of part-time working?

2- Why are data on women in top jobs in the UK difficult to obtain?

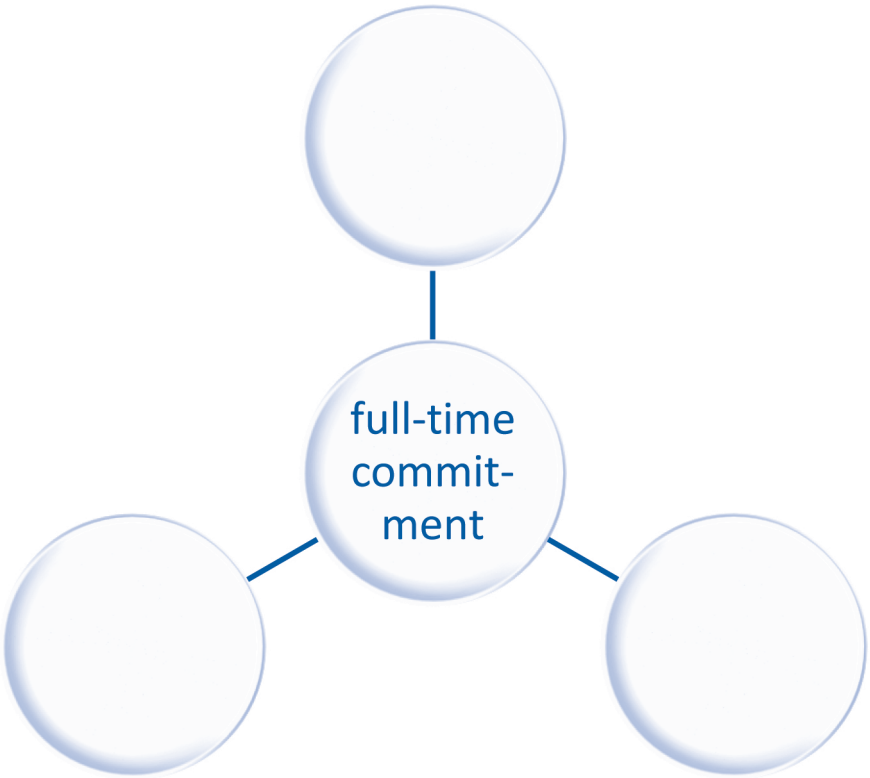
D What do these refer to?

that (§12): _____

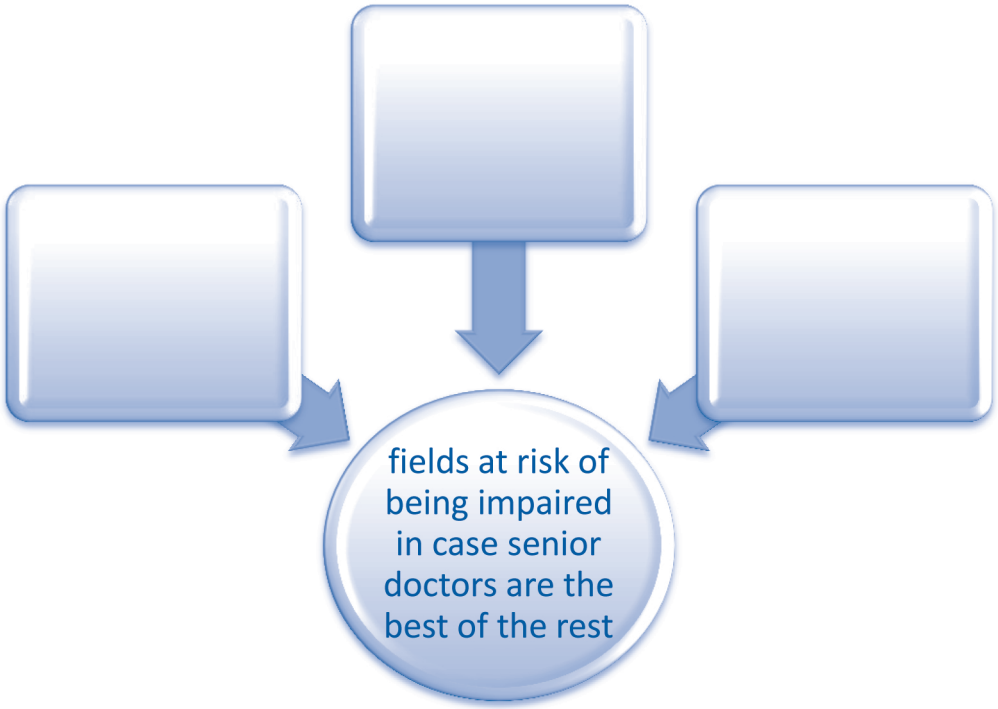
the latter (§19): _____

E Fill in the following diagrams:

1-



2.



II VOCABULARY:

Find the words that mean:

- result (§11):_____
- accident and emergency (§12):_____
- continuation; something giving more information (§14):_____
- a record or view of a particular point in process in a sequence of events or a continuing process (§15):_____
- constantly; time after time (§16)_____
- dislike(§17):_____
- entering (§19):_____
- levels(§19):_____
- production(§20):_____
- given (§21): _____
- subjects of debate (§21): _____

III TRANSLATION:

A Give the French equivalent:

- male prejudice (§11): _____
- part-time contracts (§12): _____
- to take into account (§14): _____
- demands (§17): _____

B Translation of Medical Terminology:

Unité des Soins Intensifs: _____

SAMU: _____

Le bloc: _____

Consultations Externes: _____

Traitement ambulatoire: _____

Traitement à l'hôpital: _____

Un staff (de médecins): _____

Le personnel soignant: _____

Le personnel hospitalier: _____

Le personnel infirmier: _____

Un médecin généraliste: _____

Un spécialiste: _____

Un chirurgien: _____

Un pédiatre: _____

Un gynécologue: _____

Être de garde (pharmacie): _____ (médecin):_____

Sur rendez-vous: _____

Chef de service: _____

BASIC MEDICAL ENGLISH: HOSPITAL VOCABULARY

REARRANGE THE LETTERS IN BRACKETS TO FORM THE CORRECT WORD:

1/ People in hospital with some form of illness are known as_____***(t a s n i p t e n i)***

2/ When they first arrive at hospital, a doctor or nurse_____them and shows them to a bed in a_____***(i a m t s d) / (a d w r)***

3/ There may be a letter of_____from another doctor explaining the history. ***(l e a r r f e r)***

4/ The doctor may have to complete a_____for tests. ***(s e q u e r t)***

5/ Many medical personnel have to be ready to go to work in the event of an emergency if they are_____***(c l o a n l)***

6/ The doctor may decide to have blood, urine or tissue_____analyzed. ***(m s p s e c n i e)***

7/ Every day the doctor will speak to the patients during the_____***(r w d a / d o r u n)***

8/ Patients who require surgery will be asked to sign a_____form. ***(s t e c o n n)***

9/ A patient who is well enough to go home will be_____***(h d i e a c g d s r)***

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_____***(p a t t i t o u n e) (l i c c i n)***

11/ When colleagues are absent from work because of illness, others will have to_____***(c r o v e)***

12/ Patients who are getting better are_____***(s t e a l n e c c o n v)***

13/ The hospital may arrange for a_____when doctors are on holiday. ***(c n l o u m)***

A team of doctors working together in a hospital is known as a firm. A firm may have patients on different wards, but on one particular ward there may be patients from different firms.

IV WRITING:

Use these hints to write a paragraph defining hospitals:

Hints:
- medical services to sick + injured + pregnant
- medical + nursing + support staff
- inpatient care → close medical monitoring
- outpatient care → treatment but not constant medical attention
- diagnosis + medical treatment of physical + mental health problems
- surgery + rehabilitation + health education programs
- nursing + physician training
- centers for innovative research + medical technology

Verbs: to be / to provide / to employ / to require / need / to serve as

Relative pronouns: that / who / which

LANGUAGE STUDY: NUMERALS

I- CHECK YOUR NUMBERS AND FIGURES:

1/ CARDINAL NUMBERS

a) From 1 to 99

one	eleven	
two	twelve	twenty
three	thirteen	thirty
four	fourteen	forty
five	fifteen	fifty
six	sixteen	sixty
seven	seventeen	seventy
eight	eighteen	eighty
nine	nineteen	ninety
ten		

Note the hyphen :

thirty-seven / ninety-six

b) Over 99

100: a (one) hundred

Points to notice:

When writing in words or reading a compound figure, and is placed before the last word:

- 365 three hundred and sixty-five
- 1000 a (one) thousand
- 54,842 fifty-four thousand, eight hundred and forty-two
- 106 a (one) million
- 109 a (one) million (U.S); a (one) thousand million (G.B)
- 1012 a (one) billion (G.B); a (one) million million (U.S)

Notice also:

The words *dozen, hundred, thousand, million, billion* are never made plural when they follow a number or a quantifier such as several, a few, etc...

E.g.:45,000 cases: forty-five thousand cases.

If, however, these words are used loosely, merely to convey the idea of a large number, they must be made plural.

E.g. Thousands of cases of measles (Des milliers de cas de rougeole)

E.g. Hundreds of people

How to read decimals

- 13.4 days thirteen point four days
- 3.1416 three point one four one six

2- ORDINAL NUMBERS

a) From the 1st to the 10th

1st	first	6th	sixth
2nd	second	7th	seventh
3rd	third	8th	eighth
4th	fourth	9th	ninth
5th	fifth	10th	tenth

b) Over the 10th

11th	eleventh	21st	twenty-first
12th	twelfth	22nd	twenty-second
13th	thirteenth	23rd	twenty-third
14th	fourteenth	24th	twenty-fourth
15th	fifteenth	25th	twenty-fifth
.....		.....	
20th	twentieth	30th	thirtieth
.....		.....	
50th	fiftieth	100th	hundredth
.....		.....	
.....		1000th	thousandth

The article **the** usually precedes ordinal numbers.

- 4+4=8 Four and four are eight / Four plus four are eight
- 4-1=3 Four minus one is three / One from four is three
- 4x2=8 Four times two is eight / Four twos are eight
- 8:2=4 Eight divided by two is four / Two into eight is four
- 1/3 one third ½ a (one) half ¾ three quarters
- 3/5 three fifths 3/10 three tenths
- x2 twice/twofold x3 three times/threefold x4 four times/fourfold
- 3^2 three squared / square three
- 2^3 two cubed
- 0.75 zero / nought point seven five
- 0.05 nought point nought five
- 15/20 fifteen over twenty – fifteen out of twenty – fifteen twentieth
- <0.4 less than nought point four
- >1.0 more than one point nought
- 11x109 eleven times ten to the power of nine / to the ninth
- C.75 about seventy-five
- 1:4 one to four
- 37.2°C thirty-seven point two degrees centigrade
- 120/80 mmHg one twenty over eighty millimetres of mercury
- -5°C five degrees below zero
- m^2 square metre / metre squared
- 0 (maths) zero.
- 71563710 seven one five six three seven one oh (telephone number).
- Manchester – Liverpool 3-0 Manchester three, Liverpool nil
- 15-0 (tennis) fifteen – love.
- 0-0 a nil draw.

Dates

- 7/1/2015 the first of July two thousand and fifteen / July the first twentyfifteen
- 44 B.C forty-four Before Christ
- 99 A.D ninety-nine Anno Domini
- 1900 nineteen hundred
- 1900-1999 the nineties
- 1900-1993 the early nineties
- 1994-1996 the mid nineties
- 1997-1999 the late nineties

Adjectives: other, next, first, last

They are always found before numbers.

- The other two / the next three tests
- The first five units / the last ten days

II- EXERCISES:

A. TICK WHAT YOU HEAR:

☐706	☐760	☐9750	☐9570	☐789,919	☐798,991	☐970,640	☐907,614
☐601	☐611	☐90,715	☐99,517	☐1,200	☐1,002	☐799, 614	☐790,614
☐947	☐974	☐60,330	☐63,313	☐1,222	☐ 2,11	☐709,614	☐790,641
☐717,000	☐777, 000	☐60,214	☐63,412	☐100,222	☐200,11	☐ 970, 614	☐907,640
☐770,000	☐700,700	☐635,000	☐603,214				

B WRITE IN FULL LETTERS:

a) BP 140/90 mm/Hg_____

BP 130/85 mm/Hg_____

BP 120/80 mm/Hg_____

b) 11x5x2=110_____

43+82=128_____

11x109_____

c) 0.08% _____

36.36 _____

15°C_____

3, 491, 611_____

3,265_____

1,283_____

10,900_____

63,748_____

d) 13/03/2016 at 5.35 p.m_____

_____

21/11/2011_____

1012_____

1515_____

1881_____

C WHAT TIME IS IT? READ THEN WRITE IN FULL LETTERS:

3:10_____4:15_____

8:25_____1:30_____

9:05_____11:50_____

D COMPLETE THE FOLLOWING SENTENCES USING THE WORDS BETWEEN PARENTHESES IN FULL LETTERS. MAKE THE NECESSARY CHANGES:

1- One of my colleagues has done a series of experiments comparing (145) _____different mixtures of sleep and nap—(5)_____hours' sleep plus a (1)_____-hour nap during the day, (4 + 2) _____and so on—to see if there is some magic combination where you could have (2).....episodes of sleep that added up to less than (8) _____and still yield the same performance. Sadly, unless it adds up to about (8) _____, you do keep getting worse and worse.

2- In (1658)_____, Dutch biologist Jan Swammerdam made use of the newly developed microscope to examine the blood of frogs. He discovered and (1st) _____described red blood cells.

3- Fine atmospheric particles — smaller than (1/30) _____of the diameter of a human hair — were identified more than (20) _____ years ago as the most lethal of the widely dispersed air pollutants in the United States. Linked to both heart and lung disease, they kill an estimated (50,000) _____ Americans each year.

4- I am afraid she will have to write the (3-last) _____pages over again.

5- Go over the (4-first) _____chapters again.

E TRANSLATE:

1) le 12ème:_____ 2)le 181ème:_____

3) le 1000ème:_____ 4) le 33ème:_____

5) travailler en binôme: _____

6) une vingtaine de personnes: _____

7) Je pense qu'elle doit avoir la cinquantaine.

_____

8) N'oublie pas de commander trois douzaines d'éprouvettes.

_____

9) Le thermomètre était bien en dessous de zéro à 3h du matin.

_____

10) Les trois premières lignes que vous avez lues étaient correctes

_____

11) Maintenant je peux me rendre à la faculté deux fois plus vite qu'en bus.

_____

12) Ce livre m'a donné trois fois plus d'informations que le premier.

_____

13) In IVF-treatment the stimulation lasts for about ten days.

_____

14) The egg collection may take 10-20 minutes, depending on the number of follicles.

_____

15) The operation is done after 34-36 hours from the last triggering injection.

_____

WRITING:

Tunisia: Breast Cancer

Using the table, complete the paragraph below:

Number of deaths	Death Rate	World Rank
728 - 1.67%	15.66 per 100.000	105

According to the latest WHO data published in 2011, Breast Cancer Deaths in Tunisia.

10

WHY MEDICINE AND WHY NOT?

What about medicine for a good salary, security, social pos ition, and a job which can in theory be done anywhere? Doctors in the UK are paid poorly in comparison with other doctors in Western Europe, North America, and Australas ia, unless they supplement their income with a bus y private practice, but, having said that, the pay is not bad. It became clear over the millennium that the UK had for many years been training fewer doctors than it needed. As a result there has recently been a substantial increase in the number of medical students in the UK but, almost simultaneous ly, the NHS has been reducing the number of posts for trained doctors. Suddenly, and we hope temporarily, medicine has become a less secure profession.

PCEM1

MEDICAL ENGLISH

UNIT SEVEN
VIDEO SEQUENCE: ANATOMY OF THE HEART

WATCH THE VIDEO SEQUENCE AND DO THE TASKS:

SECTION 1

A CHOOSE THE CORRECT ALTERNATIVE:

1- The body requires oxygen to carry out / care on/ carry on the process of life.

2- The heart is ☐ a muscle

☐ a fist

3- Blood is circulated to the lungs and the body with each heartbeat. TRUE FALSE

B PARAPHRASE THESE COMPOUND ADJECTIVES:

oxygen-rich blood: _____

oxygen-poor blood: _____

C WHAT DOES THIS FIGURE REFER TO?

5/4:_____

SECTION 2

A FILL IN THE BLANKS:

The right and the left sides of the heart comprise the right and the left_____and the right and the left_____respectively.

B MATCH THE FOLLOWING:

The heart right side chambers 1•	• a collect and pump the oxygen-rich blood to the body
The heart left side chambers 2•	• b collect oxygen-poor blood and pump it to the lungs where oxygen is replenished

C FIND THE WORD THAT MEANS:

is made up of:_____

is nourished/replaced:_____

SECTION 3

WHAT DO THESE FIGURES REFER TO?

4 _____

2 _____

_____

2 _____

_____

SECTION 4

FIND THE CORRESPONDING ORGAN TO EACH DEFINITION:

1/ _____: organ through which oxygen-poor blood returning from the body enters the right atrium

2/ _____: organ through which blood is pushed by the contraction of the right atrium into the right ventricle

3/ _____: organ through which blood is pumped by the contraction of the right ventricle

4/ _____: organ into which blood is pumped by the contraction of the right ventricle and which connects to the lungs

SECTION 5

FILL IN THE BLANKS:

At the same time, oxygen-rich blood returning from the lungs _____the heart through the pulmonary_____ The pulmonary veins_____the left atrium which contracts to push oxygen-rich blood through the_____valve and into the left ventricle. The left ventricle contracts pushing the blood through the_____ valve and into the aorta which distributes blood to arteries throughout the body. The heart is _____ _____blood through the_____arteries which _____ _____the aorta.

PLURALS OF MEDICAL TERMS

Plurals of many medical terms are formed using the rules you already know.

Many plurals are formed by simply adding an "s" to the singular term: abductors, contusions, abrasions, and lacerations.

Singular nouns that end in "s," "ch," or "h" usually form their plurals by adding "es." Abscess becomes abscesses. Singular nouns that end in "y" preceded by a consonant form their plurals by changing the "y" to "i" and adding "es." The plural forms of allergy, capillary, extremity, and ovary are allergies, capillaries, extremities and ovaries, respectively.

Use this table for forming other plurals of medicals terms, but be aware that there are a few exceptions to the rules and that only major rules are included. In addition, some terms have more than one acceptable plural.

If the singular ending is	**the plural ending is**	**examples singular**	**plural**
is[1]	es	diagnosis, prognosis, psychosis	diagnoses, prognoses, psychoses
um	a	atrium, ileum, septum, bacterium	atria, ilea, septa, bacteria
us[2]	i	alveolus, bacillus, bronchus	alveoli, bacilli, bronchi
a	ae	vertebra, patella, petechia	vertebrae, patellae, petechiae
ix	ices	appendix, varix, cervix	appendices, varices, cervices
ex	ices	cortex	cortices
ax	aces	thorax	thoraces
ma	s or mata	carcinoma, sarcoma	carcinomas or carcinomata, sarcomas or sarcomata
on[3]	a	protozoon, spermatozoon	protozoa, spermatozoa
nx	nges	phalanx, larynx	phalanges, larynges

(1) Some words ending in "is" form plurals by dropping the "is" and adding "ides," as in epididymis and epididymides.
(2) Some singular forms ending in "us" form plurals by dropping the "us" and adding either "era" or "ora," as in viscera and corpora.
(3) Some singular forms ending in "on" form plurals by adding "s," as in chorion and chorions.

EXERCISES:

A Give the plurals of the words in parentheses:

1) The (branch) _____of the (bronchus) _____ eventually narrow down to tubes of less than 1.02 mm (less than 0.04 in) in diameter. These tubes, called (bronchiole) _____ divide into even narrower tubes, called alveolar ducts. Each alveolar duct ends in a grapelike cluster of thin-walled sacs, called (alveolus) _____

2) The upper two chambers of the heart, the right and left (atrium) _____ , are receiving chambers for blood.

3) Fourteen smaller (phalanx) _____make up the toes.

4) The nasal (fossa) _____, which constitute the internal part of the nose, are lofty and of considerable depth.

5) In humans the spinal column contains 33 (vertebra)_____

6) Doctors use various methods to diagnose (carcinoma)_____, depending on the site of the cancer.

7) (Sarcoma)_____cultures of an estimated 700 milligrams were grown in 21 days.

8) The production of permanent hereditary changes, i.e., mutations by ionizing radiation, is a universal biological phenomenon extending down the scale of (organism)_____to (protozoon) _____, (bacterium)_____, and (virus) _____ and across to plants, such as (fungus) _____and liverworts.

B Change into the plural:

1) The patella acts as a movable fulcrum, or pivot, for the muscle and tendons that pass over it.

2) A petechia is a tiny purplish red spot on the skin caused by the release into the skin of a very small quantity of blood from a capillary.

3) The mucosa is folded; the fold is covered with a minute mucosal projection called villus.

4) A varix is swollen or knotted bodily vessel, especially a vein.

5) The exterior surface of the cerebrum, the cerebral cortex, is a convoluted, or folded, grayish layer of cell bodies known as the gray matter.

6) The cervix is located at the bottom of the uterus and includes the opening between the vagina and the uterus.

7) The uterus body consists of a firm outer coat of muscle, known as the myometrium, and an inner lining of soft, glandular material, known as the endometrium, that thickens with blood during ovulation, preparatory to receiving a fertilized ovum.

C Translate into English:

1) Les articulations entre les phalanges des doigts sont des articulations en forme de poulie.

2) Un certain nombre de micro-organismes, surtout des bactéries, vivent dans des conditions anaérobies en réalisant la fermentation lactique.

3) Il existe de multiples formes de carcinomes, classés en fonction des organes qu'ils affectent (peau, muqueuses, glandes, etc.) ou du type de tissu qu'ils reproduisent.

4) La dermite ocre provient d'une insuffisance veineuse, en général accompagnée de varices, et consiste en taches brunes permanentes.

5) Tous les animaux et les organismes inférieurs ressemblant à des animaux et se reproduisant sexuellement sont, eux aussi, hétérogames, à l'exception de quelques protozoaires. Les gamètes mâles sont appelés spermatozoïdes et les gamètes femelles ovules.

BASIC MEDICAL ENGLISH: ADVERBS

The sentences below do not read correctly. Identify the adverbs then swap them around so that each sentence makes sense. Some adverbs could be used several times:

1- The bandage was medicinally tied around her wrist.

2- Immediately, she is very advanced for her age.

3- If the patient sweats fairly, it may be necessary to cool his body with cold compresses.

4- The tumor is excessively placed and not easy to reach.

5- She manages all her patients very mentally.

6- The relief team loosely requires more medical supplies.

7- This is a physically antiseptic solution.

8- Mildly he was very weak, but his mind is still alert.

9- He became ill efficiently after he came back from holiday.

10- The herb can be used awkwardly.

11- He has been working as a doctor only for a severely short time.

12- Her breathing was urgently affected.

1	2	3	4	5	6

7	8	9	10	11	12

Grammatical Translation: expressing «Future Time»

Indicate the function of the conjugated verbs then translate the sentences into French:

1. Tomorrow is April 1st.

2. His flying ambulance arrives at 2 o'clock on Saturday.

3. The tutorial class begins at 10 a.m. so be on time.

4. They're staying at home tonight.

5. You're not smoking in here!

6. Do you think the treatment will be beneficial?

7. He will refuse any delivery device.

8. No, I won't!

9. This ambulance won't start!

10. Will you open the window, please?

11. I shall be at my office Monday. Perhaps we could meet.

12. This medication shall not be bought over the counter.

13. I told you I would meet the pharmaceutical rep this week and I shall.

14. I think he's going to become a successful surgeon.

15. Are you going to prescribe another dose?

16. He's going to give another lecture on biochemistry.

17. I'll come for a follow-up visit when you want.

18. When will you use a hearing aid?

19. I wonder when she'll cut her first tooth.

20. There will come a time when the crisis will occur.

21. The labor is about to end.

22. I was about to faint.

23. The patients are to proceed through the check-in desk immediately.

24. The patient is to meet his doctor tomorrow.

25. That is bound to happen.

26. He's bound to have an accident one day.

27. That student is sure to pass.

28. She's likely to catch the virus.

29. The panel doctor is due to arrive at 9:00.

Put the words in parentheses in the correct tense:

1- If an inhabitant of public housing complexes smokes, the neighbors ***(expose)***_____ to secondhand smoke.

2- My name is Martha Diaz, I am a doctor. I ***(choose)***_____the medical profession because I wanted to help people and at the same time ***(make)***_____good money. I am very happy with the career I ***(choose)***_____, but now I wish I ***(take)***_____a job that ***(give)***_____me the opportunity to see the world. If I (be)_____ twenty years younger, I ***(visit)***_____as many countries as possible before settling down.

3- I studied biochemistry at university and I ***(receive)***_____my Ph.D. four years ago. I (work)_____at the National Institute of Medicine for three years. I ***(like)***_____ my job here. The work is interesting and the pay is excellent. I ***(have)***_____a good opportunity to advance too. Even if I receive an offer, I ***(not-leave)***_____this institute.

WRITING: SEQUENCE OF ARGUMENTS

Fill in the blanks from words from the list then arrange the sentences to get a meaningful paragraph.

after this period - when this happens - finally - first - at this stage - then

a ————————————the mosquito is infectious: when it bites a human subject, it gives an injection of parasites in a droplet of saliva.

b ————————————of incubation, parasites return to the blood stream and invade red blood cells, where they multiply rapidly and rupture the cells, releasing countless parasites to invade other red cells.

c ————————————, the young parasites are carried in the patient's blood to the liver and organs where they multiply without causing symptoms.

d ————————————the mosquito sucks blood from an infected person.

e ————————————, when this happens, the patient has an attack of fever.

f ————————————the parasites breed in the mosquito's stomach, and after about ten days their offspring invade the salivary glands.

1	2	3	4	5	6

11

WHY MEDICINE AND WHY NOT?

Social advancement would also be a poor motive for entering medicine, unlikely to achieve its aim. The profession has largely been knocked off its traditional pedestal. Much of the mystery of medicine has been dispelled by good scientific writing and television. Public confidence has been eroded by critical reports of error and incompetence, not to mention a rising tide of litigation against doctors. In the words of Sir Donald Irvine, Former President of the GMC: "The public expectation of doctors is changing. Today's patients are better informed. They expect their doctors to behave properly and to perform consistently well, and are less tolerant of poor practice". Such respect that doctors still enjoy has to be continually earned by high standards of professionalism.

The freedom of doctors to practise in other countries is no longer what it was. Most developed countries have restrictions on doctors trained elsewhere. European Union countries are open to UK doctors but none is short of doctors, and language barriers have to be overcome. Need and opportunity still exist in developing countries. All in all, there are less demanding ways than medicine of making a good living and having the opportunity to work abroad.

MAKING YOUR OWN DECISION

It would be pompous and old fashioned to insist that all medical students should have a vocation but they do need to be prepared to put themselves out, to earn respect, to impose self-discipline, and to take the rough with the smooth in their training and career; they also need to be excited and challenged intellectually and emotionally by some if not all aspects of medicine. And, as much of the decision-making in medicine is made on incomplete evidence, they must be able to live with uncertainty. They also need the necessary patience and determination to improve imperfect treatment, increasingly practising "evidence-based" medicine.

It is neither necessary nor normal for individuals to be entirely clear why they want to become a doctor. Those who think they do and also know precisely the sort of doctor they want to be usually change their minds more than once during their training. Whatever your reasons for medicine, the first thing to do is to test your interest as best you can against what the career involves, its demands, its privileges, and its responsibilities. It is not useful to try to decide now what sort of doctor you might want to be, in fact you do not need to decide for at least 7 years. But it is wise towards the end of the undergraduate course to examine speciality career options more carefully than most students do now, not least so that enthusiasm about the possibility of a particular specialist career can help motivate you through finals and especially through the somewhat harrowing clinical responsibility of the early postgraduate years.

At the end of the day, your decisions must be your own. If you have questions about course or career, find out who to ask and make your own enquiries; it is your life and your responsibility to make a suitable career choice. Do not let your parents, however willing or however wise, choose your career for you. Beware the fate of Dr Blifil in Tom Jones who was described as:

> ... a gentleman who had the misfortune of losing the advantage of great talents by the obstinacy of his father, who would breed him for a profession he disliked ... the doctor had been obliged to study physick [medicine], or rather to say that he had studied it ...

The trust of others, regardless of wealth, poverty, or position, together with the opportunity to understand, explain, and care, if not cure, can bring great fulfilment. So too can the challenge of pushing back the frontiers of medical science and of improving medical practice.

Medicine requires a lively mind, wise judgment, sharp eyes, perceptive hearing, a stout heart, a steady hand, and the ability to learn continuously. It is an ideal career for all rounders and the better rounded you are the wider your career opportunity in medicine as clinician, scientist, teacher, researcher, journalist, or even politician.

Medicine will never be an entirely comfortable or convenient career. It also requires signing up to an ethical code stronger than the law of the land and, even as a student, observing the law – high spirits notwithstanding. Doctors' convictions are never spent. Doctors breaching the law or their ethical code may lose their registration, their licence to practise, and with that their livelihood.

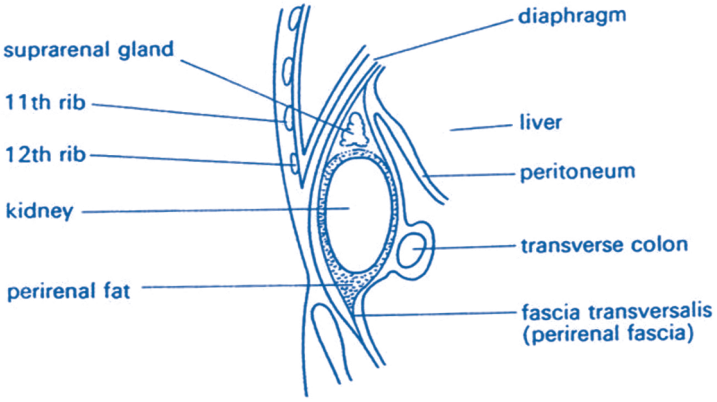
The configuration of an individual's character, aspirations, and abilities have to match the shape of the opportunity, like pegs in holes. Becoming and being a doctor is not by any means everyone's cup of tea. Yet for all its demands, medicine offers a deeply satisfying and rewarding lifetime of service to those prepared to give themselves to it.

PCEM1

MEDICAL ENGLISH

REVISION

1. LOOK AT THE DIAGRAMS AND ANSWER THE QUESTIONS:



Longitudinal section through the kidney

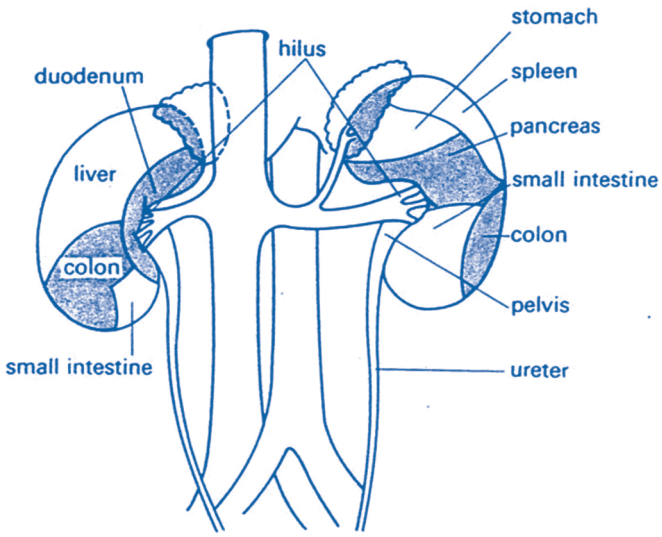


Diagram indicating the principal anterior and medial relations of the kidneys. Shaded areas are not covered by peritoneum

a) Which kidney is higher? Can you guess why?

b) What is the kidney surrounded by?

c) What is the name of the concave part of each kidney?

d) What is the hilus of the right kidney covered by?

e) What lies between the kidneys?

f) What separates the kidney superiorly from the suprarenalgland?

g) What is the shape and position of the right suprarenal gland?

h) What shape could a transverse section of a kidney be?

i) What is the shape of the sagittal section in the diagram?

j) What is the perirenal fascia lined by?

2. TRUE OR FALSE? CORRECT IF FALSE:

a) The kidneys lie on the posterior abdominal wall.

b) The lower pole of the right kidney is covered by the right colic flexure medially and the jejunum laterally.

c) The lower pole of the right kidney is separated anterolaterally from the splenic flexure of the colon by peritoneum.

d) Most of the top part of the right kidney is covered by the diaphragmatic surface of the liver.

e) The pelvis of the ureter is the dilated upper end?

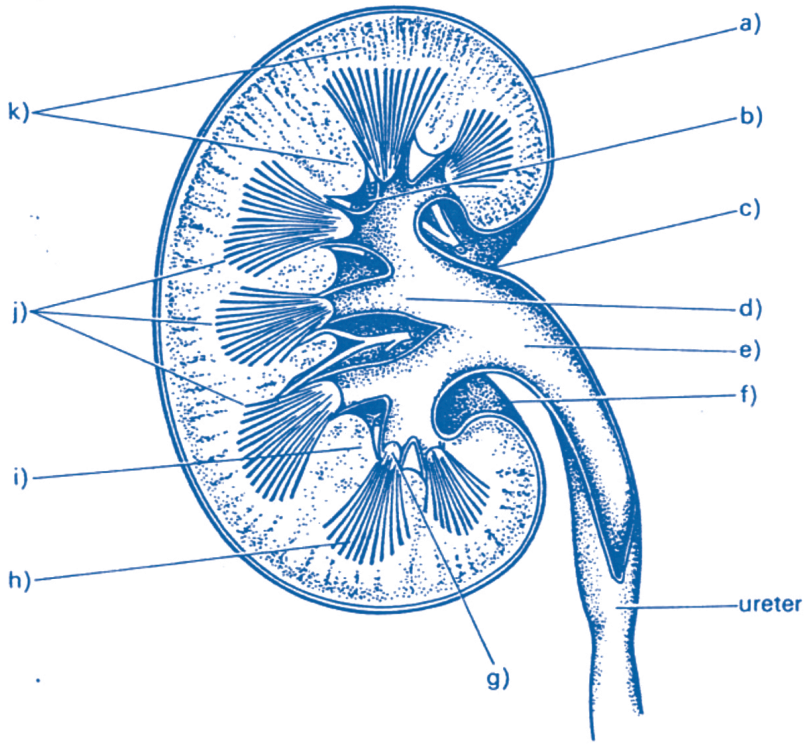
f) The kidneys lie below the ribs.

3. READ THE PASSAGE AND LABEL THE DIAGRAM USING THE FOLLOWING WORDS:

major	calyx	cortex	pyramid	renal	pelvis
minor	calyx	medulla	papilla	renal column	
capsule	hilus	renal fat			

The kidney is covered by a thin fibrous sheath, or capsule. The blood vessels and the renal pelvis all enter the kidney at the hilus. The renal pelvis divides into 3 or 4 major calyces, each of which is divided into several minor calyces. The calyces and renal vessels are embedded in fat.

When cut longitudinally, the main part of the kidney is seen to consist of an outer cortex containing the glomeruli and an inner medulla made up of pyramids. The narrowed ends of these pyramids, the papillae, project into the minor calyces. The medullary pyramids, consisting mainly of collecting ducts, are separated from each other by the renal columns, which are extensions of the cortex and through which the renal vessels pass.



Drawing of the cut surface of the right kidney

Answer these questions:

a) What covers the kidney?

b) What does the renal fat surround?

c) What does the perirenal fat surround?

d) What does the cortex contain?

e) What is the medulla composed of?

f) What do the renal columns consist of?

g) What lies between the calyces and the cortex?

4. Write descriptions of these parts of the kidney using the information given:

Example: cortex / outer part / consisting

→ The cortex is the outer part of the kidney consisting of glomeruli.

a) medulla/inner part/composed

b) papillae/ends of/opening into

c) renal columns/parts of/lying between

d) capsule/thin membrane/covering

e) medullary pyramids/inner part/consisting

5. Complete the sentences with suitable names from the diagram:

a) The working unit of the kidneys is the nephron, which consists of_____,

b) _____, is the cup-shaped end surrounding the glomerulus.

c) _____, is made up of very thin capillary branches of the renal artery.

d) _____, consists of 2 parts: a coiled part which lies near its own glomerulus and a straight section which passes into descending limb of the loop of Henle.

e) _____,is the U-shaped section of the tubule, lined by simple squamous epithelium.

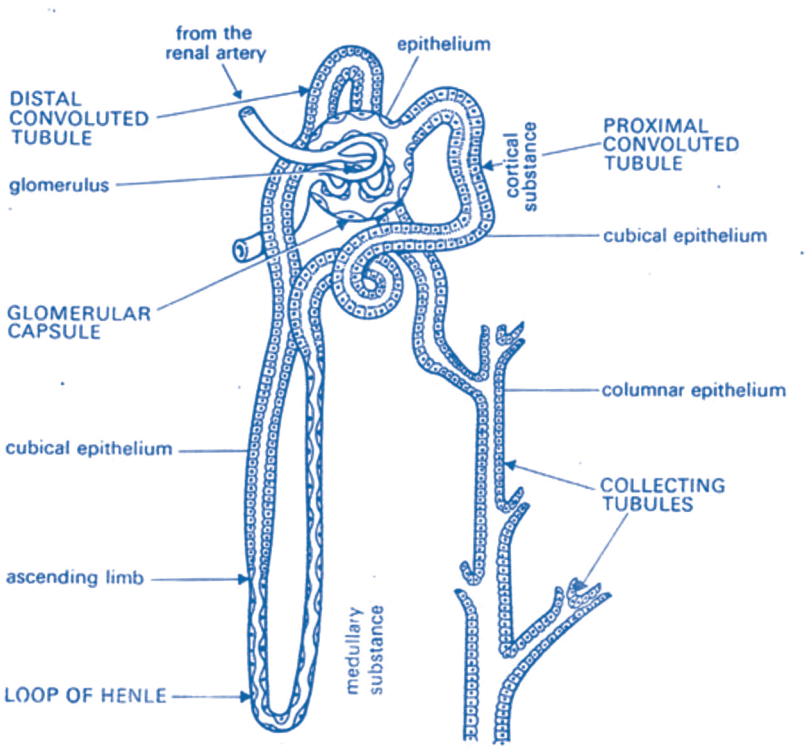
f) The ascending limb, which becomes the _____, coils around the glomerular capsule and then joins one of the_____

g) _____ pass through the medulla and open on to the surface of the renal papillae into the minor calyces.

h) _____ are lined by columnar epithelium.

i) _____ lines the proximal and distal tubules.

j) _____ is lined by thin, specialised epithelium.



Reorder the following items to get the English equivalent of the sentences in French. Conjugate the verbs between parentheses:

1) La pharmacie de garde ce week-end est....
duty/(be)…/weekend/chemist/the/this

2) Le médecin de garde était épuisé.
(be) /doctor/exhausted /on /call/the

3) Au moment où je suis arrivé, la surveillante de garde était déjà partie.
already / (arrive),/ when / time/ the / by / nurse / (leave)/ duty /the / I

4) Alice a fait une surdose de somnifère massif après une dispute avec son mari.
after / sleeping / overdose of / a massive / pills / Alice / a row with / her husband /(take)

5) J'ai un rendez-vous chez le dentiste.
a dental / I /appointment /(have got)

6) Il est possible qu'il ait mangé trop vite.
too fast/ he /(eat) / might

7) Les médecins devraient être prudents avec les antibiotiques.
(be)/ careful / antibiotics / with / physicians / should

8) Tu as trouvé mes lunettes! J'ai cru que je les avais perdues.
reading/ you /them/ my / I / I / (think) / (find)/ (lose) /glasses!

9) Elle a des problèmes de santé.
medical / she/ (have)/ problems

10) Il était déclaré en parfaite santé.
clean / health / (give) / he / a / of / bill

11) Ne pas dépasser la dose prescrite.
dose/ not / (do) /the / (exceed)/ (state)

12) Si je le gratte, la démangeaison se propagera.
the/it/(scratch)/I/(spread)/itchiness/if

PCEM1

MEDICAL ENGLISH

APPENDIX

STUDENTS' ORAL PRESENTATIONS

Students must be prepared to make an oral presentation for which they will have a mark on 10 points. It consists of a 5-to-10-minute talk on any topic, either elaborated on powerpoint slides (12 to 15 slides), or any other means. Preparations must be personal but presentations can be carried out in solos, duals or more. Short sketches are also very welcome.

Note that this is not a reading task; it is a speaking activity. Therefore, students should keep away from reading what they typed on the slides. Special attention must be paid to language and pronunciation. The students in attendance are supposed to take notes to ask questions for an ultimate brief debate.

After choosing a topic, students must send its title with their name, class, group and date of their presentation to the following e-mail address:rafla.bahroun@gmail.com. Once they have received a confirmation, they are expected to copy their presentation on a CD, precising their name, class, group and title of the project.

TENSES

N.B.: By "verb" I mean "infinitive without to" also called "bare infinitive."

Tense	Rule	Example
simple present	verb verb + (e)s	I/you/we/they do/write/cry he/she/it does/writes/cries
simple past	regular verbs: verb + ed irregular verbs: see example	listened - talked - walked did - wrote - read - spoke
Future	will + verb	will do
present progressive	be in the present + verb-ing	I am doing he/she/it is doing you/we/they are doing
past progressive	be in the past + verb-ing	I/he/she/it was doing you/we/they were doing
future progressive	will + be + verb-ing	willbedoing
presentperfect	have (in the simple present) + past participle	I/you/we/they have done he/she/it has done
pastperfect	had + pastparticiple	haddone
future perfect	will + have + pastparticiple	will have done
presentperfect progressive	have (in the simple present) + been + verb-ing	I/you/we have been doing he/she/it has been doing
pastperfect progressive	had + been + verb-ing	had been doing
future perfect progressive	will + have + been + verb-ing	will have been doing

conditional	If + simple present + future
	If + simple past + present conditional
	If + past perfect + past conditional
		If + do + will do
		If + did + would do
		If + had done + would have done

subjunctive	It's necessary..., / It's important..., / I recommend.., / I suggest... + that + subject + (should) + bare infinitive	* It's important that he **should obey** his parents. * It's necessary that he **obey** his parents.

PUNCTUATION MARKS

Symbol	Nomination	Definition
,	Comma	a punctuation mark used to **indicate a separation of ideas or elements within the structure of a sentence**
.	Period	a punctuation mark **indicatinga full stop, placed especially at the end of a declarative sentence**
:	colon	a punctuation mark used to **introduce a quotation, an explanation, an example,** or **a series**
;	semicolon	a punctuation mark used to **connect independent clauses and indicating a closer relationship between the clauses than a period does**
-	dash	a punctuation mark used to **indicate a break or omission**
!	exclamation point/ exclamation mark	a punctuation mark **used after an exclamation** (an exclamation is a sudden forceful utterance)
?	question mark / interrogation point	a punctuation symbol written **at the end of a sentence or phrase to indicate a direct question**
“” / ‘’	quotation mark	punctuation marks used to mark the **beginning and end of a passage attributed to another and repeated word for word**
( )	parentheses	upright curved lines used to mark off **explanatory or qualifying remarks** or enclose a mathematical expression
[ ]	brackets/square brackets	marks used to **enclose written or printed material**

USEFUL EXPRESSIONS FOR ESSAY-WRITING

Use	Expression
opinion	I think..., I feel..., in my opinion..., in my view..., I reckon..., as far as I am concerned..., from my point of view..., It would seem..., It would appear..., I may go as far as to say..., as it were..., according to the text..., to him..., to the writer... *Don't say "according to me," because "according to" is used to introduce somebody else's opinion.*
suggestion	I suggest doing..., I suggest that you should..., I would suggest doing..., It would be a good idea if..., it's time you did...
advice	you should..., you'd better..., the best thing you can do is..., I would advise you to..., I would recommend you to..., if I were you..., it's essential that you should..., it's vital that you should..., it's better...
attitude	frankly..., honestly..., obviously..., probably..., presumably..., no doubt..., fortunately..., unfortunately...
sequence of an argument	first of all..., to begin with..., in the first place..., secondly..., for another thing..., thirdly...
connection	therefore..., in addition..., moreover..., however..., nevertheless..., nonetheless..., on the other hand..., yet ***("pourtant" in French)***..., all the same..., anyway..., at any rate..., in my case..., after all..., at least..., actually..., in fact..., as a matter of fact..., similarly..., besides..., compared to..., as well as..., as regards..., as for..., as to..., regarding..., in this respect..., in this connection..., in connection with..., furthermore..., on the contrary..., in other words..., put otherwise...
examples	for instance..., for example..., such as...,
exceptions	including..., in particular..., apart from..., except..., with the exception of..., and so on..., and so forth...
generalizations	generally speaking..., in general..., as a rule..., on the whole..., in most cases..., in the vast majority of cases..., in a large number of cases..., in theory..., in practice..., in many ways..., to that extent..., to a large (great) extent..., to some extent..., basically..., up to a point..., by no means...,
conclusion	finally..., to sum up..., in a word..., in conclusion..., to conclude..., in a nutshell...

Base verbale		Prétérit		Participe passé		Traduction
abide	ə'baɪd	abode	ə'bəʊd	abode	ə'bəʊd	supporter
arise	ə'raɪz	arose	ə'rəʊz	arisen	ə'rɪzn	survenir, surgir
awake	ə'weɪk	awoke	ə'wəʊk	awoken	ə'wəʊkən	se réveiller
be	bi:	was/were	wɒz/wɜ:	been	bi:n	être
bear	beə	bore	bɔ:	borne	bɔ:n	porter, supporter
beat	bi:t	beat	bi:t	beaten	'bi:tn	battre
become	bɪ'kʌm	became	bɪ'keɪm	become	bɪ'kʌm	devenir
befall	bɪ'fɔ:l	befell	bɪ'fel	befallen	bɪ'fɔ:lən	arriver, survenir
beget	bɪ'get	begot	bɪgɒt	begotten	bɪgɒtn	engendrer, causer
begin	bɪ'gɪn	began	bɪgæn	begun	bɪgʌn	commencer
behold	bɪ'həʊld	beheld	bɪ'held	beheld	bɪ'held	contempler
bend	bend	bent	bent	bent	bent	plier, courber
beseech	bɪ'si:tʃ	besought	bɪ'sɔ:t	besought	bɪ'sɔ:t	implorer
beset	bɪ'set	beset	bɪ'set	beset	bɪ'set	assaillir
bet	bet	bet	bet	bet	bet	parier
bid	bɪd	bid, bade	bɪd	bidden, bid	'bɪdn	inviter, ordonner
bind	baɪnd	bound	baʊnd	bound	baʊnd	attacher, lier
bite	baɪt	bit	bɪt	bitten	'bɪtn	mordre
bleed	bli:d	bled	bled	bled	bled	saigner
bless	bles	blessed	blest	blessed	blest	bénir
blow	bləʊ	blew	blu:	blown	bləʊn	souffler
break	breɪk	broke	brəʊk	broken	'brəʊkn	casser
breed	bri:d	bred	bred	bred	bred	élever, se reproduire
bring	brɪŋ	brought	brɔ:t	brought	brɔ:t	apporter
broadcast	'brɔ:dkɑ:st	broadcast	'brɔ:dkɑ:st	broadcast	'brɔ:dkɑ:st	diffuser, émettre
browbeat	braʊbi:t	browbeat	braʊbi:t	browbeaten	braʊbi:tn	intimider
build	bɪld	built	bɪlt	built	bɪlt	construire
burn	bɜ:n	burnt	bɜ:nt	burnt	bɜ:nt	brûler
burst	bɜ:st	burst	bɜ:st	burst	bɜ:st	éclater
bust	bʌst	bust	bʌst	bust	bʌst	attraper, démanteler
buy	baɪ	bought	bɔ:t	bought	bɔ:t	acheter
cast	kɑ:st	cast	kɑ:st	cast	kɑ:st	lancer, jeter
catch	kætʃ	caught	kɔ:t	caught	kɔ:t	attraper
chide	tʃaɪd	chid	tʃɪd	chidden	'tʃɪdn	gronder, réprimander
choose	tʃu:z	chose	tʃəʊz	chosen	'tʃəʊzn	choisir
cleave	kli:v	clove, cleft	kləʊv/kleft	cloven, cleft	'kləʊvn	diviser, fendre
cleave	kli:v	cleaved	kli:vd	cleaved	kli:vd	coller, adhérer
cling	klɪŋ	clung	klʌŋ	clung	klʌŋ	suspendre
come	kʌm	came	keɪm	come	kʌm	venir
cost	kɒst	cost	kɒst	cost	kɒst	coûter
creep	kri:p	crept	krept	crept	krept	ramper
cut	kʌt	cut	kʌt	cut	kʌt	couper
deal	di:l	dealt	delt	dealt	delt	distribuer, traiter
dig	dɪg	dug	dʌg	dug	dʌg	creuser, fouiller
dive	daɪv	dove	dəʊv	dived	daɪvd	plonger
do	du:	did	dɪd	done	dʌn	faire
draw	drɔ:	drew	dru:	drawn	drɔ:n	dessiner
dream	dri:m	dreamt	dremt	dreamt	dremt	rêver
drink	drɪŋk	drank	dræŋk	drunk	drʌŋk	boire
drive	draɪv	drove	drəʊv	driven	'drɪvn	conduire
dwell	dwel	dwelt	dwelt	dwelt	dwelt	habiter, demeurer
eat	i:t	ate	eɪt	eaten	'i:tn	manger
fall	fɔ:l	fell	fel	fallen	'fɔ:lən	tomber
feed	fi:d	fed	fed	fed	fed	nourrir
feel	fi:l	felt	felt	felt	felt	(res)sentir
fight	faɪt	fought	fɔ:t	fought	fɔ:t	se battre, combattre
find	faɪnd	found	faʊnd	found	faʊnd	trouver
flee	fli:	fled	fled	fled	fled	s'enfuir
fling	flɪŋ	flung	flʌŋ	flung	flʌŋ	jeter, lancer
floodlight	flʌdlaɪt	floodlit	flʌdlɪt	floodlit	flʌdlɪt	illuminer, éclairer

à suivre...

Base verbale		Prétérit		Participe passé		Traduction
fly	flaɪ	flew	fluː	flown	fləʊn	voler (air)
forbear	fɔːˈbeə	forbore	fɔːˈbɔː	forborne	fɔːˈbɔːn	s'abstenir
forbid	fəˈbɪd	forbade	fəˈbeɪd	forbidden	fəˈbɪdn	interdire
forecast	ˈfɔːkɑːst	forecast	ˈfɔːkɑːst	forecast	ˈfɔːkɑːst	prévoir
forego	fɔːˈgəʊ	forewent	fɔːˈwent	foregone	fɔːˈgɒn	renoncer à
foresee	fɔːˈsiː	foresaw	fɔːˈsɔː	foreseen	fɔːˈsiːn	prévoir, présager
foretell	fɔːˈtel	foretold	fɔːˈtəʊld	foretold	fɔːˈtəʊld	prédire
forget	fəˈget	forgot	fəˈgɒt	forgotten	fəˈgɒtn	oublier
forgive	fəˈgɪv	forgave	fəˈgeɪv	forgiven	fəˈgɪvn	pardonner
forsake	fəˈseɪk	forsook	fəˈsʊk	forsaken	fəˈseɪkən	abandonner
forsware	fəˈsweə	forswore	fɔːˈswɔː	forsworn	fɔːˈswɔːn	abjurer
freeze	friːz	froze	frəʊz	frozen	ˈfrəʊzn	geler
gainsay	ˌgeɪnˈseɪ	gainsaid	ˌgeɪnˈsed	gainsaid	ˌgeɪnˈsed	contredire
get	get	got	gɒt	got	gɒt	obtenir
give	gɪv	gave	geɪv	given	ˈgɪvn	donner
go	gəʊ	went	went	gone	gɒn	aller
grind	graɪnd	ground	graʊnd	ground	graʊnd	moudre
grow	grəʊ	grew	gruː	grown	grəʊn	grandir, pousser
hamstring	ˈhæmstrɪŋ	hamstrung	ˈhæmstrʌŋ	hamstrung	ˈhæmstrʌŋ	couper les jarrets à
hang	hæŋ	hung	hʌŋ	hung	hʌŋ	accrocher
have	hæv	had	hæd	had	hæd	avoir
hear	hɪə	heard	hɜːd	heard	hɜːd	entendre
heave	hiːv	hove	həʊv	hove	həʊv	soulever, hisser
hew	hjuː	hewed	hjuːd	hewn	hjuːn	couper, tailler
hide	haɪd	hid	hɪd	hidden	ˈhɪdn	(se) cacher
hit	hɪt	hit	hɪt	hit	hɪt	frapper
hold	həʊld	held	held	held	held	tenir
hurt	hɜːt	hurt	hɜːt	hurt	hɜːt	blesser
inlay	ˌɪnˈleɪ	inlaid	ˌɪnˈleɪd	inlaid	ˌɪnˈleɪd	incruster
input	ˈɪnpʊt	input	ˈɪnpʊt	input	ˈɪnpʊt	enter, introduire
inset	ˈɪnset	inset	ˈɪnset	inset	ˈɪnset	insérer
interweave	ˌɪntəˈwiːv	interwove	ˌɪntəˈwəʊv	interwoven	ˌɪntəˈwəʊvn	(s') entrelacer
keep	kiːp	kept	kept	kept	kept	garder
kneel	niːl	knelt	nelt	knelt	nelt	s'agenouiller
knit	nɪt	knit	nɪt	knit	nɪt	tricoter
know	nəʊ	knew	njuː	known	nəʊn	savoir
lay	leɪ	laid	leɪd	laid	leɪd	étendre, mettre
lead	liːd	led	led	led	led	mener
lean	liːn	leant	lent	leant	lent	(s')appuyer, pencher
leap	liːp	leapt	lept	leapt	lept	sauter, bondir
learn	lɜːn	learnt	lɜːnt	learnt	lɜːnt	apprendre
leave	liːv	left	left	left	left	partir, laisser
lend	lend	lent	lent	lent	lent	prêter
let	let	let	let	let	let	laisser, permettre
lie	laɪ	lay	leɪ	lain	leɪn	être étendu
light	laɪt	lit	lɪt	lit	lɪt	allumer
lose	luːz	lost	lɒst	lost	lɒst	perdre
make	meɪk	made	meɪd	made	meɪd	faire, fabriquer
mean	miːn	meant	ment	meant	ment	signifier
meet	miːt	met	met	met	met	rencontrer
miscast	ˌmɪsˈkɑːst	miscast	ˌmɪsˈkɑːst	miscast	ˌmɪsˈkɑːst	mal distribuer un rôle
mishear	ˌmɪsˈhɪə	misheard	ˌmɪsˈhɜːd	misheard	ˌmɪsˈhɜːd	mal entendre
mishit	ˌmɪsˈhɪt	mishit	ˌmɪsˈhɪt	mishit	ˌmɪsˈhɪt	mal jouer
mislay	ˌmɪsˈleɪ	mislaid	ˌmɪsˈleɪd	mislaid	ˌmɪsˈleɪd	égarer
misread	ˌmɪsˈriːd	misread	ˌmɪsˈred	misread	ˌmɪsˈred	mal lire
misspell	ˌmɪsˈspel	misspelt	ˌmɪsˈspelt	misspelt	ˌmɪsˈspelt	mal orthographier
misspend	ˌmɪsˈspend	misspent	ˌmɪsˈspent	misspent	ˌmɪsˈspent	gaspiller
mistake	mɪsˈteɪk	mistook	mɪsˈtʊk	mistaken	mɪsˈteɪkən	se tromper
misunderstand	ˌmɪsʌndəˈstænd	misunderstood	ˌmɪsʌndəˈstʊd	misunderstood	ˌmɪsʌndəˈstʊd	mal comprendre
mow	məʊ	mowed	məʊd	mown	məʊn	tondre

à suivre...

Base verbale		Prétérit		Participe passé		Traduction
offset	'ɒfset	offset	'ɒfset	offset	'ɒfset	contrebalancer
outbid	ˌaʊt'bɪd	outbid	ˌaʊt'bɪd	outbid	ˌaʊt'bɪd	surenchérir
outdo	ˌaʊt'duː	outdid	ˌaʊt'dɪd	outdone	ˌaʊt'dʌn	surpasser, renchérir
outfight	ˌaʊt'faɪt	outfought	ˌaʊt'fɔːt	outfought	ˌaʊt'fɔːt	dominer
outgrow	ˌaʊt'grəʊ	outgrew	ˌaʊt'gruː	outgrown	ˌaʊt'grəʊn	être trop grand pour
output	'aʊtpʊt	output	'aʊtpʊt	output	'aʊtpʊt	sortir les données
outrun	ˌaʊt'rʌn	outran	ˌaʊt'ræn	outrun	ˌaʊt'rʌn	distancer
outsell	ˌaʊt'sel	outsold	ˌaʊt'səʊld	outsold	ˌaʊt'səʊd	mieux (se) vendre que
outshine	ˌaʊt'ʃaɪn	outshone	ˌaʊt'ʃɒn	outshone	ˌaʊt'ʃɒn	éclipser, surpasser
overcome	ˌəʊvə'kʌm	overcame	ˌəʊvə'keɪm	overcome	ˌəʊvə'kʌm	triompher de
overdo	ˌəʊvə'duː	overdid	ˌəʊvə'dɪd	overdone	ˌəʊvə'dʌn	exagérer
overdraw	ˌəʊvə'drɔː	overdrew	ˌəʊvə'druː	overdrawn	ˌəʊvə'drɔːn	dépasser son crédit
overeat	ˌəʊvər'iːt	overate	ˌəʊvər'et	overeaten	ˌəʊvər'iːtn	trop manger
overfly	ˌəʊvə'flaɪ	overflew	ˌəʊvə'fluː	overflown	ˌəʊvə'fləʊn	survoler
overhang	ˌəʊvə'hæŋ	overhung	ˌəʊvə'hʌŋ	overhung	ˌəʊvə'hʌŋ	surplomber
overhear	ˌəʊvə'hɪə	overheard	ˌəʊvə'hɜːd	overheard	ˌəʊvə'hɜːd	entendre par hasard
overlay	ˌəʊvə'leɪ	overlaid	ˌəʊvə'leɪd	overlaid	ˌəʊvə'leɪd	(re)couvrir (de)
overpay	ˌəʊvə'peɪ	overpaid	ˌəʊvə'peɪd	overpaid	ˌəʊvə'peɪd	surpayer
override	ˌəʊvə'raɪd	overrode	ˌəʊvə'rəʊd	overridden	ˌəʊvə'rɪdn	passer outre à
overrun	ˌəʊvə'rʌn	overran	ˌəʊvə'ræn	overrun	ˌəʊvə'rʌn	envahir, occuper
oversee	ˌəʊvə'siː	oversaw	ˌəʊvə'sɔː	overseen	ˌəʊvə'siːn	surveiller
overshoot	ˌəʊvə'ʃuːt	overshot	ˌəʊvə'ʃɒt	overshot	ˌəʊvə'ʃɒt	dépasser
oversleep	ˌəʊvə'sliːp	overslept	ˌəʊvə'slept	overslept	ˌəʊvə'slept	trop dormir
overspend	ˌəʊvə'spend	overspent	ˌəʊvə'spent	overspent	ˌəʊvə'spent	trop dépenser
overtake	ˌəʊvə'teɪk	overtook	ˌəʊvə'tʊk	overtaken	ˌəʊvə'teɪkən	rattraper, dépasser
overthrow	ˌəʊvə'θrəʊ	overthrew	ˌəʊvə'θruː	overthrown	ˌəʊvə'θrəʊn	vaincre, renverser
overwrite	ˌəʊvə'raɪt	overwrote	ˌəʊvə'rəʊt	overwritten	ˌəʊvə'rɪtn	écraser des données
partake	pɑː'teɪk	partook	pɑː'tʊk	partaken	pɑː'teɪkən	prendre part à
pay	peɪ	paid	peɪd	paid	peɪd	payer
plead	pliːd	pled	pled	pled	pled	implorer, plaider
proofread	'pruːfriːd	proofread	'pruːfred	proofread	'pruːfred	corriger
prove	'pruːv	proved	'pruːvd	proven	'pruːvn	prouver
put	pʊt	put	pʊt	put	pʊt	mettre, poser
quit	kwɪt	quit	kwɪt	quit	kwɪt	abandonner, démissionner
read	riːd	read	red	read	red	lire
rebuild	ˌriː'bɪld	rebuilt	ˌriː'bɪlt	rebuilt	ˌriː'bɪlt	reconstruire
recast	ˌriː'kɑːst	recast	ˌriː'kɑːst	recast	ˌriːkɑːst	remanier (texte, rôles)
redo	ˌriː'duː	redid	ˌriː'dɪd'	redone	ˌriː'dʌn	refaire
rehear	ˌriː'hɪə	reheard	ˌriːhɜːd	reheard	ˌriː'hɜːd	(Droit) rejuger
remake	ˌriː'meɪk	remade	ˌriː'meɪd	remade	ˌriː'meɪd	refaire
rend	rend	rent	rent	rent	rent	fendre, déchirer
repay	rɪ'peɪ	repaid	rɪ'peɪd	repaid	rɪ'peɪd	rembourser
rerun	ˌriː'rʌn	reran	ˌriː'ræn	rerun	ˌriː'rʌn	rediffuser, recourir
resell	ˌriː'sel	resold	ˌriː'səʊld	resold	ˌriː'səʊld	revendre
reset	ˌriː'set	reset	ˌriː'set	reset	ˌriː'set	remettre
resit	ˌriː'sɪt	resat	ˌriː'sæt	resat	ˌriː'sæt	repasser (examen)
retake	ˌriː'teɪk	retook	ˌriː'tʊk	retaken	ˌriː'teɪkən	reprendre
retell	ˌriː'tel	retold	ˌriː'təʊld	retold	ˌriː'təʊld	raconter de nouveau
rewind	ˌriː'waɪnd	rewound	ˌriː'waʊnd	rewound	ˌriː'waʊnd	rembobiner
rewrite	ˌriː'raɪt	rewrote	ˌriː'rəʊt	rewritten	ˌriː'rɪtn	récrire
rid	rɪd	rid	rɪd	rid	rɪd	débarrasser
ride	raɪd	rode	rəʊd	ridden	'rɪdn	monter (à vélo…)
ring	rɪŋ	rang	ræŋ	rung	rʌŋ	sonner
rise	raɪz	rose	rəʊz	risen	'rɪzn	se lever (soleil)
run	rʌn	ran	ræn	run	rʌn	courir
saw	sɔː	sawed	sɔːd	sawn	sɔːn	scier
say	seɪ	said	sed	said	sed	dire
see	siː	saw	sɔː	seen	siːn	voir
seek	siːk	sought	sɔːt	sought	sɔːt	chercher
sell	sel	sold	səʊld	sold	səʊld	vendre

à suivre…

Base verbale		Prétérit		Participe passé		Traduction
send	send	sent	sent	sent	sent	envoyer
set	set	set	set	set	set	mettre, configurer
sew	səʊ	sewed	səʊd	sewn	səʊn	coudre
shake	ʃeɪk	shook	ʃʊk	shaken	'ʃeɪkən	secouer, trembler
shear	ʃɪə	sheared	ʃɪəd	shorn	ʃɔːn	tondre (mouton)
shed	ʃed	shed	ʃed	shed	ʃed	verser, perdre, répandre
shine	ʃaɪn	shone	ʃɒn	shone	ʃɒn	briller
shit	ʃɪt	shat	ʃæt	shat	ʃæt	chier
shoe	ʃuː	shod	ʃɒd	shod	ʃɒd	ferrer (cheval)
shoot	ʃuːt	shot	ʃɒt	shot	ʃɒt	tirer
show	ʃəʊ	showed	ʃəʊd	shown	ʃəʊn	montrer
shrink	ʃrɪŋk	shrank	ʃræŋk	shrunk	ʃrʌŋk	rétrécir
shut	ʃʌt	shut	ʃʌt	shut	ʃʌt	fermer
sing	sɪŋ	sang	sæŋ	sung	sʌŋ	chanter
sink	sɪŋk	sank	sæŋk	sunk	sʌŋk	couler, sombrer
sit	sɪt	sat	sæt	sat	sæt	être assis
slay	sleɪ	slew	sluː	slain	sleɪn	tuer
sleep	sliːp	slept	slept	slept	slept	dormir
slide	slaɪd	slid	slɪd	slid	slɪd	glisser
sling	slɪŋ	slung	slʌŋ	slung	slʌŋ	lancer, jeter, suspendre
slink	slɪŋk	slunk	slʌŋk	slunk	slʌŋk	partir honteusement
slit	slɪt	slit	slɪt	slit	slɪt	fendre, inciser
smell	smel	smelt	smelt	smelt	smelt	sentir (odeur)
smite	smaɪt	smote	smaʊt	smitten	'smɪtən	frapper, châtier
sow	səʊ	sowed	səʊd	sown	səʊn	semer
speak	spiːk	spoke	spəʊk	spoken	'spəʊkn	parler
speed	spiːd	sped	sped	sped	sped	aller vite, précipiter
spell	spel	spelt	spelt	spelt	spelt	épeler
spend	spend	spent	spent	spent	spent	passer, dépenser
spill	spɪl	spilt	spɪlt	spilt	spɪlt	renverser, (se) répandre
spin	spɪn	spun	spʌn	spun	spʌn	tourner, tisser (toile)
spit	spɪt	spat	spæt	spat	spæt	cracher
split	splɪt	split	splɪt	split	splɪt	(se) fendre, (se) diviser
spoil	spɔɪl	spoilt	spɔɪlt	spoilt	spɔɪlt	gâcher, gâter
spotlight	'spɒtlaɪt	spotlit	'spɒtlɪt	spotlit	'spɒlɪt	diriger les projecteurs sur
spread	spred	spread	spred	spread	spred	étendre, étaler
spring	sprɪŋ	sprang	spræŋ	sprung	sprʌŋ	bondir, provenir de
stand	stænd	stood	stʊd	stood	stʊd	être debout
steal	stiːl	stole	stəʊl	stolen	'stəʊln	dérober, voler
stick	stɪk	stuck	stʌk	stuck	stʌk	coller, enfoncer
sting	stɪŋ	stung	stʌŋ	stung	stʌŋ	piquer, brûler
stink	stɪŋk	stank	stæŋk	stunk	stʌŋk	puer
strew	struː	strewed	struːd	strewn	struːn	éparpiller, joncher
stride	straɪd	strode	strəʊd	—	---	marcher à grands pas
strike	straɪk	struck	strʌk	struck	strʌk	frapper, sonner
string	strɪŋ	strung	strʌŋ	strung	strʌŋ	enfiler (perles)
strive	straɪv	strove	strəʊv	striven	'strɪvn	s'efforcer de
sublet	ˌsʌb'let	sublet	ˌsʌb'let	sublet	ˌsʌb'let	sous-louer
swear	sweə	swore	swɔː	sworn	swɔːn	jurer
sweep	swiːp	swept	swept	swept	swept	balayer
swell	swel	swelled	sweld	swollen	'swəʊlən	gonfler, enfler
swim	swɪm	swam	swæm	swum	swʌm	nager
swing	swɪŋ	swung	swæŋ	swung	swʌŋ	(se) balancer
take	teɪk	took	tʊk	taken	'teɪkn	prendre
teach	tiːtʃ	taught	tɔːt	taught	tɔːt	enseigner
tear	teə	tore	tɔː	torn	tɔːn	(se) déchirer
tell	tel	told	təʊld	told	təʊld	raconter
think	θɪŋk	thought	θɔːt	thought	θɔːt	penser
thrive	θraɪv	throve	θrəʊv	thriven	'θrɪvn	se développer, s'épanouir
throw	θrəʊ	threw	θruː	thrown	θrəʊn	lancer

à suivre...

Base verbale		Prétérit		Participe passé		Traduction
thrust	θrʌst	thrust	θrʌst	thrust	θrʌst	pousser violemment
tread	trɛd	trod	trɒd	trodden	'trɒdn	marcher, parcourir
typecast	'taɪpkɑːst	typecast	'taɪpkɑːst	typecast	'taɪpkɑːst	enfermer dans un rôle
unbend	ˌʌn'bend	unbent	ˌʌn'bent	unbent	ˌʌn'bent	redresser, se détendre
underbid	ˌʌndə'bɪd	underbid	ˌʌndə'bɪd	underbid	ˌʌndə'bɪd	annoncer moins (prix)
undercut	ˌʌndə'kʌt	undercut	ˌʌndə'kʌt	undercut	ˌʌndə'kʌt	vendre moins cher
undergo	ˌʌndə'gəʊ	underwent	ˌʌndə'went	undergone	ˌʌndə'gɒn	subir, suivre
underlie	ˌʌndə'laɪ	underlay	ˌʌndə'leɪ	underlain	ˌʌndə'leɪn	sous-tendre
underpay	ˌʌndə'peɪ	underpaid	ˌʌndə'peɪd	underpaid	ˌʌndə'peɪd	sous-payer
undersell	ˌʌndə'sel	undersold	ˌʌndə'səʊld	undersold	ˌʌndə'səʊld	vendre moins cher
understand	ˌʌndə'stænd	understood	ˌʌndə'stʊd	understood	ˌʌndə'stʊd	comprendre
undertake	ˌʌndə'teɪk	undertook	ˌʌndə'tʊk	undertaken	ˌʌndə'teɪkən	entreprendre, assumer
underwrite	ˌʌndə'raɪt	underwrote	ˌʌndə'rəʊt	underwritten	ˌʌndə'rɪtn	réassurer, garantir
undo	ʌn'duː	undid	ʌn'dɪd	undone	ʌn'dʌn	défaire, annuler
unfreeze	ʌn'friːz	unfroze	ʌn'frəʊz	unfrozen	ʌn'frəʊzn	dégeler
unwind	ˌʌn'waɪnd	unwound	ˌʌn'waʊnd	unwound	ˌʌn'waʊnd	(se) détendre
uphold	ʌp'həʊld	upheld	ʌp'held	upheld	ʌp'held	soutenir, confirmer
upset	ʌp'set	upset	ʌp'set	upset	ʌp'set	renverser, contrarier
wake	weɪk	woke	wəʊk	woken	'wəʊkn	(se) réveiller
waylay	weɪ'leɪ	waylaid	weɪ'leɪd	waylaid	weɪ'leɪd	attaquer, assaillir
wear	weə	wore	wɔː	worn	wɔːn	porter (vêtement)
weave	wiːv	wove	wəʊv	woven	'wəʊvn	tisser, tresser
wed	wed	wed	wed	wed	wed	(se) marrier, épouser
weep	wiːp	wept	wept	wept	wept	pleurer
wet	wet	wet	wet	wet	wet	mouiller
win	wɪn	won	wʌn	won	wʌn	gagner
wind	waɪnd	wound	waʊnd	wound	waʊnd	serpenter, enrouler
withdraw	wɪð'drɔː	withdrew	wɪð'druː	withdrawn	wɪð'drɔːn	(se) retirer
withhold	wɪð'həʊld	withheld	wɪð'held	withheld	wɪð'held	retenir, différer
withstand	wɪð'stænd	withstood	wɪð'stʊd	withstood	wɪð'stʊd	résister à
wring	rɪŋ	wrung	rʌŋ	wrung	rʌŋ	tordre, essorer, arracher
write	raɪt	wrote	rəʊt	written	'rɪtn	écrire
Fin de la liste						

Social Media Join Toolkit for Hunters of Disease

1 On a chilly February night in Los Angeles,attendees at the DomainFest Global Conference crushed together in a tent at the Playboy Mansion forcocktails anddancing. Two days later, NicoZeifang, a 28-year-old Internet entrepreneur from Germany, woke up with chest pains,chills and a soaring fever. Four colleagues shared his symptoms, Mr. Zeifang soon learned.

2 So he did what any young techie would: He logged on to Facebook and posted a status update. "Domainerflu count," it said. "Who else caught the disease at D.F.G.?" Within hours, 24 conference attendees from around the world added themselves to Mr. Zeifang's Facebook list;within a week, the number climbed to 80. Many of them "friended" him to get information and to compare notes on their feversand phlegmy coughs. Almost everyone, it seemed, had a theory about the source of the infection. Many suspected the artificialfog that permeated thetent.

3 Los Angeles County health authorities and the federal Centers for Disease Control and Prevention stepped in to investigatea few days later. By that time, victims from across the globe already had arrived at their own diagnosis — legionellosis — and had posted their own Wikipedia entry on the outbreak.

4 Social media — Facebook, Google, Twitter, location-based services like Foursquare and more — are changing the way epidemiologists discover and track the spread of disease. At one time these guardians of public health swooped onto thescene of an outbreak armed with diagnostic kits and a code of silence. Officials spent weeks interviewing victims privately, gathering test results and data, rarely even acknowledging in public that an investigation was under way. Theresults might not beannounced for weeks or months.

5 Now technology is democratizing the disease-hunting process, upsetting the old equilibrium by connecting people throughchannels effectively outside government control. While the online chatter can be unproductive or even dangerous — spreading fear along with misinformation about causes and cures — a growing cadre of epidemiologists sees social media as a boon. Future hunts for pathogens may rely as heavily on Twitter streams and odd clusters of search queries as on blood tests and personal histories.

6 The C.D.C. officer assigned to the Los Angeles case did not show up at Mr. Zeifang's doorstep with a black bag. Instead, shejoined his Facebook page, read up on everyone's symptoms, recommended certain diagnostic tests and referred the victims to the agency's online questionnaire.The agency still will not discuss the Los Angeles case or what may have caused the outbreak, the origin of which is unknown, but officials acknowledge the need to modernize.

7 "We can't turn the clock back," said Dr. TahaKass-Hout, deputy director for information science at the C.D.C. "Given that the next SARS probably can travel at the speed of an airliner from continent to continent in a matter of hours, it just makes perfect sense to adapt the speed and flexibility of social networking to disease surveillance."

8 John Brownstein, an assistant professor of pediatrics at Harvard Medical School, is a leader among self-described "computational epidemiologists," who use unconventional data sources to help predict disease outbreaks. "Tapping into people's communications about health events can tell you a lot," Dr. Brownstein said. "Wherever people are having discussions, whether it's Facebook, Twitter, chat rooms or blogs, you can process that information using modern tools and extract key elements."

9 In 2006, frustrated by the difficulty of getting data from government sources, Dr. Brownstein and Clark Freifeld, a software developer, designed HealthMap, a Web site that tries to pinpoint global outbreaks in real time. HealthMap scours the Web for disease reports from local news articles, witness accounts, blogs, Twitter and official reports from the C.D.C. andWorld Health Organization, and renders them as little red pins on a map. With a related mobile app, Outbreaks Near Me, users rely on global positioning to help them steer clear of infectious hazards; they also can report new ones from their smartphones. If an amateur report is verified by Dr. Brownstein's team, it appears on the Web site's map as a colored point.

10 More than 100,000 people have downloaded the mobile app. And while Dr. Brownstein acknowledged the potential for false alarms, he said that this experiment in crowd-sourced epidemiology was promising: Erroneous reports submitted by amateurs have been surprisingly few. "We've done a lot of investigations of the data, and the positive reports far outweigh the negative," he said.

11 In the last few years, scientists have managed to identify regional spikes in seasonal flu a week or more in advance of the C.D.C. by sifting through online search queries and Twitter feeds for flu-related terms. Dr. Brownstein is now collaborating with the C.D.C. and Google to develop methods for online tracking of dengue fever. The first, Google Dengue Trends, started in May. […]

The New York Times, By BRONWYN GARRITY
June 13, 2011

I COMPREHENSION:(20 marks)

A True or False? Justify or correct: (6 marks)

1. Two days after having attended the conference, NicoZeifang woke up with pains in the chest, warmth and a falling fever. **TRUE / FALSE**

.....

.....

2. Blood tests and personal histories on the one hand and Twitter streams and odd clusters of search queries on the other hand have the same scale of importance for identifying pathogens.**TRUE / FALSE**

.....

.....

.....

3. The Centers for Disease Control and Prevention officer assigned to the Los Angeles case ill reacted to Mr. Zeifang's Facebook page. **TRUE / FALSE**

.....

.....

4. John BrownsteinClark FreifelddevelopedHealthMap in 2006 because they were frustrated by the difficulty of getting data from government sources. **TRUE / FALSE**

.....

.....

5. Outbreaks Near Me is a mobile application that helps users avoidinfectious dangers. **TRUE / FALSE**

.....

.....

6. For the time being, Dr. Brownstein is working on his own to develop methods for online tracking of dengue fever. **TRUE / FALSE**

.....

.....

B Answer these questions: (5 marks)

1. What was the source of the infection according to the conference attendees?

.....

.....

2. Who did the victims of the infection precede in their investigation? What was their pioneering action?

.....

.....

3. How does the online chatter contribute in the disease-hunting process?

.....

.....

.....

4. Explain in your own words the solution suggested by Dr. TahaKass-Hout for the quick spread of SARS.

.....

.....

.....

.....

5. List the different endeavors of HealthMap:

-.....

-.....

.....

-.....

C Tick the best possibility: (2 marks)

1. □Within hours after Mr. Zeifang had posted his status update on Facebook, 80 conference attendees from around the world added themselves to his Facebook list.

□80 conference attendees from around the world added themselves to Mr. Zeifang Facebook list a week after after he had posted his status update on Facebook.

2. □ Chasing disease process is made accessible to everybody thanks to technology which is changing the old equilibrium through the connection of people viachannels outside government control.

□Technology is restricting the disease-hunting process thus keeping the old equilibrium by way of connecting people throughchannels uselessly outside government control.

3. □Dr. Brownstein labeled himself a "computational epidemiologist" to account for his use of avant-garde data sources in order to help foresee disease outbreaks.

□"Computational epidemiologists," like John Brownstein, are conventional researchers who have their own data sources to determine the spread of disease.

4. □SinceDr. Brownstein and his team didn't check reports through smartphones, there were many wrong data provided.

□ Although a few amateurs provided incorrect data through their smartphones, Dr. Brownstein and his team selected the positive reports.

D Complete this table: (2 marks)

	stages of the exertion of epidemiologists in case of an outbreak of a disease
1	
2	
3	
4	

E What do these refer to? (2 marks)

these guardians of public health (§4):.....

who (§8):.....

ones (§9):.....

100,000 (§10):.....

F VOCABULARY: (3 marks)

1. Fill in the blanks with words from the indicated paragraphs:

a. Bill Gates is the most famous (§1).....; he applies innovation to create new businesses on the internet.

b. Because influenza is so common and exhibits standard (§1).....**,** doctors often diagnose the illness based on the season and whether flu cases have recently been reported in the area.

c. The government's plan to help treat the (§3).....of the new disease is the urgent production of vaccines and mass immunization of the population.

d. By identifying personal characteristics and environmental exposures that increase the risk of disease, (§4).....provide crucial input to risk assessments and contribute to the formulation of public health policy.

e. German organic chemists tapped the (§8).....power of computers to investigate possible ways to synthesize hard-to-make carbon-based compounds.

f. (§11).....is a seasonal viral infection which is transmitted from one person to another by the female mosquito of two species of the genus *Aedes*.

2. Find the English equivalent of:

a. douleurs thoraciques (§1):.....

b. toux grasses (§2):.....

c. antécédents personnels (§5):.....

d. tests diagnostiques (§6):.....

e. OMS (§9):.....

f. grippesaisonnière (§11):.....

II WRITING: (12 marks)

Fill in the blanks with words from the list then arrange the sentences to get a meaningful paragraph:

while then although as well (Ir) which thereafter to be

a. Benacerraf's other cowinner, Dausset, established that the MHC is also present in humans,..... in this case it is called the human leukocyte antigen (HLA) system.

b. Benacerraf and others.....determined that Ir genes were located within the site of the major histocompatibility complex (MHC).

c. In the early 1960s,.....collaborating with Rockefeller University's Gerald M. Edelman, Benacerraf discovered specific genes in guinea pigs that regulated the animal's immune response to specific antigens.

d. Benacerraf went on to find that Ir genes are part of the immune system's T-lymphocyte response, and that they could also help coordinate its B-cell response....., but only when the genes in the Ir region of the MHC are identical.

e. Benacerraf's work has revealed important information regarding the defects involved in autoimmune diseases, in .....the body produces an inappropriate immune response against itself.

f. Shortly....., several other researchers found similar Ir genes in mice, monkeys, and rats.

g. In the 1940s Benacerraf's cowinner Snell had shown this gene cluster.....the main mechanism controlling the immune response to transplanted tissue.

h. He called these immune-response.....genes.

1	2	3	4	5	6	7	8

III LANGUAGE: (16 marks)

A Express differently as shown: (3 marks)

1. A 50-kg-weighing person running 9km/h burns 440 calories per hour. A 90-kg-weighing person running 9km/h burns 880 calories per hours.(*compare using as…as*).

A 90-kg-weighing person running 9km/h .....

.....

2.<u>It's possible but not very likely for us</u> to be able to control the spread of infectious diseases. (*use a modal*)

.....

3.A scientific measure is needed in the abattoir to remove the ilium, the ganglion, the duodenum, etc... (*change into the plural*)

.....

.....

.....

B Correct these ungrammatical sentences: (5 marks)

1.Pr. HabibZaghouani has published his work on antigen-specific therapy against type 1 diabetes in 2014.

.....

.....

2.It's time you use a hearing aid.

.....

3.When he was younger, he won't donate blood.

.....

4. What percentage of females receive less than the three recommended doses?

.....

5. Were the three last analysis that you have done negative?

.....

C Write in full letters: (2.5 marks)

30/5/2014 at 2 p.m.....

.....

BP 140/95 mm/Hg.....

.....

$63+2^5=127$.....

.....

8, 156, 714.....

.....

C. 37.37°C.....

D Give the medical term of the following definitions: (2 marks)

1.muscular wall below rib cage:.....

2.place where bile is stored:.....

3. divides the body into upper and lower sections:.....

4. done by inserting something into or operating on the body through an incision or a natural orifice:.....

E Choose the best alternative: (3.5 marks)

1. Another .....of injections was prescribed.

□paroxysm □relapse □intake □ course

2. Kohl which is a traditional eye cosmetic is also used .....as a natural health product.

□severely □benignly □medicinally □immediately

3.Thomas.....chickenpox at the weekend.

□got up with □came down with □came round by □came about by

4.The left ureter is ..... to the ascending part of the duodenum.

□lateral □medial □anterior □posterior

5......are very small particles which stick together to stop bleeding.

□veins □arteries □platelets □capillaries

6. The right ventricle contracts to pump blood through the.....

□pulmonic valve □ tricuspid valve □ pulmonary artery □ vena cava

7. The medulla is the inner part of the kidney composed of .....

□hilus □pyramids □ cortex □ papilla

IV TRANSLATION: (12 marks)

A Complete the table: (4 marks)

French	English
	inner ear
avoir la vingtaine	
suppositoire	
	chemist's shop
	skin blood flow
la médecinegénérale	
traitement à l'hôpital	
	to do the ward round

B Translate: (4 marks)

1. "Would you like to work in a teaching hospital?" "Yes, I do. The bigger, the better."

.....

.....

2.The spinal column forms the major part of the skeleton. To it are attached the skull, shoulder bones, ribs and pelvis.

.....

.....

3.Les donneurs de sperme et d'ovules ont toujours voulu bien réfléchir avant d'agir.

.....

.....

4.La nourriture peut traverser les parois de l'estomac, mais pas les parois de l'œsophage.

.....

.....

C Reorder the following items to get the English equivalent of the sentences in French. Put the verbs between parentheses in the correct tense or form. Capitalize and punctuate: (4 marks)

1. Si les symptômes avaient persisté, j'aurais consulté un médecin.
a/the/I/doctor/symptoms/(see)/(persist)/if

.....

2.Il y a combien de temps que le gamin n'allait pas bien?
ago/fine/the/not/how/(do)/kid/long

.....

3. Les antibiotiques ne guériront pas un abcès sans drainage chirurgical supplémentaire.
abscess/additional/not/ drainage/an/antibiotics/(cure)/surgical/without

.....

.....

4.Les oligoéléments doivent obligatoirement être apportés par la nourriture, où ils se trouvent la plupart du temps en quantité suffisante.

time/(find)/food/in/trace/they/a/necessarily/by/where/quantity/most/sufficient/(provide)/of/elements/the

.....

.....

.....