



Department of biology

(English Language)

Stage -1-

Lecture 5

Symptoms

By

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6 Symptoms

Scrub up



- 1 Work with a partner. Match each phonetic spelling to one of the words on the list. How do you say those seven words?

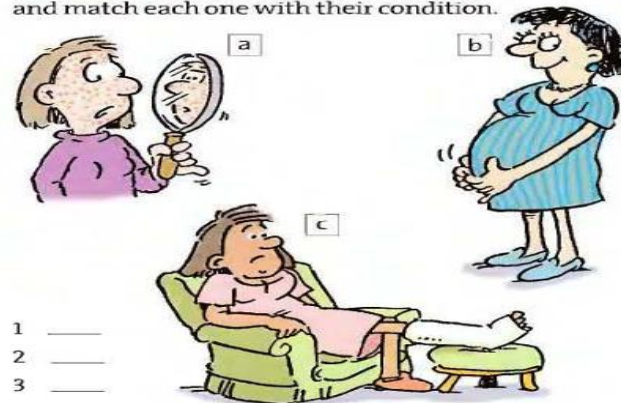
- | | |
|----------------|---------------------|
| 1 /,daɪə'riə/ | a rash <u>O</u> |
| | bruising _____ |
| | constipation _____ |
| 2 /'nɔ:ziə/ | a cough _____ |
| | cramp _____ |
| | deformity _____ |
| | dizziness _____ |
| 3 /kɒf/ | fever _____ |
| | itching _____ |
| | diarrhoea _____ |
| 4 /'nʌmənəs/ | a lump _____ |
| | nausea _____ |
| | numbness _____ |
| | vomiting _____ |
| 5 /'eɪkɪŋ/ | a runny nose _____ |
| | sickness _____ |
| | sneezing _____ |
| 6 /'bru:ziŋ/ | a sore throat _____ |
| | spots _____ |
| | swelling _____ |
| 7 /'taɪədənəs/ | tiredness _____ |
| | aching _____ |

- 2 Listen and repeat the seven words.
- 3 Decide if each of the symptoms on the list affect the inside of the body, the outside of the body, or both. Write *I* (= inside), *O* (= outside), or *B* (= both) next to each one. Say the words as you decide together (the bold parts of the words are stressed).

Listening 1

Symptoms

- 1 Listen to these patients describe their symptoms, and match each one with their condition.



- 1 _____
- 2 _____
- 3 _____

- 2 Listen again and tick the words you hear from this list.

Nouns		Adjectives	
deformity	<input type="checkbox"/>	<input type="checkbox"/>	deformed
a lump	<input type="checkbox"/>	<input type="checkbox"/>	lumpy
bruising	<input type="checkbox"/>	<input type="checkbox"/>	bruised
swelling	<input type="checkbox"/>	<input type="checkbox"/>	swollen
pain	<input type="checkbox"/>	<input type="checkbox"/>	painful
numbness	<input type="checkbox"/>	<input type="checkbox"/>	numb
fever	<input type="checkbox"/>	<input type="checkbox"/>	feverish
redness	<input type="checkbox"/>	<input type="checkbox"/>	red
tiredness	<input type="checkbox"/>	<input type="checkbox"/>	tired
		<input type="checkbox"/>	tiring
ache	<input type="checkbox"/>	<input type="checkbox"/>	achy
dizziness	<input type="checkbox"/>	<input type="checkbox"/>	dizzy
sickness	<input type="checkbox"/>	<input type="checkbox"/>	sick
constipation	<input type="checkbox"/>	<input type="checkbox"/>	constipated

- 3 Can you remember the questions that the nurse asked? Work in pairs to try to complete them from memory, then listen again to check.

- 1 How _____ it feel?
- 2 A little deformed, _____?
- 3 _____ it painful when you move it?
- 4 _____ move your toes?
- 5 How _____ feeling?
- 6 _____ a sore throat?
- 7 _____ redness?
- 8 _____ going?
- 9 _____ dizzy at all?
- 10 When _____ sick, mostly?
- 11 _____ pain?

• Language spot

Question forms

• We change the word order to form a question with *be*, with tenses that are formed with *be* and *have*, and with modal verbs such as *can*, *will*, *should*, etc.

Are you all right? (NOT *You are all-right?*)

What is she doing?

Where have they put that wheelchair?

Can you move your toes?

• We use the verb *do* to make questions with the Present and Past Simple.

What side effects does this drug have?

Did you take your medication last night?

• If *what*, *who*, etc. asks about the **subject** of the verb, *do* is not necessary.

What happened? (not *What did happen?*)

Who said that? (not *Who did say that?*)

• We often use question tags to check information, to express surprise, to be friendly, etc.

This is your first time on this ward, isn't it?

You don't eat meat, do you?

• We sometimes leave out the verb, if it is easily understood.

Any pain? (= *Do you have any pain?*)

Comfortable? (= *Are you comfortable?*)

➤ Go to Grammar reference p.118

- 1 Match the beginnings of the questions with the endings.

- | | |
|---------------------------------------|--------------------|
| 1 OK, | a it hurt? |
| 2 What | b Mrs Hales? |
| 3 Where does | c are you? |
| 4 What about | d broken? |
| 5 Let's have a look – swollen, | e happened to you? |
| 6 You've had an x-ray, | f haven't you? |
| 7 Anything | g your shoulder? |
| 8 You aren't on any other medication, | h isn't it! |

- 2 Listen and check your answers.

- 3 Work in pairs. Close your books and try to remember as much of the conversation as you can.

- 4 Write questions to go with these answers.



Nurse	_____
Patient	Not bad, thanks – a bit sore.
Nurse	_____
Patient	I fell off my bike.
Nurse	_____
Patient	Here, around my wrist.
Nurse	_____
Patient	Yes, I can, slowly.
Nurse	_____
Patient	Yes, very! I've also got a cut on my leg – look.
Nurse	_____
Patient	Yes, it is deep. Will I need stitches?
Nurse	_____
Patient	No, never – and I don't want any!
Nurse	_____
Patient	No, I haven't seen him yet.

- 5 Now listen to the conversation. Were any of your questions exactly the same?

It's my job

Read about Sandy McGuire and decide if these sentences are true (T) or false (F).

- 1 Sandy works at night. _____
- 2 Her shift is a quiet one. _____
- 3 Some people phone because they are lonely. _____
- 4 Sandy only gives information – not advice. _____
- 5 Helpline nurses have to speak foreign languages. _____

Sandy McGuire

I operate the telephone helpline on the graveyard shift – that's the one from midnight through to the morning. Although it's quiet and still in the streets outside, it's not so quiet in the office. The early hours of the morning are sometimes the busiest time, when the telephone never stops ringing.

People call the helpline for information or advice, or sometimes they just need to hear a friendly voice. We talk to people who are depressed and worried, and sometimes in pain. Sometimes we get some funny enquiries – yesterday, a teenager phoned because he had swallowed some chewing gum and he was afraid he was going to die!

We can't see our patients, so we have to be very good on the phone. We have to learn how to do it, because it doesn't come naturally. We have to know how to ask the right questions so that we get clear and accurate answers, and we have to be able to speak in language anyone can understand.



Signs and symptoms

Night coughing



Here are descriptions of four possible conditions that can cause a child to cough in the night. Complete them with the words below.

coughing up	occurs	make	sounds
accompanied	get	are	wheeze
breathe	has		

Asthma

Children with asthma cough, and _____¹ when they breathe out. They become very short of breath when an attack _____².

A cold

Sometimes a child _____³ a cough and a fever with a cold. A bad cough can _____⁴ a child vomit.

Croup

Children under three years old sometimes _____⁵ croup. They have a sore throat and they wheeze when they _____⁶ in. When they cough it often _____⁷ like a dog barking.

Pneumonia

The symptoms of pneumonia _____⁸ a temperature of over 102°F (39°C), fast breathing, sometimes _____⁹ by vomiting and sometimes _____¹⁰ blood.

Listening 2

A helpline call

- 1 Listen to Sandy McGuire taking a call on the helpline. As you listen, fill in the information about the patient.
- | | | |
|-------------------|---------------------------------------|--|
| 1 age of patient | <input type="checkbox"/> | |
| 2 wheezes | breathing in <input type="checkbox"/> | breathing out <input type="checkbox"/> |
| 3 coughs up blood | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 4 vomits | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 5 allergies | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 6 fever | yes <input type="checkbox"/> | no <input type="checkbox"/> |
- 2 Which of the conditions in *Signs and symptoms* do you think the child has? Discuss your idea with a partner.

Speaking

Student A look at this page. Student B go to p.112.

Student A

- 1 You have hurt your wrist. Memorize these symptoms. You will describe them to the helpline nurse later.

You fell off your bicycle. It happened five days ago. Your right wrist is very painful. The skin feels hot, and is red and sore. The shape of the wrist seems normal, but it's a bit swollen, and it hurts when you touch it. You can move it without making the pain worse. You can also hold heavy bags, and put weight on it.

- 2 1 You are the helpline nurse. Ask the caller questions to find out exactly what the problem is. Use the notes below to help you, and make notes as you listen to the answers.
- aches?
 - nausea?
 - vomiting? (blood?)
 - fever?
 - diarrhoea? (blood?)
 - cramps?
 - bloating?
- 2 When you have all the answers you need, look at the diagnosis table on p.111. What do you think Student B's problem is?

- 3 Now change roles. You are the patient. Call the helpline and tell the nurse about your injured wrist.

Writing

Symptom report

- 1 Read this report about a patient with appendicitis and find three mistakes.

Two days ago Miss Jabarti had a mild fever and complained of a loss appetite. Later she suffered nausea and vomiting with an occasional pain in the centre of her stomach. She was admitted hospital yesterday. Today her abdomen is swollen and she is suffering a constant sharp pain her lower right side.

- 2 Write a report on this patient who has food poisoning using these notes.

Patient name: Ivan Abashev

History:

Yesterday - vomiting with headaches, diarrhoea

On admission - severe abdominal pain, high fever

This morning - weakness, shivering. Pain in left abdomen - constant, stabbing

Project

Research the symptoms of one these illnesses and give a short presentation describing them to the class.

- | | |
|----------------|------------|
| • AIDS | • gangrene |
| • tuberculosis | • rabies |
| • malaria | • leprosy |



I used to have complete faith in doctors. Now I'm fighting to make them understand that they don't have all the answers.

Dave Harries
Gulf War veteran

Reading

- Discuss the question with a partner.
 - Have you ever had symptoms with an unknown cause? What did the doctor say?
- Read the article and decide if the sentences are true (T) or false (F).
 - CFS is caused by a virus. _____
 - CFS sufferers cannot lead a normal life. _____
 - Some doctors believe they are not really ill. _____
 - Gulf War Syndrome sufferers were attacked with chemicals. _____
 - They were vaccinated against the syndrome. _____
 - The army officially says that stress caused their illness. _____
- Tick (✓) the things that each syndrome affects.

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

- Work with a partner. Try to match the words without looking back at the text, then look back and check.

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

MYSTERY SYNDROMES



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

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

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

Maybe one day the cause of these syndromes will be known and will be treatable. But for people like ex-soldier Dave Harries, the first step is for their condition to be recognized by the medical profession. Then people will believe that their symptoms are not imaginary.

Body bits

Tongue diagnosis

- 1 *Zetsu shin* is used in traditional Chinese medicine. Practitioners examine the tongue in order to diagnose illness and to find out about the personality of the patient. Complete the text about *zetsu shin* using the words below.



disorder balance sign state
condition problems effectively indicates
thinking aggressive

Colour

Blood _____¹ are associated with a white tongue. Yellow _____² a disordered liver and gallbladder. Blue or purple shows up a _____³ in the digestive system. Purple on the underside shows the immune system is not working _____⁴. A dark red tongue can be a _____⁵ of inflammation or ulcers in the body.

Movement

The flexibility of the tongue shows the general _____⁶ of the digestive system.

Width

A wide tongue is good, for it shows a physical and psychological _____⁷. A narrow tongue indicates sharp _____⁸.

Tip

A rounded tip shows a _____⁹ of good physical and mental health. People whose tongues have a pointed tip have _____¹⁰ personalities.

- 2 Examine your partner's tongue and make notes. Tell them what their tongue indicates about them according to *zetsu shin*.
- 3 Discuss what you told each other. Do you think there is any truth in *zetsu shin*?

Checklist

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

- I can describe symptoms
- I can ask a patient about their symptoms
- I can form questions in all main tenses
- I can understand an article about syndromes

Key words

aching
bruising
cramp
deformity
dizziness
itching
lump
mood swings
nausea
numbness
rash
spot
stitches
swelling
swollen

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

Thank
you

