Talking about Medicine ESP Book 1

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INTRODUCTION

Nowadays, professionals of different areas must face the current challenges of a globalized world, thus, communicating in the English language has become as important as their major related abilities. English for Specific Purposes (ESP) is an approach to the education of English orientated for specific scientific, medical, technological, economic and academic areas. The ESP aims to satisfy both inside and outside the classroom needs of students who, beyond the learning of the language indeed, require talking about specific topics in certain professional fields. (Hall, 2014)

Most of meaningful academic information about Medicine issues is published in the English language such as: journals, books, scientific websites, and others. It is really important for general and specialized dentist to handle this information in this foreign language in order to reinforce their knowledge and learn about the new tendencies in the dental area. So, mastering the writing, listening, reading, and speaking skills will let them develop all their abilities to participate in academic events, publish papers and books in the English language.

This book is a new educational didactic resource for medical students and professionals who want to improve their English communication skills in a work environment. It includes career-specific vocabulary and contexts. Each lesson provides opportunities for learners to talk about common pathologies in English practicing the four language skills in an interactive form. This book is a complementary instrument for teaching ESP, the experience and professionalism of the teacher in charge will be very important to execute and adapt any section of this according to his/her context. The central goal is to help students in the complex business of learning English for Specific Purposes in order to help them understand books and scientific papers of their area and attend to international conferences in English. Students or professors who are interested in using this instrument must be at least an A2+. This book was developed taking into account the current needs of students and professionals of medicine, and considering some theoretical issues given by Alamelu and Ilankumaran (2019); Reza, Salehi, and Zhang (2017); Ansaldo and Saidi (2017) and Winder (2018).

The book "Talking about Medicine ESP Book 1" contains 14 lessons which include different tasks that considers topics like: tuberculosis, type I diabetes, type II diabetes, AH1N1, HIV, chickenpox, in vitro fertilization (IVF), medical ethics, health services, ministry of public health of Ecuador, Ecuadorian social security, anatomy and physiology of human organs.

All the videos and audios are available for free downloading on: https://liveespochedu-my.sharepoint.com/personal/dtenelanda_espoch_edu_ec/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fdtenelanda%5Fespoch%5Fedu%5Fec%2FDocuments%2Flibro%201%20con%20correciones%20del%20revisor%20interno&originalPath=aHR0cHM6Ly9saXZlZXNwb2NoZWR1LW15LnNoYXJlcG9pbnQuY29tLzpmOi9nL3BlcnNvbmFsL2R0ZW5lbGFuZGFfZXNwb2NoX2VkdV9lYy9FZ0pGWktsV3FFSkJqSlJmOHNjRDJ1d0I2QWhVeXhlZXl2aWVJSENHaFhuSDZRP3J0aW1lPTVwMFVOOTB6MkVn

PROLOGUE

As physicians, we are aware of the true scientific and technological revolution of professional practice, access to modern technologies that allow the diagnosis and treatment of human diseases in a modern and globalized world, which combines the utopias of communication, technology and medicine and involves the direct immersion of this profession in the field of services to humanity. Countries such as United States of America and Great Britain are found in ideological reflections about universal access to health in all countries of the world, either with direct or virtual care, with the use of telemedicine in real time, so the knowledge of Medical terminology, interpretation of signs, symptoms, diagnosis of diseases and their possible treatments implies the need for their knowledge from the simple linguistic bases to the interpretation of highly specialized technical terms of medicine.

This book, being a contribution to the aforementioned knowledge, serves as a special stimulus to the student who must be involved in patient care in a language other than the native one and all the information is presented clearly and precisely incorporating the use of colorful images to locate and solve the questionnaires, giving life to this activity to make it more attractive and structuring the content in an axiomatic way, which goes from the simple application of basic terms to the diagnostic and therapeutic interpretation, using medical language. It complements with the objectivity of the answers in the second part that allows the store of knowledge and its fixation with positive feedback.

This textbook provides the student with the necessary tools to obtain, increase and consolidate their knowledge of medical English.

Guillermo Gualpa Jaramillo

LESSON 1: TUBERCULOSIS

Before starting. Answer the following question: what do you know about the tuberculosis?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Attack

b. Rashes

c. Tackle

d. Harmless

e. Sneezes

f. Tissue

g. Giddiness

h. Remain

i. Closely

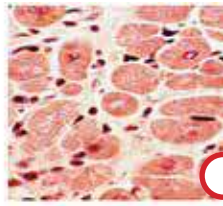
j. Sick

k. Tiredness

l. Sweats

m. Breathe

n. Ensures







o. Jaundice

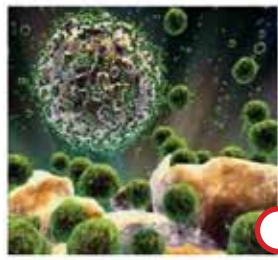
p. Cough

q. Dosage

r. Chest

s. Spread

t. illnesses



TASK 2. Find the following words in the grid.

1. Attack
2. Tackle
3. Sneezes
4. Giddiness
5. Closely
6. Rashes
7. Harmless
8. Tissue
9. Remain
10. Tiredness
11. Sick
12. Breathe
13. Jaundice
14. Dosage
15. Spread
16. Sweats
17. Ensures
18. Cough
19.Chest
20. Illnesses

E	T	T	R	N	S	I	B	R	E	A	T	H	E	U	C	H	E	S	T
R	N	S	T	O	R	N	T	S	A	C	K	M	A	I	N	R	E	Y	H
E	T	S	J	T	A	S	A	L	D	O	S	A	G	E	E	N	S	U	A
R	H	T	U	A	P	T	E	S	T	A	D	I	G	K	T	F	I	J	R
E	E	I	F	R	F	L	T	B	A	R	I	C	O	P	A	L	E	N	M
T	R	E	O	A	E	R	E	A	A	N	U	L	P	S	C	Y	D	V	L
I	E	U	C	S	A	S	D	I	C	N	O	S	L	S	K	A	S	A	E
R	K	S	O	S	W	E	A	T	S	K	A	L	F	N	L	S	J	U	S
E	Y	S	L	L	D	I	Ñ	O	S	C	D	E	N	C	E	O	N	T	S
D	H	I	O	I	C	O	P	R	E	I	U	M	O	N	O	S	A	D	V
N	I	T	U	Q	V	I	S	A	R	S	Y	U	I	W	I	N	S	N	R
E	I	Y	S	O	A	M	A	T	O	S	U	D	E	L	E	M	R	E	P
S	N	E	E	Z	E	S	E	U	G	F	D	B	S	A	R	D	Y	U	S
S	A	A	V	G	I	C	F	R	I	I	O	L	O	R	E	M	A	I	N
G	P	E	D	A	I	S	T	E	G	R	E	E	T	I	P	D	L	O	I
O	Z	O	T	D	B	I	L	I	R	R	Y	U	O	P	A	S	T	A	T
R	U	Y	N	T	I	O	R	A	S	H	E	S	Ñ	E	S	A	G	R	U
G	O	U	B	E	N	E	F	B	I	O	I	I	R	H	O	R	M	U	O
I	A	X	Z	C	O	U	G	H	X	Z	A	P	A	R	E	C	Y	I	L
J	P	E	R	O	I	O	D	W	P	I	S	Q	Y	L	E	S	O	L	C

TASK 3.- Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

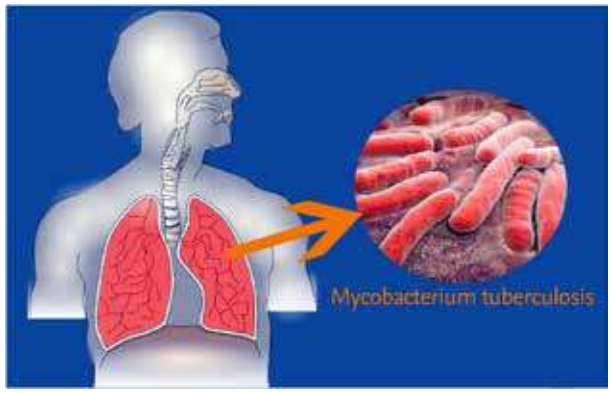
e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about Tuberculosis, then answer the following questions



Tuberculosis (TB) is caused by slow-growing bacteria called Mycobacterium tuberculosis. When these bacteria enter the lungs, they are usually walled off into harmless capsules (granulomas) in the lung, causing infection but not disease. These capsules may later wake up weeks, months or decades later causing active TB disease. Symptoms are usually mild and tend to present over a period of weeks, months, or sometimes years. TB disease symptoms are often initially mistaken for a smoker's cough, allergies, or chronic bronchitis from a lingering cold or flu infection. TB infection most often affects the lungs but can cause problems in other parts of the body (American Thoracic Society, 2019).

The classic symptoms of TB in the lungs include cough lasting more than three weeks, unexplained weight loss, low-grade fever, night sweats. If you have these symp-

toms, you should check with your health care provide. When a person develops active TB (disease), the symptoms (cough, fever, night sweats, weight loss etc.) may be mild for many months. This can lead to delays in seeking care, and results in transmission of the bacteria to others. People ill with TB can infect up to 10-15 other people through close contact over the course of a year. Without proper treatment up to two thirds of people ill with TB will die (American Thoracic Society, 2019).

Diagnosing TB

According to American Thoracic Society (2019) it is very difficult to diagnose TB by a person's symptoms on their own. This is because some other diseases have the same symptoms. A diagnosis is usually only certain when there is definite evidence of TB bacteria. Some of the TB tests used for diagnosis look directly for the bacteria. Others such as the chest X-ray look for the effect of the bacteria on the person suspected of having TB. Tests for diagnosis include the TB skin test, sputum microscopy, the culture test as well as the new Genexpert test. Major problems with the older tests are the lack of accuracy as well as the time they take. With newer tests a major issue is the cost.

Treatment

TB can usually be cured and more than twenty drugs have been developed for treating TB. But most of the drugs were developed many years ago. The treatment usually consists of a combination of TB drugs that must be taken for at least six months. But the treatment will only be successful if the drugs are taken exactly as required for the entire length of time. The drugs are used in different combinations in different circumstances. For example, the five "first line" drugs are given to people who have never had treatment before. If people have had treatment before they may need to take second line drugs.

Some of the drugs have very severe side effects and are very difficult to take for such a long period of time. This is why there is an urgent need for new TB drugs to be developed. In addition, many people are now resistant to one or more of the drugs. There is a two way link between TB & nutrition. TB makes under nutrition worse, and under nutrition makes TB worse (American Thoracic Society, 2019).

TB disease can be treated by taking medicine. It is very important that people who have TB disease are treated, finish the medicine, and take the drugs exactly as prescribed.

If they stop taking the drugs too soon, they can become sick again; if they do not take the drugs correctly, the TB bacteria that are still alive may become resistant to those drugs. TB that is resistant to drugs is harder and more expensive to treat.

1. What is tuberculosis?

.....

.....

2. How is tuberculosis transmitted?

.....

.....

3. What are the main symptoms of TB?

.....

.....

4. What are the tests that are performed for the diagnosis of TB?

.....

.....

5. What is the treatment for TB?

.....

.....

6. What are the effects that the medicine for TB produces?

.....

.....

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 1.1 and 1.2 about Human Circulatory System and take notes about the main ideas. Discuss with a partner about each others notes.

TASK 7.- Watch video 1.1 and 1.2. about Heart. Use the phrases in the box to complete in the blanks.

a. it can beat more than a hundred thousand times a day b. a pump for transport of the blood c. the veins return the deoxygenated blood to the right atrium and the cycle begins again d. the human heart is made up of four major chambers e. in the heart right side between the right atrium and right ventricle f. by electrical impulses generated by your heart muscle g. are the right and left h. located in the chest cavity with its lower tip slightly tilted

What is TB? TB is a curable disease but is still a problem in Singapore. Tuberculosis is _____(1). It usually attacks the lungs but can affect other parts of your body as well. TB is hard to tackle mainly because it spreads through the air. When a person with active TB disease in his/her lungs coughs or sneezes, the bacteria are released and can stay airborne for several hours. Those who breathe in the bacteria may then become infected.

Thus, TB usually _____ _____ _____(2) with active TB disease. Most people infected with the bacteria remain well but have latent TB infection. This is a condition where the TB bacteria are kept under control by the person´s immune system. People with latent TB infection do not feel sick and _____

_____(3). But when the bacteria cannot be kept under control by the immune system, the infection progresses to active TB disease. A healthy person who is infected has a 10% chance of developing active TB disease in his/her lifetime.

The highest risk period is within the first 2 years of being infected. A person with a weak inmune system _____ _____(4). This can happen if you have certain illnesses, or if you're taking medication that suppresses the immune system.

Symptoms of active TB disease include coughing for more than 3 weeks, coughing up blood, loss of appetite and wheat tiredness, fever and night sweats and chest pain. When you are diagnosed with TB_____ _____ _____(5). As TB patients you will be treated under the Ministry of Health's directly observed therapy program which focuses on adherence to treatment until completion this is important to cure TB and prevent its transmission in the community. DLT is a program where patients take each and every dose of medication under direct supervision at a polyclinic or at Tan Tock Seng Hospital's TB Control Unit.

This ensures that patients take the correct dosage and combination of drugs and complete the entire course of the treatment. Side effects are also closely monitored. While the medications are safe some patients may experience side effects such as nausea, loss of appetite, giddiness, fever, jaundice and skin rashes. If you have any of these side effects, please inform your nurse or doctor immediately. Orange colored urine is a harmless side effect. Once you are no longer on the medications the appearance of your urine will be back to normal. Please do not be alarmed. More than 95% of patients _____ _____ _____(6).Although you will feel better within the first few weeks, you must still complete the full course of medicine as prescribed . Otherwise, the bacteria may become resistant and TB may recur. Drug-resistant TB is extremely difficult to treat because the medications used to treat drug resistant TB are less affective against these strong TB germs, these medications have to be taken for longer period, these medications have more side effects. Moreover, the chances of a complete cure are considerably reduced.

If you have active TB disease, help keep your family and friends safe from the disease by: _____(7). Covering your

mouth with a tissue when you cough or sneeze. Completing the full course of your TB medications faithfully as prescribed and providing the contact details of those whom you have had close contact with, so that they can be tested for TB. (Tan Tock Seng Hospital, 2018).

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

Pump	blood	the human heart	heart muscle	chest cavity

a._____

b._____

c._____

d._____

e._____

TASK 9. Reinforcement. Look at the parts of the heart. Listen and repeat after your teacher.

Divide the class into two groups and play hanged taking turns. One player thinks of a word, phrase or sentence and the other tries to guess it according to what it suggests by letters or numbers. Using a row of hyphens, the word to be guessed is represented, giving the number of letters, numbers and category. If the guessing player suggests a letter or number that appears in the word, the other player writes it in all its correct positions. If the letter or suggested number does not occur in the word, the other player removes an item from the hanged man stick figure as a counting mark. The game ends when:

- The guessing player completes the word, or guesses the complete word correctly
- The other player completes the diagram

LESSON 2: TYPE I DIABETES

Before starting. Answer the following question: what do you know about Type I Diabetes?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Fuel
b. Job
c. Bloodstream
d. Get rid
e. Kidneys
f. Thirst
g. Breaks down
h. Provide
i. Fat stores
j. Provide
k. Pump
l. Supply
m. Delivers
n. Testing
o. Device
p. Damage












q. Long term

r. Cure

TASK 2. Find the following words in the grid.

Bloodstream	Break down	Cure
Damage	Delivers	Developed
Device	Fat stores	Fuel
Get rid	Job	Kidneys
Long-term	Managed	Provide
Pump	Supply	

Z	A	E	Z	T	Z	E	T	V	E	C	O	R	P	V	I	L	X	Q	P
Q	C	E	G	G	T	Y	F	E	B	B	T	R	T	F	G	O	K	C	T
Ñ	E	Q	N	M	E	G	R	C	A	D	Y	U	O	O	B	S	T	Q	H
X	R	V	I	S	P	T	G	V	T	E	X	A	M	W	A	C	P	C	I
G	Z	P	T	E	E	C	R	B	Ñ	V	S	R	E	V	I	L	E	D	Z
W	J	J	S	R	G	R	H	I	O	I	K	J	K	C	F	S	L	L	J
G	L	B	E	O	B	R	U	M	D	C	S	D	Ñ	L	U	Y	L	O	P
G	N	E	T	T	G	N	G	C	D	E	P	M	U	P	E	E	W	Y	W
N	J	Y	M	S	V	M	D	F	A	B	V	S	C	T	L	N	Q	L	F
B	C	N	G	T	T	Q	J	T	M	J	Ñ	B	U	F	B	D	D	P	D
E	B	W	Ñ	A	X	B	B	Q	A	I	Y	J	O	Q	D	I	U	P	U
D	I	O	E	F	M	R	E	T	G	N	O	L	Y	P	E	K	B	U	J
I	Q	W	J	F	A	R	E	T	E	N	O	L	Y	P	E	K	B	S	J
V	H	L	R	I	N	A	U	X	I	Z	A	F	O	G	E	M	Q	G	Ñ
O	M	D	F	Q	A	K	W	R	C	H	J	F	E	V	L	Ñ	F	S	W
R	J	N	O	C	G	S	Ñ	M	A	E	R	T	S	D	O	O	L	B	X
P	Y	N	T	E	E	D	Y	D	M	J	J	Z	X	M	P	T	L	Y	V
A	F	Q	Q	S	D	O	A	F	Ñ	D	Q	D	W	P	E	E	F	W	W
M	Z	D	D	W	I	W	O	D	G	L	L	L	O	Z	D	Q	H	A	Z
S	T	H	T	L	B	N	P	O	A	T	H	I	R	S	T	Z	A	F	R

TASK 3. Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

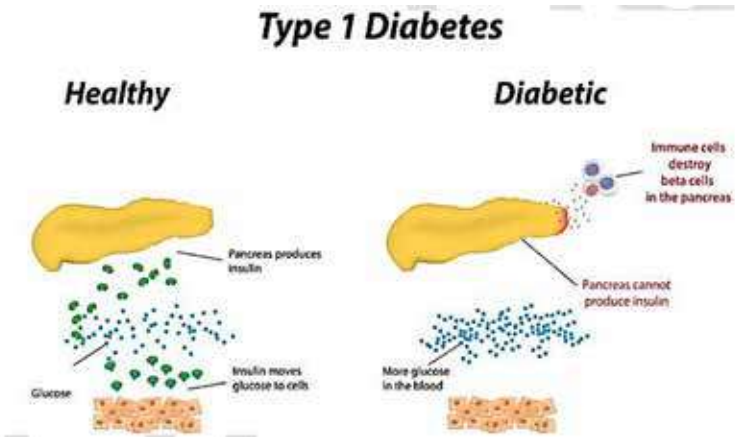
e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about type I diabetes, then answer the questions



According to Pérez and others (2015) type 1 diabetes is a chronic disease widely extended amongst the population of children and youth." It tends to assume a significant overload in the child and family, by modifying your lifestyle aspects, necessary to complete the requirements of the treatment. Type 1 diabetes mellitus is a chronic endocrinological disease most common in childhood, of very low incidence during the first months of life and with a peak coinciding with the pubertal development (10-15 years is the highest incidence age group at debut).

Symptoms

According to the Global diabetes community (2019) some of the most noticeable and most common symptoms of type 1 diabetes are:

- Excessive thirst
- Unusually high levels of urination
- Feeling tired all the time
- Loss of muscular bulk and unexplained weight loss

Other symptoms which may accompany the above symptoms are:

- Itchiness around the penis or vagina
- Blurring of vision (caused by dryness of the eyes)
- Unexpected cramping
- Skin infections

Causes

The exact cause of type 1 diabetes is unknown. But in most people with type 1 diabetes, the body's immune system — which normally fights harmful bacteria and viruses — mistakenly destroys insulin-producing (islet) cells in the pancreas. Genetics and environmental factors appear to play a role in this process. Insulin performs the critical job of moving sugar (glucose) from the bloodstream to the body's cells. Sugar enters the bloodstream when food is digested.

Once the islet cells of the pancreas are destroyed, your child produces little or no insulin. As a result, glucose builds up in your child's bloodstream, where it can cause life-threatening complications (Mayo Clinic, 2017).

Treatment for type 1 diabetes

Central to the treatment of type 1 diabetes is to keep a balance of the right amount of insulin to keep blood glucose levels from being either too high or too low. In type 1 diabetes the body's immune system kills of the insulin producing cells leaving the pancreas unable to produce enough insulin to keep blood glucose levels at healthy levels.

As a result, insulin needs to be taken by injection or another delivery means such as by infusion with an insulin pump. Insulin is a hormone in the body that helps to move glucose out of the blood and into cells for energy (The Global diabetes community, 2019).

1. What has been the cause for type 1 diabetes?

……

……

2. What are the symptoms of type 1 diabetes?

……

……

3. What is the treatment for type 1 diabetes?

……

……

4. What age does this disease affect mostly?

……

……

……

……

5. What organs are affected because of type 1 diabetes?

……

……

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 2 about Pancreas and take notes about the main ideas. Discuss with a partner about each others notes.

TASK 7.- Watch video 2 about Pancreas. Use the phrases in the box to complete in the blanks.

a) you start taking insulin you´ll begin to feel better
b) your body attacks the insulin producing cells in your pancreas
c) the long-term effects of diabetes and high glucose levels can be managed
d) tend to come on quickly over just a few days or weeks
e) your body still breaks down the carbohydrate from food and drink
f) before diagnosis your body tries to get rid of the glucose

The pancreas is _____ (1), it is located in the upper abdomen directly behind the stomach and next to the small intestine. In most adults, it is _____ (2). The pancreas is comprised primarily of a network of tubes or pancreatic ducts that release liquids into the upper portion of the small intestine called the duodenum. Anatomically the pancreas is divided into three regions: the head, the body and the tail. The pancreas has _____ (3). It´s endocrine function is to produce the chemicals or hormones that regulate blood sugar such as insulin. It´s exocrine function is to produce enzymes that help to digest food.

Pancreatic amylase breaks down carbohydrates or starches into glucose proteases break down protein into amino acids and lipases break down fats, because these digestive enzymes so powerful, they are wrapped in a protective layer while they are in the pancreas to reach the gastrointestinal tract the digestive enzymes travel through the pancreatic ducts and are eventually released into _____ _____ (4) once they completely out of the pancreas the protective layer is removed and the enzymes become active. Bile from the gallbladder also enters the duodenum at the major papilla. Bile breaks apart fat into smaller fat droplets which are easier for lipase to digest.

When the pancreas is healthy it contributes to a healthy digestive system. However when our pancreas does not function correctly and is unwell we can have

trouble digesting food properly or maintaining our blood sugar in a healthy range the consequences of an unwell pancreas may include _____ (5) and foul-smelling stool weight loss malnutrition poor blood sugar control and diabetes.

Heavy alcohol consumption high-fat diets eating large meals being over-weight and Tabaco products can put stress on your pancreas causing it to work less well, there are also _____ (6).

To help keep your pancreas healthy eat a very diet that is rich in fruits and vegetables include _____ (7), limit high-fat foods and alcohol to special occasions maintain a healthy weight and watch your cholesterol and triglyceride levels (ThePancreasPatient, 2013).

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

Glucose	insulin	damage	cells	doctor

a._____

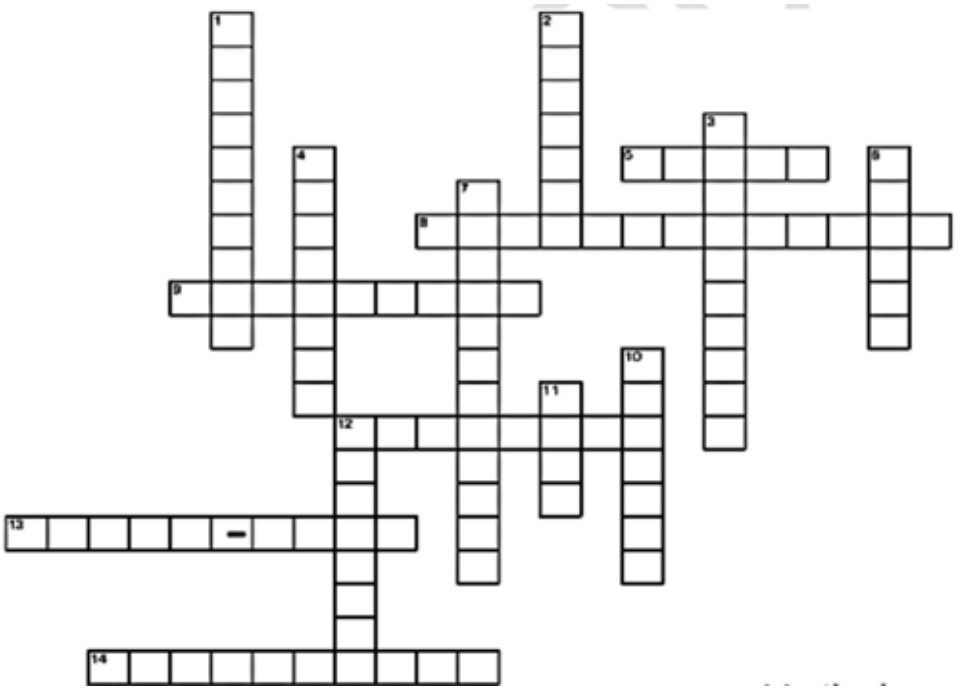
b._____

c._____

d._____

e._____

TASK 9. Reinforcement. Follow the instructions of the activity below



Down

1.The exact cause of type I diabetes is unknown. The most likely is a disorder.

2. It is stored inside the cells and then used for energy

3. Exaggerated and urgent need to drink

4. It is a lifelong (chronic) disease where there is a high level of sugar in the blood.

Across

5. Diabetes is diagnosed with test

8. Accumulation of blood glucose is called

9. Trigger causes the body to mistakenly attack the insulin producing cells in the pancreas

12. organ located below and behind the stomach

LESSON 3: TYPE II DIABETES

Before starting. Answer the following question: what do you know about Type II Diabetes?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher

a) Paucity
b) Disease
c) Targets
d) Uncertain
e) Without
f) Physical
g) Accordingly
h) Unlikely
i) Behavioral
j) Centered
k) Growing
l) Previously
m) Support





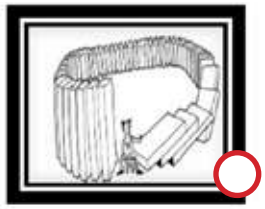


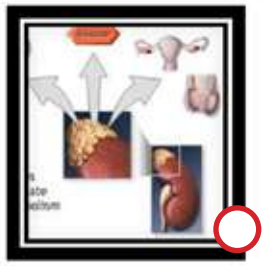
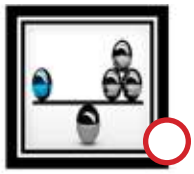

n) Finally

o) Limiting

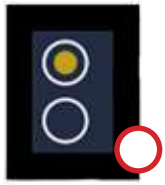
p) Secretion

q) Practitioner



TASK 2. Find the following words in the grid

1. paucity
2. disease
3. targets
4. uncertain
5. without
6. physical
7. accordingly
8. unlikely
9. behavioral
10. centered
11. growing
12. previously
13. support
14. finally
15. limiting
16. unselected
17. secretion
18. balancing
19. practitioner
20. features

U	A	B	N	M	D	D	F	S	E	C	R	E	T	I	O	N	A	D	S	A	S	A	T	R	O	P	P	U	S
W	N	H	J	K	L	U	Y	J	L	H	F	B	J	Y	A	D	G	J	D	K	B	A	S	D	F	H	K	N	K
R	T	S	A	Q	W	E	T	Y	U	I	O	P	G	A	C	A	E	F	Q	W	S	G	J	K	K	S	Z	L	W
E	G	B	E	H	A	V	I	O	U	R	A	L	R	W	C	Q	W	E	R	Q	W	E	R	T	W	Q	Q	I	X
T	G	Z	X	L	W	E	T	Y	J	N	M	F	G	R	O	W	I	N	G	O	P	C	V	B	N	M	B	K	X
E	F	M	G	D	E	V	F	F	G	H	J	K	L	P	R	O	I	U	Y	P	H	Y	S	I	C	A	L	E	H
R	T	Y	U	I	O	C	P	I	Y	T	R	E	S	D	D	G	Z	X	C	V	N	L	K	J	H	T	R	L	E
Y	E	R	R	G	J	M	T	A	R	G	E	T	S	B	I	A	S	D	G	P	Q	E	Y	H	D	D	O	Y	E
L	I	M	I	T	I	N	G	E	R	D	B	M	B	N	N	C	R	T	B	A	L	A	N	C	I	N	G	D	R
S	Q	Q	W	E	R	T	Y	U	D	I	O	P	L	K	G	P	O	U	Y	U	E	R	N	F	F	Z	V	A	T
U	W	E	R	T	A	S	D	W	R	T	O	P	O	M	L	Y	W	D	H	C	E	N	T	E	R	E	D	G	T
O	J	D	S	A	S	D	F	G	J	K	L	M	N	B	Y	B	C	X	A	I	A	S	D	A	A	S	D	F	U
I	H	D	D	S	Y	T	E	R	B	N	M	T	Y	U	I	M	H	D	L	T	M	E	D	T	P	Q	A	U	O
V	G	F	U	N	C	E	R	T	A	I	N	R	Q	F	I	N	A	L	L	Y	N	F	H	U	F	T	Y	J	H
E	W	E	R	T	Y	A	S	D	G	R	W	H	F	V	D	D	R	Y	H	U	T	K	F	R	D	W	T	K	T
R	A	Q	W	E	D	I	S	E	A	S	E	W	E	R	T	Y	F	D	W	E	I	O	W	E	D	G	H	L	I
P	R	A	C	T	I	T	I	O	N	E	R	Q	N	M	M	W	Q	A	Z	U	U	I	P	S	F	H	U	P	W

TASK 3. - Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

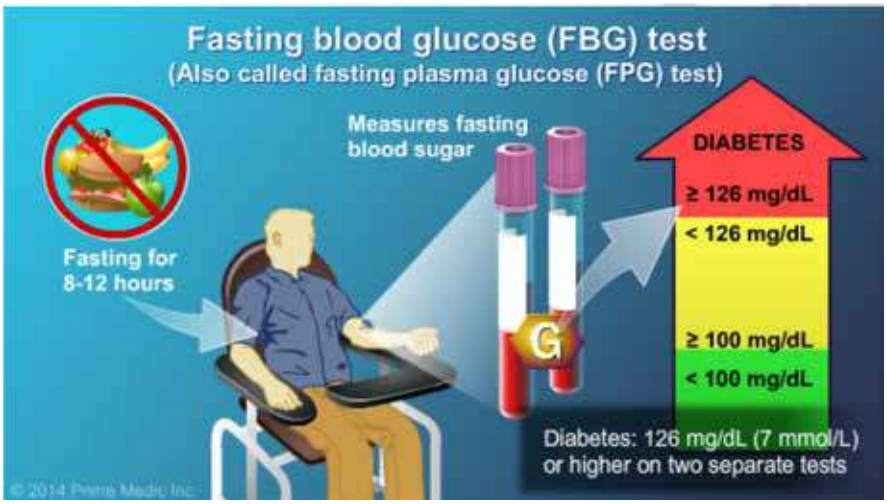
e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about Type II Diabetes, then answer the questions below



Hypoglycaemia: The limiting factor in the glycaemic management of Type I and Type II Diabetes. The mediator and mechanism of HAAF (The concept of hypoglycaemia-associated autonomic failure) are not known but are under active investigation. The glucagon response to hypoglycemia is also reduced in patients approaching the insulin deficient end of the spectrum of Type II (non-insulin-dependent) diabetes mellitus, and glycemic thresholds for autonomic (including epinephrine) and symptomatic responses to hypoglycemia are shifted to lower plasma glucose concentrations after hypoglycemia in Type II diabetes. Thus, patients with advanced Type II diabetes are also at risk for HAAF. While it is possible to minimize the risk of hypoglycemia by reducing risks – including a 2 to 3-week

period of scrupulous avoidance of hypoglycemia in patients with hypoglycemia unawareness – methods that provide glucose-regulated insulin replacement or secretion are needed to eliminate hypoglycemia and maintain euglycemia over a lifetime of diabetes. (Washington University School of Medicine, 2002)

Pathophysiology of Glucose Counter regulation in Type II diabetes mellitus

Compromised glucose counter regulation. The relatively low overall frequencies of iatrogenic hypoglycaemia suggest that glucose counterregulatory mechanisms are largely intact early in the course of Type II diabetes. As discussed above, regulated insulin and glucagon secretion, and without the latter epinephrine secretion, normally play key roles in the prevention of hypoglycaemia. Glucagon responses to hypoglycaemia have been reported to be normal or reduced but not absent in studies of unselected patients with Type II diabetes. Epinephrine responses have not been found to be reduced. (Washington University School of Medicine, 2002). The incidence of type 2 diabetes mellitus is increasing worldwide. Type 2 diabetes results from the interaction between a genetic predisposition and behavioural and environmental risk factors. Although the genetic basis of type 2 diabetes has yet to be identified, there is strong evidence that such modifiable risk factors as obesity and physical inactivity are the main nongenetic determinants of the disease (Tuomilehto & Lindström, 2001)

In 2012, the American Diabetes Association (ADA) and the European Association for the Study of Diabetes (EASD) published a position statement on the management of hyperglycemia in patients with type 2 diabetes. This was needed because of an increasing array of antihyperglycemic drugs and growing uncertainty regarding their proper selection and sequence. Because of a paucity of comparative effectiveness research on long-term treatment outcomes with many of these medications, the 2012 publication was less prescriptive than prior consensus reports. We previously described the need to individualize both treatment targets and treatment strategies, with an emphasis on patient-centered care and shared decision making, and this continues to be our position, although there are now more head-to-head trials that show slight variance between agents with regard to glucose-lowering effects. Nevertheless, these differences are often small and would be unlikely to reflect any definite differential effect in an individual patient. (Bergenstal, et al., 2015)

Glycaemic Targets

Glucose control remains a major focus in the management of patients with type 2 diabetes. However, this should always be in the context of a comprehensive cardiovascular risk factor reduction program, to include smoking cessation and the adoption of other healthy lifestyle habits, blood pressure control, and lipid management with priority to statin medications, and, in some circumstances, antiplatelet therapy.

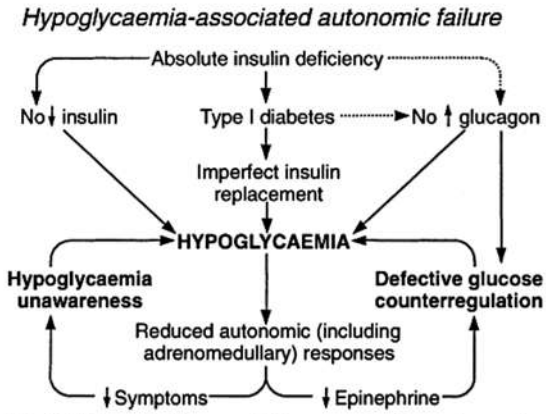
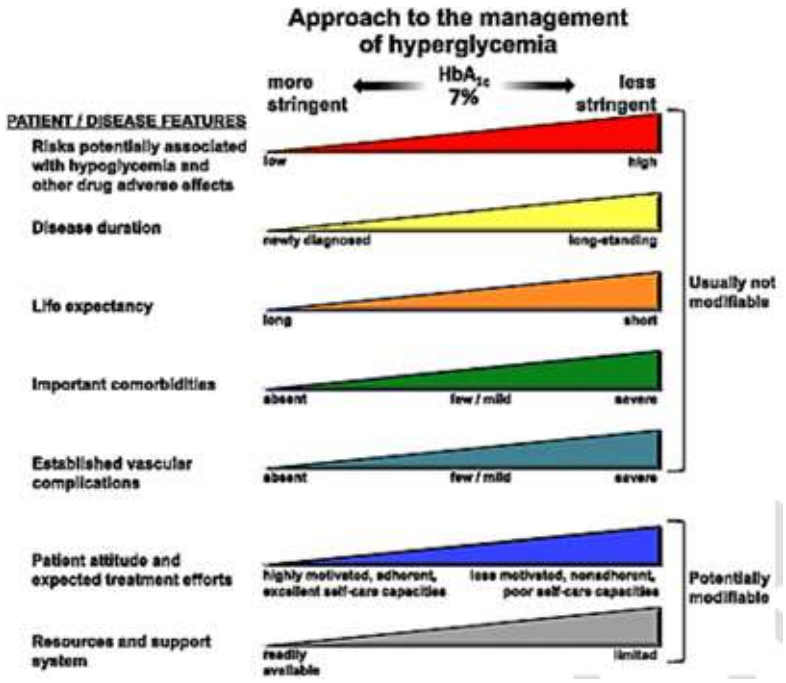


Fig. 2. Schematic diagram of the concept of hypoglycaemia-associated autonomic failure in Type I diabetes. Modified from reference [28] with permission of the American Diabetes Association

The impact of glucose control on cardiovascular complications remains uncertain; a more modest benefit is likely to be present Accordingly, instead of a one-size-fits-all approach, personalization is necessary, balancing the benefits of glycaemic control with its potential risks, taking into account the adverse effects of glucose-lowering medications (particularly hypoglycaemia), and the patient's age and health status, among other concerns. Figure above displays those patient and disease factors that may influence the target for glucose control, as reflected by HbA1c. The main update to this figure is the separation of those factors that are potentially modifiable from those that are usually not. The patient's attitude and expected treatment efforts and access to resources and support systems are unique in so far as they may improve (or worsen) over time. Indeed, the clinical team should encourage patient adherence to therapy through education and also try to optimize care in the context of prevailing health coverage and/or the pa-

tient's financial means. Other features, such as age, life expectancy, comorbidities, and the risks and consequences to the patient from an adverse drug event, are more or less fixed. Finally, the usual HbA1c goal cut-off point of 7% (53.0 mmol/mol) has also been inserted at the top of the figure to provide some context to the recommendations regarding stringency of treatment efforts. (Bergenstal, et al., 2015)



Modulation of the intensiveness of glucose lowering in type 2 diabetes. Depiction of patient and disease factors that may be used by the practitioner to determine optimal HbA1c targets in patients with type 2 diabetes. Greater concerns regarding a particular domain are represented by increasing height of the corresponding ramp. Thus, characteristics/predicaments toward the left justify more stringent efforts to lower HbA1c, whereas those toward the right suggest (indeed, sometimes mandate) less stringent efforts. Where possible, such decisions should be made with the patient, reflecting his or her preferences, needs, and values. This "scale" is not designed to be applied rigidly but to be used as a broad construct to guide clinical decision making. Based on an original figure by Ismail-Beige et al.

1. What is the response of glucagon to hypoglycaemia?

……

……

2. What happens with the low values of iatrogenic hypoglycemia?

……

……

3. What does the program for the reduction of cardiovascular risk factors include?

……

……

4. What are the factors that should be considered in glycemic control?

……

……

5. How can a patient with type II diabetes get better?

……

……

6. What are the risk factors that should be considered for a patient's drug?

……

……

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 3 about Type II diabetes and take notes about the main ideas. Discuss with a partner about each others notes.

TASK 7.- Watch video 3 about Liver. Use the phrases in the box to complete in the blanks.

a) the diagnosis of diabetes if test results are close to the higher
b) blood glucose test measures blood glucose in a person
c) to foot ulcers ore vent amputations fortunately diagnosing diabetes
d) diabetes has some degree of nerve damage
e) triglyceride levels as well as carry out a urine protein test to monitor kidney function
f) lower than normal blood glucose levels can affect the eyes high blood glucose

Diagnosis of Type II Diabetes

Type II diabetes is a metabolic disorder that causes sugar in the form of glucose to accumulate in the blood rather than benign, used as fuel by cells in our body. Diabetes is diagnosed through laboratory blood test. The fasting blood glucose test hemoglobin A1c test and the oral glucose tolerance test, the fasting_____ (1) who has not eaten for at least eight hours, diabetes is diagnosed when fasting blood glucose is 126, milligrams per deciliter or higher on two separate laboratory tests, a second test measures hemoglobin A1c, which is an estimate of average blood glucose levels over the last three months.

Diabetes is diagnosed when an A1c is 6.5 percent or higher on two separate occasions. Another test is the oral glucose tolerance test or GTT, this test measures your blood glucose two hours after drinking a glucose liquid, diabetes is diagnosed when the glucose tolerance test level is 200 milligrams –deciliter or higher. If one or more of these tests are positive your doctor will repeat the test to confirm _____ (2) and of normal range your chances of developing diabetes are increased and you may have pre diabetes, if diabetes is not diagnosed at an early stage or blood glucose levels are not kept in the normal range, multiple complications can occur over time high glucose, levels can cause damage to small and large blood vessels both higher and_____ (3) over the long term causes diabetic retinopathy and severely low blood glucose causes bleeding inside the eye, diabetes remains the leading cause of blindness in

the United States, diabetic kidney disease also known as diabetic nephropathy is another serious complication.

That remains the leading cause of kidney failure requiring dialysis or kidney transplantation, about one in three persons with_____ _____ (4), known as diabetic neuropathy at the time of diagnosis most commonly this causes loss of sensation in the hands and feet damage to large blood vessels may cause heart attacks, strokes, and blood flow problems that can lead_____ _ (5)at an early stage and managing it well can helps delay or prevent many of these complications regular check-ups are important because at the early stages of diabetes or its complications a person may not have any symptoms, for the person who has been diagnosed whit diabetes monitoring is very important, blood glucose monitoring and periodic a1c testing can help you stay on track in controlling your diabetes your doctor will also carry out other lad test such as monitoring of blood cholesterol and _____ _____ (6) regular foot examinations and preventive care are important especially if you have nerve damage in your feet, your eyes should also be examined regularly for retinopathy glaucoma and cataracts the pneumonia vaccine and annual influenza vaccines are recommended for most patients with type II diabetes. In summary type II diabetes through various blood tests if not diagnosed early or if in adequately controlled diabetes can lead to damage of important organs that impact health and quality of life regular monitoring of diabetes with your doctor can help prevent these complications or detect them at an early stage while they are still treatable (Animated diabetes patient, 2014).

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

Diabetes	test measures	foot ulcers	triglyceride	affect

a._____

b._____

c._____

d._____

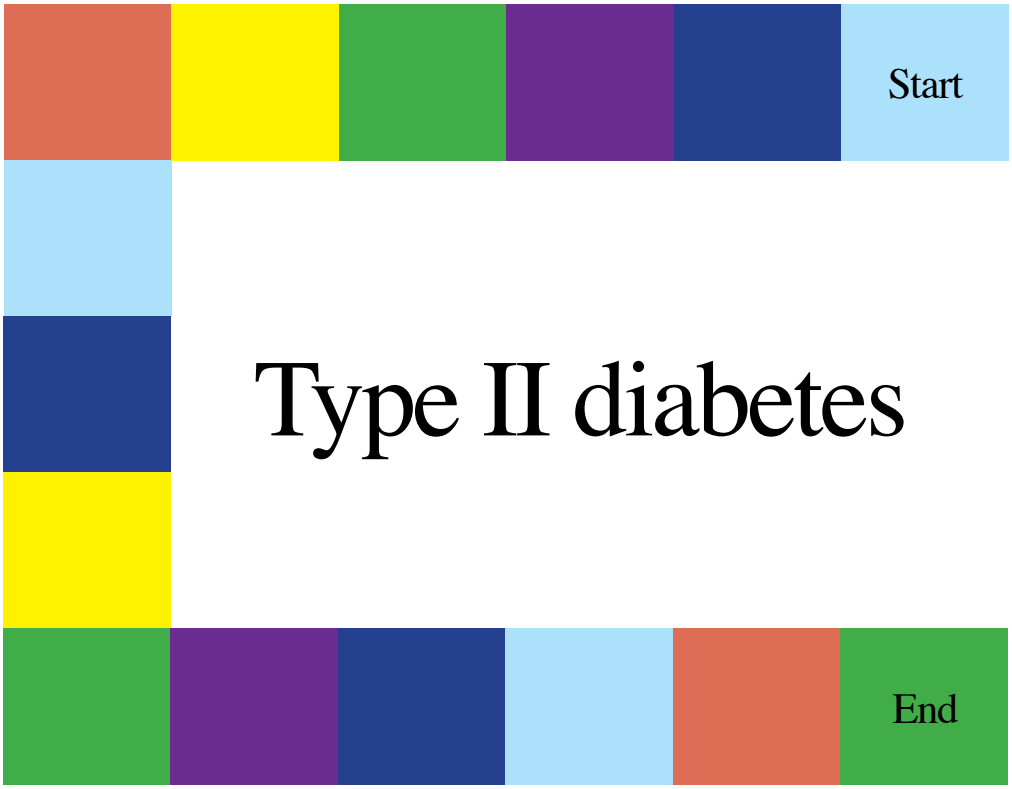
e._____

TASK 9. Reinforcement. Follow the instructions of the activity below.

Rules

Let's try everything you know about type II diabetes, here are the rules:

1. For each question answered correctly the player can advance two spaces
2. For each question answered incorrectly we must go back a space
3. For two questions answered incorrectly a penance must be made



QUESTIONS

What are normal values of glucose in blood?	Which laboratory test is used to diagnose type II diabetes?
What are the symptoms of a patient with type II diabetes?	What is another name for type II diabetes?
Because type II diabetes occurs?	What are the cells that secrete insulin?

PENANCES

Pitifully you have answered the wrong questions you must fulfill a penance

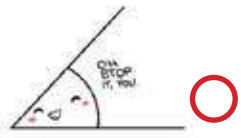
You must sing a song	You must sing the song of the chicks in English
You must dance a song	You must tell a joke

LESSON 4: AH1N1

Before starting. Answer the following question: what do you know about AH1N1?

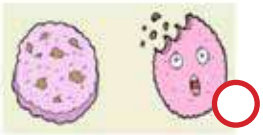
TASK 1. Match the words below with the pictures. Listen and repeat.

a) Environments
b) Surface
c) Strain
d) Cling
e) Burst
f) Droplets
g) Acute
h) Chills
i) Aches
j) Throat
k) Approved
l) Wheezing
m) Measures
n) Spread
o) Thoroughly
p) Soap
q) Sneezes
r) Crook





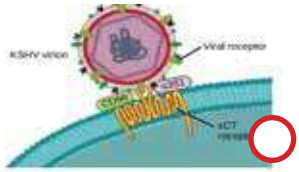






s) Elbow

t) Fairs



TASK 2. Find the following words in the grid.

1.- Environments
2.- Surface
3.-Strain
4.-Cling
5.-Burst
6.-Droplets
7.-Acute
8.-Approved
9.-Wheezing
10.-Measures
11.-Spread
12.-Thoroughly
13.-Soap
14.-Sneezes
15.-Crook
16.-Elbow
17.-Fair
18.- Chills
19.- Aches
20.- Throat

A	N	T	E	S	D	C	R	O	O	K	H	A	B	I	A	U	N	N	I	N
M	O	R	T	Y	S	H	A	S	D	F	G	H	J	K	W	W	R	T	Y	M
O	J	I	L	O	I	I	G	F	T	F	G	S	S	A	H	H	J	K	J	I
R	H	J	W	O	B	L	E	D	A	P	P	R	O	V	E	D	D	F	G	F
P	I	A	E	D	G	L	F	S	O	S	G	E	A	D	E	Q	W	S	F	A
E	D	A	C	H	E	S	V	S	R	D	F	G	P	C	Z	A	D	D	R	I
M	D	F	L	A	S	F	N	Y	H	A	D	G	H	V	I	S	D	F	F	R
E	N	V	I	R	O	M	E	N	T	F	G	J	K	S	N	E	E	Z	E	S
A	D	F	N	D	F	H	J	I	F	G	F	S	F	H	G	F	H	R	Y	D
S	D	D	G	F	G	T	F	A	I	A	O	T	F	G	D	G	J	L	Y	D
U	P	A	M	O	R	S	U	R	F	A	C	E	D	F	H	S	C	H	G	F
R	I	R	O	S	O	R	J	T	L	C	D	L	D	F	H	D	G	D	F	S
E	D	E	E	G	A	U	E	S	O	U	I	P	S	D	F	G	H	J	D	G
S	G	D	D	A	D	B	R	O	N	T	H	O	R	O	U	G	H	L	Y	D
D	J	G	G	R	D	F	G	D	D	E	R	R	J	F	G	H	F	H	J	S
F	K	J	H	F	S	D	A	O	O	D	F	D	D	F	G	H	J	G	H	D

TASK 3. Rewrite the 20 words found in task 2.

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about AH1N1, then answer the question below.

What is AH1N1 or Swine Flu

Source: Insidershealth

Swine flu is a highly contagious respiratory disease in pigs caused by one of several swine influenza A viruses. Transmission of swine influenza viruses to humans is uncommon. However, the swine influenza virus can be transmitted to humans via contact with infected pigs or environments contaminated with swine influenza viruses. (Bronze & Steele , 2018)

A flu virus has lots of protein molecules on its surface which come in two types: H and N. There are various subtypes of H and N proteins, which gives each strain of influenza A its name: e.g. H5N1 for bird flu and H1N1 for swine flu. The H proteins act like Velcro, and flu infections start when viruses cling to receptors

on cells in the top of the throat using the H protein. The cells are taken over and used to produce more viruses before the cells eventually burst and die. (Wood, 2009)

Influenza viruses infect the cells that line your nose, throat and lungs. The virus enters your body when you inhale contaminated droplets or transfer live virus from a contaminated surface to your eyes, nose or mouth. You can't catch swine flu from eating pork. (Mayo Clinic, 2019). Manifestations of H1N1 influenza are similar to those of seasonal influenza. Patients present with symptoms of acute respiratory illness, including at least 2 of the following:

- Fever
- Cough
- Sore throat
- Body aches
- Headache
- Chills and fatigue
- Diarrhea and vomiting (possible)

In children, signs of severe disease include apnea, tachypnea, dyspnea, cyanosis, dehydration, altered mental status, and extreme irritability (Bronze & Steele , 2018)

How to prevent and recognize symptoms of swine flu?

The Centers for Disease Control and Prevention recommends annual flu vaccination for everyone age 6 months or older. Flu vaccines for 2018-19 protect against the viruses that cause swine flu and one or two other viruses that are expected to be the most common during flu season. The vaccine is available as an injection or a nasal spray. The nasal spray is approved for use in healthy people 2 through 49 years of age who are not pregnant. The nasal spray isn't recommended for some groups, such as pregnant women, children between 2 and 4 years old with asthma or wheezing, and people who have compromised immune systems.

These measures also help prevent flu and limit its spread:

- **Stay home if you're sick**. If you have the flu, you can give it to others. Stay home for at least 24 hours after your fever is gone.
- **Wash your hands thoroughly and frequently**. Use soap and water, or if they're unavailable, use an alcohol-based hand sanitizer.
- **Contain your coughs and sneezes**. Cover your mouth and nose when you sneeze or cough. Wear a face mask if you have one. To avoid contaminating your hands, cough or sneeze into a tissue or the inner crook of your elbow.
- **Avoid contact. Stay away from crowds if possible**. And if you're at high risk of complications from the flu — for example, you're younger than 5 or you're 65 or older, you're pregnant, or you have a chronic medical condition such as asthma — consider avoiding swine barns at seasonal fairs and elsewhere. (Mayo Clinic, 2019)

1. What is AH1N1?

.....

.....

2. Do children and adults have the same symptoms?

.....

.....

3. Can people catch swine flu by eating pork?

.....

.....

4. How do protein molecules act in swine flu?

.....

.....

5. What are recommendations of Centers for Disease Control and Prevention?

.....

.....

6. How can people do to prevent catching swine flu?

.....

.....

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 4 about AH1N1 and take notes about the main ideas. Discuss with a partner about each other's notes.

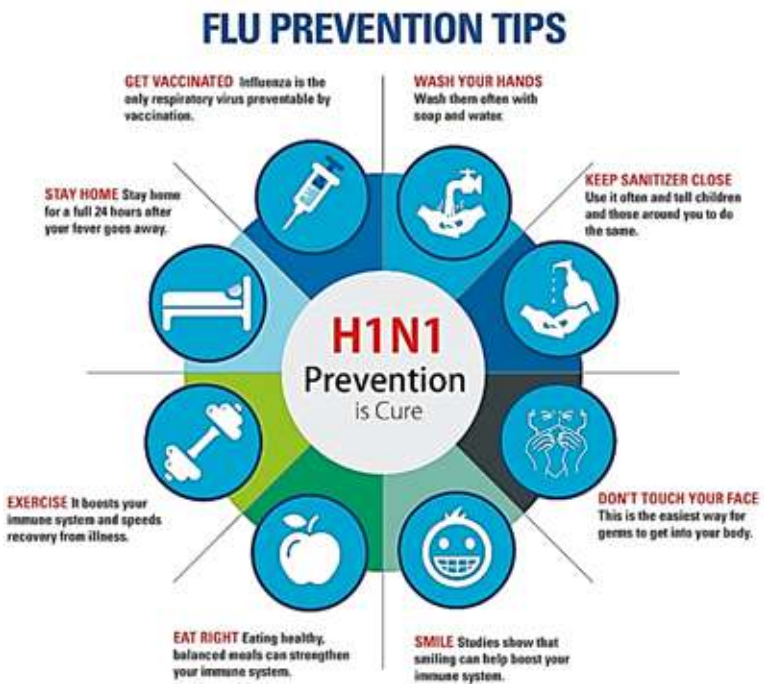
TASK 7.- Watch video 4 about AH1N1. Use the phrases in the box to complete in the blanks.

a) uses these proteins as targets to find and destroy the virus
b) the incubation period is three to five days
c) the genetic material hijacks the host cell and commands it to replicate the virus
d) has been caused by human to human transmission
e) the antiviral drugs Tamiflu and Relenza
f) direct contact with infected pigs can also transmit the virus to people
g) transmission of flu between animals and humans is uncommon
h) can infect birds and mammals, as well as humans
i) you´re immune to the swine flu because you got a flu shot last year
j) some people have diarrhea and vomiting also

Video 4.1. What is swine flu?

Swine flu is a specific strain of the influenza virus that can affect humans. It is really nothing more than the standard human flu virus in a clever disguise. To understand why swine flu has been such a concern recently, you should know a little bit about the defense tactics of this clever virus. The influenza virus has been around a long time, perhaps over 2000 years. The first humans to use written language reported symptoms that may have been caused by the flu. The virus _____ (1). The virus itself is a microscopic sphere containing genetic material that is designed to invade human cells. Once inside, _____ _____ (2). This process causes the inflammation that results in flu symptoms. The outside of virus particles is covered with protein that acts like Velcro, which is used to attach to human cells. Without getting too scientific, there are two types of proteins that make up this influenza "Velcro," H-type and N-type. The N-type helps break up the gooey gel that covers and protects human respiratory tract cells. The H-type protein attaches the virus to human cells. The human immune system _____ _____ (3). The virus is clever enough to change the shape of these proteins as a disguise. So where do pigs come into the picture? Because _____ _____ (4), when it does occur, it is more likely to introduce a unique variation of the H & N proteins. And the human immune system doesn't like surprises. Enter swine flu. The H1N1 virus has been seen in humans before but that was many years ago and many of our immune systems have never seen this specific type of flu. With an unprepared immune system, we are more likely to get sick, and perhaps very sick. The symptoms of swine flu are just like the regular flu: fever, cough, sore throat, headache, and runny nose _____ ___(5). In the United States, this strain of virus has been added to the flu vaccine. So, the vaccine is highly recommended to prevent swine flu. So, remember to cover your mouth when you cough, wash your hands, and avoid excessively close contact with pigs. (Davis, 2014)

Video 4.2. How to prevent and recognize symptoms of swine flu?



Some common-sense precautions can help keep you safe from this potentially deadly infection.

H1N1 influenza: You will need hand washing, knowledge of symptoms, prompt medical attention, isolation and a face mask.

Step 1: Understand what it is

Swine flu is a respiratory disease of pigs caused by the influenza virus. Usually the virus does not infect humans, but transmission can sometimes occur in persons with direct exposure to pigs. The current outbreak _____ _____ (6).

Step 2: Swine flu is spread between humans like a cold:

A person can catch it by being sneezed, coughed or breathed on by a carrier, or by touching a surface that has the virus on it and then touching their own nose, eyes or mouth.

_____ (7), and vice versa, so far, no other animals can transmit the virus to humans. Tip: you cannot get swine flu from eating cooked pork or cooked products

Step 3: Wash your hands with warm water and soap often, lathering up for as long as it takes you to sing "Happy birthday" twice, or about 20 seconds.

Use hand sanitizer in between, and avoid touching your eyes, nose, and mouth; don't shake hands with anyone,

Step 4: If someone is showing signs of a cold or flu, keep your distance.

Step 5: Don´t assume……. (8). It may not prevent you from being made sick by this strain, thought it could prevent you from catching other strains

Tip: Unlike other flu viruses, which tend to attack weakened immune systems, swine flu flourishes in Young, strong, healthy bodies

Step 6: know the symptoms, which include a fever higher than 100 degrees, body aches, coughing, sore throat, and respiratory congestion, some people have diarrhea and vomiting, too.

Step 7: don't delay in getting medical attention if you show symptoms.

Swine flu can be successfully treated with ……. (9), which are most effective when taken within 48 hours of the onset of symptoms.

Step 8: If you are diagnosed with any kind of flu, stay indoors and limit your interaction with loved ones for seven days after the onset of symptoms to avoid passing it to others.

Step 9: If you are in an area where there's been a swine flu outbreak, wear a face mask.

Swine flu is spread though respiratory droplets, which are transferred by a cough, sneeze, or even an exhale.

Tip: a simple mask filters 62 percent of small particles, a professional- grade one keeps 98 percent out.

Step 10: don't panic if you recently visited an area with an outbreak.

_____ (10), so if you're flu-free a week after your trip you're probably not infected. Did you know The World Bank has estimated that in a worst-case scenario, a flu pandemic could cost the world economy 3$ trillion (Howcast, 2009)

incubation period	host cell	human transmission	infected	immune

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

a._____

b._____

c._____

d._____

e._____

TASK 9. Reinforcement. Follow the instructions of the activity below.

TIC TAC TOE

- Tic-tac-toe is a paper-and-pencil game for two players, X and O, who take turns marking the spaces in a 3×3 grid.
- A statement about the swine flu will be given and the person who raises the hand first will respond if it is false or true
- If the person responds correctly he will play his game, otherwise nobody will play the game and we will jump to another statement
- The player who succeeds in placing three of their marks in a horizontal, vertical, or diagonal row wins the game

MATERIALS:

- Blackboard
- Markers

1. You can catch swine flu from eating pork
2. The virus enters your body when you inhale contaminated droplets
3. The virus enters your body for your eyes, nose or mouth
4. Children and adults have the same symptoms
5. Swine flu is a highly contagious respiratory disease
6. Signs in children include apnea, tachypnea, dyspnea, cyanosis
7. The vaccine is available as an injection or a nasal spray.
8. Nasal spray is approved for use in healthy people 2 through 49 years of age
9. Who are pregnant can use nasal spray
10. Cover your mouth and nose when you sneeze or cough

LESSON 5: HUMAN IMMUNODEFICIENCY VIRUS (HIV)

Before starting. Answer the following question: what do you know about HIV?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher

a. Appear
b. Winded
c. Flu-like
d. Rid
e. Swollen
f. Armpit
g. Lymph
h. Skin rash
i. Sore throat
j. Breakouts
a. Besieged
b. Seeming
c. Night Sweats
d. Issues
e. Array
f. Stage
g. Ensure
h. Treat





i. Regardless

j. Remaining










TASK 2. Find the following words in the grid

1. Appear
2. Winded
3. Flu-like
4. Rid
5. Swollen
6. Armpit
7. Lymph
8. Skin rash
9. Sore throat
10. Breakouts
11. Besieged
12. Seeming
13. Night Sweats
14. Issues
15. Array
16. Stage

Q	T	H	G	I	N	T	H	R	O	A	T	U	D	K
J	H	E	I	D	S	P	M	W	G	H	X	N	S	K
C	P	Z	B	R	E	A	U	T	G	O	V	R	V	J
P	M	W	S	W	U	I	X	N	H	S	A	V	T	Ñ
U	Y	D	R	B	S	U	I	S	N	S	M	H	G	N
E	L	E	R	O	S	N	T	W	H	E	E	W	F	P
G	A	X	K	S	I	U	B	E	W	L	T	C	L	R
A	G	R	Ñ	A	O	J	L	A	B	D	Y	U	U	A
T	A	W	M	K	A	E	B	T	K	R	A	A	A	E
S	E	E	A	P	N	I	K	S	E	A	K	Y	L	P
A	R	E	C	W	I	N	D	E	D	G	G	L	I	P
K	R	B	Ñ	K	O	T	G	E	S	E	O	S	K	A
B	T	R	H	U	A	B	N	T	M	R	W	W	E	G
K	Q	Q	A	E	H	S	I	I	P	O	B	O	O	S
J	G	U	R	Y	U	H	M	S	N	C	L	L	E	Y
J	T	T	Z	R	Z	D	E	E	P	V	T	L	M	G
Q	X	A	E	S	V	D	E	G	E	I	S	E	B	F
R	I	D	H	M	D	X	S	B	D	O	B	N	N	K

TASK 3.- Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about HIV, then answer the questions below

Acquired immunodeficiency syndrome (AIDS) is a chronic, potentially life-threatening condition caused by the human immunodeficiency virus (HIV). By damaging your immune system, HIV interferes with your body's ability to fight the organisms that cause disease. HIV is a sexually transmitted infection (STI). It can also be spread by contact with infected blood or from mother to child during pregnancy, childbirth or breast-feeding. Without medication, it may take years before HIV weakens your immune system to the point that you have AIDS. There's no cure for HIV/AIDS, but there are medications that can dramatically slow the progression of the disease. These drugs have reduced AIDS deaths in many developed nations. (Felman, 2018)

Symptoms

The symptoms of HIV and AIDS vary, depending on the phase of infection. Primary infection (Acute HIV). Most people infected by HIV develop a flu-like illness within a month or two after the virus enters the body. This illness, known as primary or acute HIV infection, may last for a few weeks. Possible signs and symptoms include:

- Fever
- Headache
- Muscle aches and joint pain
- Rash
- Sore throat and painful mouth sores
- Swollen lymph glands, mainly on the neck

These symptoms can be so mild that you might not even notice them. However, the amount of virus in your bloodstream (viral load) is quite high at this time. As a result, the infection spreads more easily during primary infection than during the next stage.

Clinical latent infection (Chronic HIV)

In some people, persistent swelling of lymph nodes occurs during this stage. Otherwise, there are no specific signs and symptoms. HIV remains in the body and in infected white blood cells. This stage of HIV infection generally lasts around 10 years if you're not receiving antiretroviral therapy. But sometimes, even with this treatment, it lasts for decades. Some people develop more severe disease much sooner.

Symptomatic HIV infection

As the virus continues to multiply and destroy your immune cells — the cells in your body that help fight off germs — you may develop mild infections or chronic signs and symptoms such as:

- Fever
- Fatigue
- Swollen lymph nodes — often one of the first signs of HIV infection
- Diarrhea
- Weight loss
- Oral yeast infection (thrush)
- Shingles (herpes zoster)

Progression to AIDS

Thanks to better antiviral treatments, most people with HIV in the U.S. today don't develop AIDS. Untreated, HIV typically turns into AIDS in about 10 years. When AIDS occurs, your immune system has been severely damaged. You'll be more likely to develop opportunistic infections or opportunistic cancers — diseases that wouldn't usually trouble a person with a healthy immune system.

The signs and symptoms of some of these infections may include:

- Soaking night sweats
- Recurring fever
- Chronic diarrhea
- Persistent white spots or unusual lesions on your tongue or in your mouth
- Persistent, unexplained fatigue
- Weight loss
- Skin rashes or bumps

Risk factors

When HIV/AIDS first appeared in the United States, it mainly affected men who had sex with men. However, now it's clear that HIV also spreads through heterosexual sex.

Anyone of any age, race, sex or sexual orientation can be infected. However, you're at greatest risk of HIV/AIDS if you:

- Have unprotected sex. Use a new latex or polyurethane condom every time you have sex. Anal sex is riskier than is vaginal sex. Your risk of HIV increases if you have multiple sexual partners.
- Have an STI. Many STIs produce open sores on your genitals. These sores act as doorways for HIV to enter your body.
- Use intravenous drugs. People who use intravenous drugs often share needles and syringes. This exposes them to droplets of other people's blood.
- Are an uncircumcised man. Studies suggest that lack of circumcision increases the risk of heterosexual transmission of HIV. (Wu, 2018)

Complications

HIV infection weakens your immune system, making you much more likely to develop numerous infections and certain types of cancers.

Infections common to HIV/AIDS

- **Tuberculosis (TB)**. In resource-limited nations, TB is the most common opportunistic infection associated with HIV. It's a leading cause of death among people with AIDS.
- **Cytomegalovirus.** This common herpes virus is transmitted in body fluids such as saliva, blood, urine, semen and breast milk. A healthy immune system inactivates the virus, and it remains dormant in your body. If your immune system weakens, the virus resurfaces — causing damage to your eyes, digestive tract, lungs or other organs.

- **Candidiasis**. Candidiasis is a common HIV-related infection. It causes inflammation and a thick, white coating on the mucous membranes of your mouth, tongue, esophagus or vagina.
- **Cryptococcal meningitis**. Meningitis is an inflammation of the membranes and fluid surrounding your brain and spinal cord (meninges). Cryptococcal meningitis is a common central nervous system infection associated with HIV, caused by a fungus found in soil.
- **Toxoplasmosis**. This potentially deadly infection is caused by Toxoplasma gondii, a parasite spread primarily by cats. Infected cats pass the parasites in their stools, which may then spread to other animals and humans. Seizures occur when it spreads to the brain.
- **Cryptosporidiosis**. This infection is caused by an intestinal parasite that's commonly found in animals. You get it when you eat or drink contaminated food or water. The parasite grows in your intestines and bile ducts, leading to severe, chronic diarrhea in people with AIDS.

Prevention

- Use a new condom every time you have sex.
- Use a clean needle. If you use a needle to inject drugs, make sure it's sterile and don't share it. Take advantage of needle-exchange programs in your community and consider seeking help for your drug use.
- If you're pregnant, get medical care right away. If you're HIV-positive, you may pass the infection to your baby. But if you receive treatment during pregnancy, you can cut your baby's risk significantly. (Railton, 2018)

1. What is the impact of HIV on the immune system of the human being?

.....

.....

2. What are the main forms of HIV transmission?

……

……

3. What are the early symptoms of an HIV infection?

……

……

4. What is latent clinical infection or chronic HIV?

……

……

5. What are the main complications or infections associated with HIV contamination?

……

……

6. What method of prevention reduces the risk of HIV infection?

……

……

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 5 about HIV and take notes about the main ideas. Discuss with a partner about each other's notes.

TASK 7.- Watch video 5 about HIV. Use the phrases in the box to complete in the blanks.

a. Skin rashes can occur early or late in the course of HIV seroconversion
b. This can also be referred to as chronic HIV infection
c. Many people will get night sweats during the early stages of HIV
d. The treatment is known as antiretroviral therapy, or ART
e. Early detection of the infection can help ensure that you receive prompt
f. Some people who are not taking any medicine to treat their infection may remain in this phase for 10 or more years
g. Symptoms of HIV can vary between individuals however the first signs of infection generally appear within the first 1-2 months

Hello! Welcome back to Early Signs Zone. Today our video about: Early Symptoms of HIV in men. Before we begin you can consider to subscribe so you won't miss the next great videos from us_____ _____ (1). Many, but not all, people will experience severe flu-like symptoms which is your body's natural response to the virus. This is called the seroconversion period. It's during this time that it's crucial to identify if HIV is the cause, as your viral load is very high which greatly increases the risk of passing it on. And the only way to know for sure is by getting tested. When it comes to HIV infection, it's important to know what early symptoms to look for. _____ (2) to control the virus and to possibly slow the progression into AIDS. Symptoms associated with the flu may be the first to arise as early signs of HIV.

Early signs of HIV include:

Symptom 1: Fever

The fever, usually one of the first symptoms of HIV, is often accompanied by other mild symptoms, such as fatigue, swollen lymph glands, and a sore throat. At this point the virus is moving into the blood stream and starting to replicate in large numbers. As that happens, your immune system induces an inflammatory reaction.

Symptom 2: Fatigue and Headache

The inflammatory response generated by your besieged immune system can cause you to feel tired and lethargic. Sometimes it can make you feel winded while walking or generally feel out of breath. Fatigue can be both an early and later symptom of HIV.

Symptom 3: Swollen lymph nodes, achy muscles and joint pain

Lymph nodes are part of your body's immune system and protect your blood by getting rid of bacteria and viruses. They tend to get inflamed when there's an infection. Many of them are in your armpit, groin and neck which can result in aches and pains in these areas.

Symptom 4: Skin rash

_____ (3). In some cases, the rash can appear like boils with itchy, pink breakouts.

Symptom 5: Nausea, vomiting and diarrhea

Many people experience digestive system problems as a symptom of the early stages of HIV.

However, nausea, vomiting and diarrhea can also appear in later stages of infection, usually as the result of an opportunistic infection. It is important to stay hydrated. Diarrhea that is unremitting and not responding to usual therapy might be an indication of HIV.

Symptom 6: Sore throat and dry cough

A severe, dry cough that can last for weeks to months without seeming to resolve (even with antibiotics and inhalers) is a typical symptom in very ill HIV patients.

Symptom 7: Night Sweats

_____ (4). These can be even more common later in infection and aren't related to exercise or the temperature of the room. With such a vast array of symptoms, HIV testing is vital to ensure a proper diagnosis. If you think you've been exposed to HIV or have an active sex life with casual sex partners, regardless of whether you are showing

symptoms of HIV or not, it's important to get tested as soon as possible.

Do signs differ for men and women?

HIV is different in women and men. According to the Office on Women's Health, some health issues, including sexually transmitted infections and vaginal yeast infections, are more common and more serious in women who have HIV.

After the early stage

After the early stage of HIV, the virus moves into a stage called the clinical latency stage.

_____ (5). The virus is still active during this stage, but it reproduces at much lower rates in the body During the clinical latency stage of HIV, a person may not have any symptoms._____(6). However, other people may progress past the latency stage more quickly. A person who receives treatment for HIV can improve their chances of remaining in the clinical latency stage for several decades. _____ (7). It helps keep the virus in check. (Stylepecial, 2017).

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

Lactose	small intestine	stomach	duodenum	jejunum

a._____

b._____

c._____

d._____

e._____

TASK 9. Reinforcement. Use negative words to complete the acrostics.

A _____	H _____
I _____	I _____
D _____	V _____
S _____	

LESSON 6: CHICKENPOX

Before starting. Answer the following question: what do you know about Chickenpox?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Oatmeal

b. Skin

c. Itchy

d. Scabies

e. Blisters

f. Painful

g. Itchiness

h. Dryness

i. Crustiness

j. Clusters

k. Spots

l. Hallmark

m. Breathe

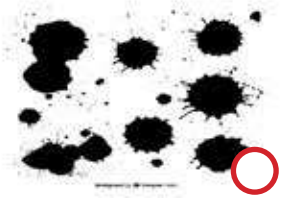
n. Malassie

o. Jaundice

p. Cough

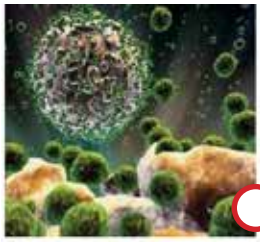
q. Dosage

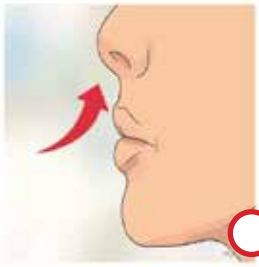
r. Chest



s. Spread

t. Sneezing





TASK 2. Find the following words in the grid

1. Oatmeal
2. Skin
3. Itchy
4. Scabies
5. Blisters
6. Painful
7. Itchiness
8. Dryness
9. Crustiness
10. Clusters
11. Spots
12. Unwell
13. Malaise
14.Coughing
15. Sneezing
16. Aching
17. Hallmark
18. Biters
19. Scratch
20. Pain

C	N	A	Z	Y	C	M	Y	M	F	V	O	M	O	D	B	Q	S	K
Q	L	W	R	S	C	A	B	I	E	S	N	A	R	K	I	I	W	M
Z	J	E	H	E	S	S	U	T	L	N	H	L	Y	M	T	V	G	Y
M	P	X	L	S	M	S	Q	K	I	P	I	A	G	B	E	A	V	E
I	O	N	V	K	G	E	Z	R	J	R	Q	I	D	A	S	S	O	P
T	O	Y	Z	I	N	N	E	A	V	A	E	S	R	U	U	R	A	C
C	B	C	H	N	S	I	G	M	Y	V	U	E	B	X	E	E	T	C
H	H	O	E	S	S	T	J	L	X	H	T	Q	V	B	V	T	M	Q
I	P	U	Q	P	E	S	V	L	C	L	U	S	T	E	R	S	E	M
N	R	G	A	V	N	U	F	A	F	U	P	N	U	V	D	I	A	K
E	T	H	O	U	Y	R	S	H	S	T	S	X	R	Y	N	L	L	D
S	Q	I	I	J	R	C	C	P	P	B	T	L	C	F	B	B	A	O
S	S	N	C	S	D	W	R	G	B	U	O	L	P	E	J	H	C	P
O	O	G	X	A	T	Z	A	D	O	E	P	E	A	Z	J	C	H	U
B	A	O	A	O	P	A	T	Y	V	V	S	W	Z	M	H	I	I	V
T	C	J	Z	D	N	G	C	I	P	G	S	N	E	E	Z	I	N	G
P	A	I	N	F	U	L	H	P	F	Q	V	U	F	S	E	D	G	K
K	W	V	R	W	H	E	I	A	N	I	Q	O	R	J	O	X	U	W
Q	D	B	A	G	O	H	N	Q	X	I	T	C	H	Y	P	K	V	V

TASK 3. Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about chickenpox, then answer the questions below

Chickenpox is a common childhood illness but if this develops in pregnancy it is associated with serious adverse sequelae such as congenital varicella syndrome, maternal VZV pneumonia and neonatal varicella infection which may lead to feto-maternal morbidity and mortality. The incubation period for chickenpox is usually 14 to 16 days but can range from 10 to 21 days. A child is infectious 1-2 days before they get the rash until all the blisters have dried up. This usually takes 5 to 7 days. The classic symptom of chickenpox is a rash that turns into itchy, fluid-filled blisters that eventually turn into scabs. The rash may first show up on the chest, back, and face, and then spread over the entire body, including inside the mouth, eyelids, or genital area. It usually takes about one week for all the blisters to become scabs. Other typical symptoms that may begin to

appear 1-2 days before rash include: fever, tiredness, loss of appetite, headache. (U.S. Department of Health & Human Services, 2018)

Vaccination against VZV is available, but it is not currently included in the standard childhood immunization programs, nor routinely recommended for non-immune adult women in the UK. Prevention strategies should also include plans for the management of exposure incidents. When chickenpox occurs in pregnancy, antiviral therapy either alone or in combination with VZIG has been recommended for management. The use of antivirals decreases the risk of mortality and morbidity from chickenpox, but this will still occur. VZIG reduces the incidence and severity of chickenpox but does not eliminate them completely and it is of no benefit once signs of chickenpox become evident. The scenario of a pregnant women with a history of contact with an index subject with chickenpox, either arriving at a hospital public area, or telephoning for advice, merits each obstetric unit having a written protocol to reduce unnecessary costs, at the same time offering the best available protection for those most susceptible to adverse sequelae (Lamont , et al., 2012).

1.What is Chickenpox?

……

……

2. What are the principal causes of Chickenpox?

……

……

3.What are the Signs and Symptoms of Chickenpox?

……

……

4. What is the incubation period of Chickenpox?

……

……

5. Why does VZIG reduce the incidence and severity of chickenpox?

.....

.....

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 6 about Chickenpox and take notes about the main ideas. Discuss with a partner about each other's notes.

TASK 7.- Watch video 6 about Chickenpox. Use the phrases in the box to complete in the blanks.

a. VZV remains contagious until all blisters have crusted over b. dab or pat (don´t rub) your skin dry, wear loose, cotton clothing, so your skin can breathe c. fluids either in an emergency room or as a hospitalized patient, d. a full recovery as with a cold or flu by resting and drinking plenty of fluids e. it's very rare to have the chickenpox infection more than once. f. new waves of spots can appear-in such cases g. severity varies from a few spots to rash that covers the whole body

Today's topic is chickenpox. A disease, commonly of children, caused by the Varicella zoster virus and characterized by: mild headache, fever, malaise and eruption of blisters on the skin and mucous membranes _____ _____ (1). And Since the chickenpox vaccine was introduced in the mid-1990s, cases have declined. Causes: Varicella zoster virus (VZV) causes the chickenpox infection, most cases occur through contact with and infected person. The virus is contagious to these around you for one to two days before your blisters appear_____ (2) The virus can spread through saliva, coughing, sneezing, contact with fluid from

the blisters. Sign and symptoms: the hall mark symptom of chicken pox is a rash, before the rash appears there will be a general feeling of being unwell(malaise), fever, which is usually worse in adults than children, aching muscles, loss of appetite. In some cases, feeling of nausea. After the rash appears, there will be: rash: _____ _____(3); Spots: the spots develop clusters and generally appear on face, limbs, chest and stomach, they tend to be small, red, and itchy; blisters: blisters can develop on the top of the spots, these can become very itchy; clouding: within about 48 hours, the blisters cloud over and start drying out, a crust develops; healing: within about 10 days, the crusts fall off on their own. During the whole cycle, _____(4), the patients may have different clusters of spots at varying stages of itchiness, dryness, and crustiness. Other symptoms: a few people have more severe symptoms. If the following occur a doctor should be contacted. The skin around the spots or blisters becomes painful and red there are breathing difficulties, most healthy individuals make _____ __(5). Diagnosis: a doctor or nurse will know whether a child or adult has chickenpox just by looking and asking a few questions, no medical tests are required to aid in the diagnose. On rare occasions chickenpox may be confused with scabies or some types of insect bites. Treatment: if you have a fever, your doctor may recommend antipyretics if you appear dehydrated and are unable to drink fluids, your doctor may recommend IV _____

_____(6). Secondary bacterial skin infections may be treated with antibiotics because a virus causes chickenpox, no antibiotics can cure the disease, tap or pat—don´t scratch—your itch, take a cool oatmeal bath (you can buy it at your local drugstore), _____

_____(7). Heat and sweat make you itch more. Use a cool, wet washcloth on super-itchy areas to calm your skin, drink lots of fluids to help your body rid itself of the virus faster. It´ll also keep you from getting dehydrated.

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

VZV	skin dry	cold	chickenpox	spots

a._____

b._____

c._____

d._____

e._____

TASK 9. Reinforcement. Follow the instructions of the activity below

They are put in a circle and one says a phrase and says it to the other and so until everyone has heard the phrase the last one is asked what they said and then how much the sentence was broken or how much change then you ask the first to see what the correct phrase was

Example

Grab the crazy, mate: tie him coconut and so on

Phrases

Magicians can achieve more through faith than doctors do for the truth

Medicine is an art of teaching and perseverance

Medicine is the art of fighting men to the death of today, to give them in better condition, a little later

Medicine can only cure curable diseases

Medicine heals, healthy nature

Doctors, like beer, the better the older.

LESSON 7: IN VITRO FERTILIZATION (IVF)

Before starting. Answer the following question: what do you know about IVF?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Hormones

b. Ovary

c. Sperm

d. Fertilization

e. Ovulation

f. Instinct

g. Hope

h. Implant

i. Stimulate

j. Sedation

k. Ultrasound

l. Collected

m. Mix

n. Increasing

o. Applied

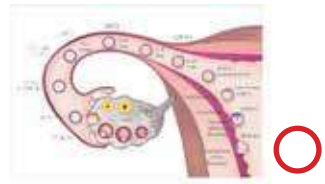
p. Thrombosis

q. Prognosis

r. Dramatically

s. Cumulative

t. Exogenous



TASK 2. Find the following words in the grid.

1. Hormones
2. Ovary
3. Sperm
4. Fertilization
5. Ovulation
6. Hope
7. Instinct
8. Implant
9. Stimulate
10. Sedation
11. Ultrasound
12. Collected
13. Mix
14. Increasing
15. Applied
16. Prognosis
17. Dramatically
18. Cumulative
19. Exogenous
20. Thrombosis

Z	A	P	P	L	I	E	D	H	J	S	F	D	R	Y	D	B	G	D	D
T	F	F	R	I	R	Y	P	R	O	G	N	O	S	I	S	F	N	X	F
H	J	H	O	R	M	O	N	S	G	S	R	W	S	X	Z	V	G	H	T
R	H	G	R	F	T	Q	V	P	T	C	U	M	U	L	A	T	I	V	E
O	J	H	T	D	R	A	D	E	F	H	G	H	J	K	M	L	L	N	X
M	N	J	Y	S	T	S	D	R	H	I	M	P	L	A	N	T	F	G	O
B	C	K	R	D	R	D	S	M	I	X	C	O	Y	F	R	F	F	G	G
O	A	O	V	A	R	Y	X	S	T	I	M	U	L	A	T	E	I	G	E
S	S	V	E	D	T	H	V	H	A	F	S	V	E	D	T	H	V	H	N
I	E	U	R	S	E	D	A	T	I	O	N	H	Q	V	E	D	T	H	O
S	Q	L	D	D	R	B	F	Q	L	D	D	R	B	F	K	L	K	L	U
W	Q	A	T	F	E	R	T	I	L	I	Z	A	T	I	O	N	G	L	S
E	W	T	T	U	R	I	N	C	R	E	A	S	I	N	G	B	N	K	S
R	E	I	U	D	D	S	G	F	D	S	S	R	S	S	D	C	M	L	A
T	C	O	Y	F	R	F	N	S	D	D	S	Q	W	T	S	D	K	K	R
Y	X	N	T	G	R	B	N	D	R	A	M	A	T	I	C	A	L	L	Y
U	Z	S	R	F	T	H	O	P	E	A	S	D	A	N	S	S	A	A	S
T	A	D	F	G	H	H	J	S	S	S	A	D	A	C	D	F	E	E	A
C	O	L	L	E	C	T	E	D	F	G	H	K	R	T	F	J	U	R	S
I	D	V	A	A	S	D	S	U	L	T	R	A	S	O	U	N	D	Q	D

TASK 3. Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about IVF, then answer the questions below.

Prior to the completion of an IVF, couples have to go through a series of complementary tests, which will allow to evaluate different levels in the fertility process, some of them are: semen studies, evaluation of the female reproductive tract by hysterosalpingography, hysterosonography , transvaginal ultrasound and tests to determine ovarian reserve such as: FSH, estradiol, antimulleriana hormone, inhibin B, among others. The latter due to the great variation between age and the ovarian reserve of a woman.

Recent studies have shown that a low ovarian reserve is not only associated with a poor ovulatory response despite the use of exogenous gonadotrophins, but also a lower oocyte recovery, low oocyte quality and therefore a reduced embryo quality; and globally a lower pregnancy rate than expected. Many women with unexplained infertility have a low associated ovarian response.

The values of the hormone FSH to determine low response are those that exceed 12 mIU / mL on the 3rd day of the cycle or a transvaginal ultrasound with low ovarian volume <3 mL and / or small amounts of antral follicles (<10 of less than 10mm larger diameter).

The positive predictive value of abnormal results is lower in women under 35 years and those over 40 have a poor chance of achieving a normal pregnancy. These tests are not only absolute representations of hormonal values but also provide a possibility of prognosis when deciding which treatment will lead to greater chances of pregnancy and / or deciding the protocol to follow (Kushner, 2010).

Benefits of an IVF

The success rate of an IVF since its standardization has been increasing year after year and more knowledge has been implemented in a way that the practice of reproductive biologists has become more routine, that is why if we consider that it does two decades the pregnancy rate was close to 20% and currently around 40%, we can say that new technologies both in preparation of embryo culture media and stimulation protocols and finally published experiences, have successfully improved the success of the procedures2. However, a point of greatest benefit stands out if one observes the cumulative pregnancy rates in 3-4 cycles where approximately 90% success can be obtained; independent of the technique used. However, the age of the woman is the breaking point in this sense because regardless of any associated factor age is preponderant when defining success rates. In under-35s, pregnancy reach between 40 and 49%; and as age advances, they decrease 5-6% per year, correlatively with time. Until at 43 years the rates do not exceed 5%; and spontaneous abortion rates are dramatically increased, reaching 50% after 44 years. On the other hand, if success rates are evaluated in patients who receive donor eggs, a constant is drawn between 40 and 60% of pregnancy, which indicates a direct relationship with the ovarian and embryonic quantity and quality but is independent of receptivity. endometrial. With the popularity of the use of cryopreserved embryos, the costs and benefits have been optimal since ovarian stimulation is obviated and only the endometrial preparation is worked on, which reduces the implantation rate very little when compared to fresh embryos. In some countries, the law allows the donation of embryos left over from an IVF, whether for research or other couples that need it (Kushner, 2010).

Risks of IVF

According to Kushner (2010) as IVF techniques have become more popular, risks have increased, however, techniques and procedures that mitigate these effects are currently being studied and applied. The hyperstimulation syndrome, multiple pregnancies, congenital defects and others have been described with enough emphasis in the decade of the 90 ‘s7-10.

Ovarian hyperstimulation syndrome

It is a short-term complication that can be initiated during stimulation with gonadotrophins or during the early stage of pregnancy. It occurs in 5% of the time and consists of: abdominal pain, hemodynamic alterations, ascites and ovarian congestion6-8. Most of the time it resolves in 8 - 10 weeks and in less than 1% of the cases there is a thromboembolism that determines death. No long-term or definitive alterations have been reported, nor has any disability been described after suffering from OHSS. The management is purely medical, preventing dehydration and thrombosis. (Strómberg , Dahlquist , Ericson , & Finnström , 2002)

1. Why should women do exams of the ovarian reserve?

……

……

2. What age does the risk of spontaneous abortion reach 50%?

……

……

3. What are the methods for IVF?

……

……

4. What are the risks that women can suffer?

.....

.....

5. What hormone is given to cause ovarian hyperstimulation?

.....

.....

6. What can hyperstimulation cause to get to death?

.....

.....

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 7 about IVF and take notes about the main ideas. Discuss with a partner about each other's notes.

TASK 7.- Watch video 7 about IVF. Use the phrases in the box to complete in the blanks.

a. the ovary are then mixed within a simple of the male partner sperm
b. 37 degrees for 24 hours so that fertilization
c. trough examination are necessary for each individual for finding the most appropriate treatment
d. within the ovary containing an egg grows
e. The technique of in vitro fertilization or IVF fertilization
f. the administration of a further hormone 36 hours later fluid
g. into the uterine tubes to await the arrival of fertile sperm

The menstrual cycle of fertile women usually lasts about a month, during this time and under the influence of the body's own natural hormones a tiny sack, _____

_____(1) to about the size of a grape at a point midway in the cycle this egg is released from the ovary and ovulation occurs, ovulation is also regulated by hormones, the egg in which from this moment on is ready for fertilization, then passes _____

_____(2), ovulation is a naturally occurring event and the desire to have children is a similarly natural instinct but, that instinct cannot always be fulfilled the causes of unwanted childlessness are numerous but so are the means of treating them.

IN-VITRO FERTILIZATION (IVF)

_____(3)remove several eggs from the ovary for fertilization in the laboratory, after a few days one or two of these fertilized eggs, which are now known as embryos are returned to the uterus in the hope that they implant and become a pregnancy. Women having IVF are given special reproductive hormones to encourage several eggs to develop in the ovaries, final maturation of the egg itself induced by _____ _____(4)containing the eggs is drawn from the ovary with a needle, this is usually performed under light sedation in a short outpatient procedure with the doctor using ultrasound to check proceeding. The eggs collected from ___ _____(5)which has already been watched and concentrated. The eggs and the sperm are left in an incubator set at_____

_____(6) can take place, during this time only one of the many sperm cells will penetrate the outer layer of the egg and achieve fertilization the cells divide and multiply and form an embryo, after two or three days a healthy embryo comprise around 8 cells, it is then transferred to the uterus by means of the a thin flexible tube where its left to implant and form a pregnancy. All the methods of assisted reproduction offer couples a good chance of brining a healthy baby into the world, a consultation and _____

_____(7)with the highest chance of success because female fertility decreases quite quick after the age of 35 infertile couples should not delay seeking appropriate medical advance (Patreskovic, 2009).

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

partner sperm	fertilization	egg	hormone	uterine tubes

a._____

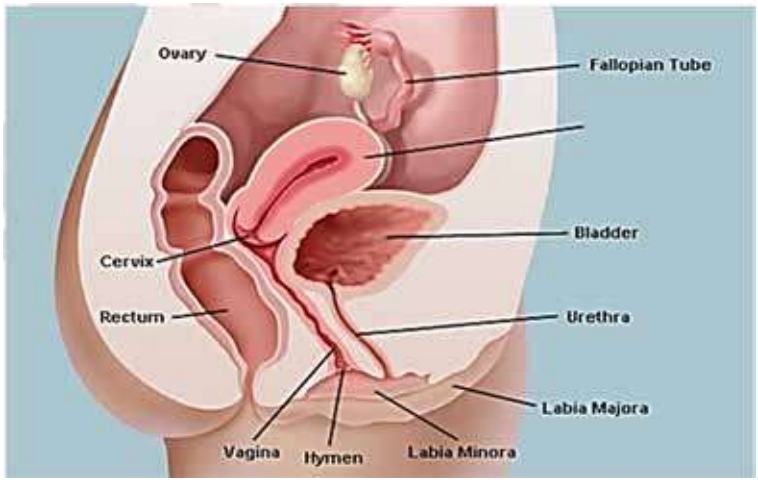
b._____

c._____

d._____

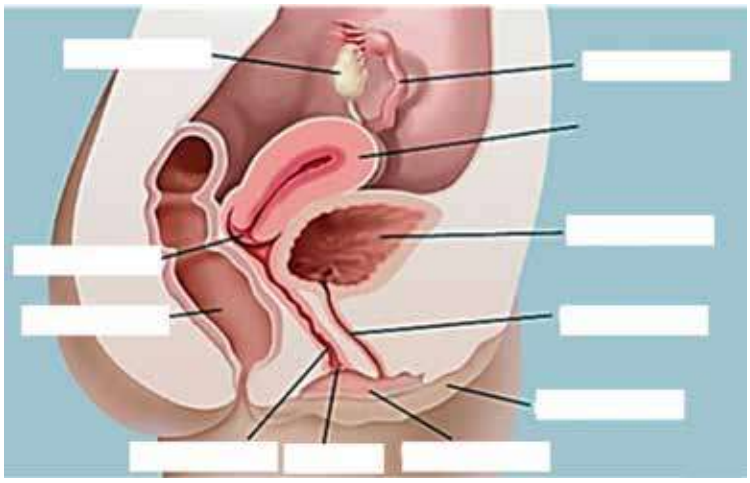
e._____

TASK 9. Reinforcement. Look at the parts of the female internal reproductive organs. Listen and repeat after your teacher.



Source: webMD

TASK 10. Label the picture with the parts in Task 9



TASK 11. Draw the female reproductive system with its parts

LESSON 8: MEDICAL DILEMMAS

Before starting. Answer the following question: what do you know about medical dilemmas?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Contraception

b. Euthanasia

c. Abortion

d. Moral dilemmas

e. Confidentiality

truth telling

f. Professional misconduct

g. Traditional medicine

h. Laws

i. Religion

j. Professional relationship

with relatives

k. Advice

l. Artificial nutrition

m. Issues

n. Develop

o. Values

p. Disagreements










q. Hydration

r. Cross-roads

s. Bioethics

t. Outpatient

TASK 2. Find the following words in the grid

1) ethical
2) dilemma
3) medicine
4) problems
5) hospital
6) abortion
7) contraception
8) euthanasia
9) misconduct
10) confidentiality
11) religion
12) laws
13) advice
14) stress
15) management
16) autonomy
17) conflicts
18) undesirable
19) desirable
20) setting

H	N	M	A	N	A	G	E	M	E	N	T	I	T	S	U	S
M	O	A	R	O	U	S	E	D	U	A	N	A	H	T	N	E
I	I	S	E	Q	W	A	L	I	T	T	U	A	G	C	D	T
S	T	F	P	C	S	W	A	L	H	A	A	R	Y	I	E	T
C	P	D	S	I	I	I	V	E	A	B	E	E	M	L	S	I
O	E	E	M	T	T	V	C	M	N	O	E	L	O	F	I	N
N	C	S	E	N	E	A	D	M	A	R	N	I	N	N	R	G
D	A	I	L	E	F	L	L	A	S	T	I	G	O	O	A	A
U	R	R	B	D	D	A	L	D	I	I	C	I	T	C	B	S
C	T	A	O	I	S	C	D	I	A	O	I	O	U	N	L	A
T	N	B	R	F	W	I	J	O	S	N	D	N	A	S	E	B
S	O	L	P	N	T	H	H	I	C	K	E	I	U	I	X	L
F	C	E	E	O	S	T	R	E	S	S	M	I	H	E	B	E
C	O	N	F	I	D	E	N	T	I	A	L	I	T	E	C	D

TASK 3.- Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about Medical Dilemmas, then answer the questions below

Definition, an ethical dilemma involves the need to choose from among two or more morally acceptable options or between equally unacceptable courses of action, when one choice prevents selection of the other. Advances in medicine, increasing economic stress, rise of patient self-determination and differing values between healthcare workers and patients are among the many factors contributing to the frequency and complexity of ethical issues in healthcare. In the cancer patient near the end of life, common ethical dilemmas include those dealing with artificial nutrition and hydration, truth-telling and disagreements over management plans. It would stand the clinician in good stead to be aware of these issues and have an approach toward dealing with such problems. In addition, organizations have a responsibility to ensure that systems are in place to minimize its occurrence and ensure that staff are supported through the process of resolving dilemmas and conflicts that may arise. (Ong, Yee, & Lee, 2012)

Such a definition implies that issues of conflict and choice are central to moral dilemmas. Most bioethics texts suggest that moral dilemmas or ethical problems invariably involve conflict, choosing between equally desirable or undesirable alternatives, or balancing options

Ethical problems routinely arise in the hospital and outpatient practice settings and times of dilemma do occur such that practitioners and patients are at cross-roads where choice and decision making become difficult example, Beauchamp and Childress suggest:

According to Braunack (2015) moral dilemmas occur in at least two forms.

1.- Some evidence indicates that act is morally right, and some evidence indicates that act is morally wrong, but the evidence on both sides is inconclusive.

2- An agent believes that, on moral grounds, he or she both ought and ought not to perform act the reasons behind alternatives x and y are good and weighty, and neither set of reasons is dominant.

To assist doctors to evaluate the ethics of a situation while making a decision include respect for autonomy, beneficence, non-maleficence and justice. Although the above principles do not give answers as to how to handle a situation, they serve as a guide to doctors on what principles ought to apply to actual circumstances.

The principles sometimes conflict with each other leading to ethical dilemmas when applied to issues such as

- abortion
- contraception
- euthanasia
- professional misconduct
- confidentiality truth telling
- professional relationship with relatives
- religion

- traditional medicine
- business concerns

Resolution of dilemmas demand the best of the doctor's knowledge of relevant laws and ethics, his training and experience, his religious conviction and moral principles as well as his readiness to benefit from ethics consultation and the advice of his colleagues.

Ethics education should begin from the impressionable age in homes, continued in the medical schools and after graduation to ensure that doctors develop good ethical practices and acquire the ability to effectively handle ethical dilemmas. Also, education of patients and sanction of unethical behavior will reduce ethical dilemmas (Lyalomhe, 2010).

1. What is an ethical medical dilemma?

……

……

2. What are the most common ethical dilemmas in a patient with terminal cancer?

……

……

3. Do bioethics texts suggest that ethical problems imply?

……

……

4. What is considered to help doctors make an ethical decision?

……

……

5. What are the main issues that cause ethical dilemmas?

.....

.....

6. What must the doctor know about the solving problem of an ethical dilemma?

.....

.....

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 8 about Medical Dilemmas and take notes about the main ideas. Discuss with a partner about each other's notes.

TASK 7.- Watch video 8 about Medical Dilemmas. Use the phrases in the box to complete in the blanks.

a) are faced with ethical dilemmas on a daily basis b) confidentiality, role fidelity, sexual misconduct and healthcare c) informed consent is required prior blood transfusion d) that sexual relations between practitioners and patients are unethical e) as the critical reflections about morality and the rational analysis of it f) that he cannot disclose any information. g) the resources are divided in a way to provide the most good h) Sherry to provide diagnostic information or interpretation of these results i) those who are HIV positive or have AIDS

Ethical dilemmas occur every day in healthcare. Hi! I am Christie Wyatt from Rosie Arkansas and I hope this video will help you to determine the difference between ethical and unethical behaviors in your everyday healthcare workplace. What is ethics? Ramy Edge defines ethics _____ _____ (1), in other words it´s a generic term for the study of how we make judgments regarding right and wrong. We will explore several areas of possible ethical dilemmas including_____

_____ (2) allocation of scare resources, patient autonomy, and dealing with AIDS in health care.

Confidentiality

Confidentiality is a topic that´s been at the forefront of healthcare since the enactment of the Health Insurance Portability and Accountability Act HIPAA provides the primary guidelines for maintaining confidentiality in the healthcare workplace today.

An example of ethics in confidentiality

Bill, a friends of Allah Tech had been to the lab for some routine testing the tech was later approached by a mutual friend who had seen Bill at the lab and was inquiring as to the purpose of Bill´s visit disclosure of any information to Bill´s friends even a confirmation of Bill´s visit is a breach of confidentiality and it´s considered an ethical behavior the proper and ethical response to an inquiry such as this would be for the lab tech to inform Bill spring _____ _____ (3)to him about any patients of theirs.

Role fidelity

You now if you provided frequently find themselves in situations where they´re tempted to step outside their scope of practice.

An example of ethics in role fidelity

Sherry is a an experienced and very knowledgeable phlebotomist who´s developed a closer relationship with some of her recurring patients these patients sometimes ask questions to Sherry regarding test results and what the results may mean it´s not within the scope of practice of phlebotomist to interpret lab results therefore for _____ (4) to these patients would considered unethical behavior the ethical response to questions such as these would be for her to tell the patient to discussed the results with their physician.

Sexual misconduct in healthcare

According to Raymond Edge it is generally halt among all health care providers _____ (5)

Allocation of scarce resources

In situations of scarce resources, it´s my opinion that the utilitarian theory of justice is the most ethical method of allocation of these resources this theory holds _____ (6) to the greatest number of people.

Patient autonomy

¨Personal self-determination; the right of patients participates in and decide questions involving care¨

An _____ (7) in order to inform the patient of the risks involved and symptoms to look for during the transfusion the consent ensures patient autonomy by giving the patient the right and power to choose whether or not to receive the transfusion.

Dealing with aids in healthcare

Confidentiality and healthcare applies to all patients even _____ _____ (8) some may argue that all health care providers need to know the disease status of their patients for their own protection, however, Raymond Edge applies that the need to know of patients' diagnosis has more to do with appropriate patient care than with employee protection for example it´s necessary for a phlebotomist the disease state of their patients because they should be practicing universal precautions where they treat all patients as though they are infectious.

Ethical dilemmas in healthcare

As you can see healthcare providers _____ _____ (9) .I hope this video will help you to build a foundation on which o make decisions in the ethical dilemmas that you´re faced with in your workplace (Wyatt , 2012)

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

ethical dilemmas	confidentiality	blood transfusion	sexual relations	diagnostic information

a._____

b._____

c._____

d._____

e._____

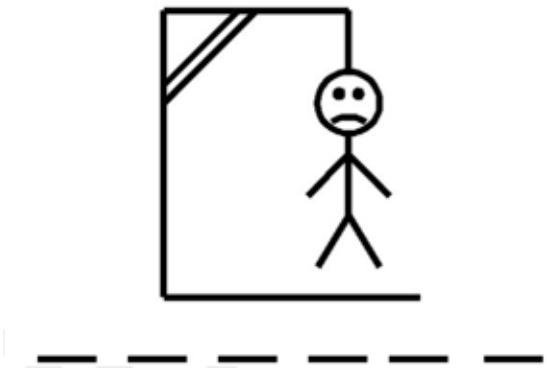
TASK 9. Reinforcement. Follow the instructions of the activity below

A player thinks of a word, phrase or sentence and the other tries to guess it according to what he/she suggests by letters (front in the board)

1. Abortion
2. contraception
3. euthanasia
4. professional misconduct
5. confidentiality
6. religion
7. traditional medicine
8. Business
9. concerns

The game ends when:

- The guessing player completes the word, or guesses the complete word correctly
- The other player completes the diagram:



LESSON 9: MEDICAL ETHICS

Before starting. Answer the following question: what do you know about medical ethics?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Morality

b. Fears

c. Lacks

d. Resources

e. Abide

f. Freely

g. Doubts

h. Judgment

i. Clarified

j. Jointly

k. Sick

l. Stating

m. Prognosis

n. Refraining

o. Biomedical

p. Inequality

q. Risks

r. Values

s. Waiver

t. Duty

TASK 2. Find the following words in the grid.

1. Morality
2. Lacks
3. Abide
4. Doubts
5. Clarified
6. Fears
7. Resources
8. Freely
9. Judgment
10. Jointly
11. Sick
12. Prognosis
13. Biomedical
14. Risks
15. Waiver
16. Stating
17. Refraining
18. Inequality
19. Values
20. Duty

R	N	M	M	P	U	L	T	I	O	A	S	J	S	O	E	I	J	E
G	D	D	I	L	S	N	D	Y	I	I	L	C	O	S	M	U	E	E
N	S	R	A	E	E	F	C	A	N	V	P	E	Y	I	U	P	T	O
T	E	S	B	M	V	R	E	S	O	U	R	C	E	S	N	U	Y	D
S	K	A	G	M	E	R	E	A	D	A	D	D	U	T	Y	T	E	R
J	E	D	I	S	S	F	E	E	R	T	B	S	O	T	S	I	L	D
U	U	G	A	I	S	T	Y	F	E	S	T	I	I	N	F	P	N	Y
J	R	B	J	B	A	T	A	I	R	O	A	L	D	I	C	L	V	C
D	I	L	S	R	I	O	L	T	B	A	A	A	R	E	C	A	A	N
R	S	O	S	L	F	O	R	N	I	U	I	A	S	S	J	C	L	C
D	K	A	A	T	C	E	M	S	Q	N	L	N	I	D	V	K	U	U
D	S	R	L	Y	V	I	O	E	E	C	G	E	I	N	R	S	E	C
A	O	B	Q	I	V	R	N	D	D	Q	C	T	I	N	F	R	S	O
M	U	S	A	Q	J	I	N	S	O	I	A	R	T	A	G	A	U	I
E	E	W	E	U	D	L	O	E	V	U	C	S	F	R	E	E	L	Y
R	P	R	O	G	N	O	S	I	S	R	B	A	D	S	L	I	N	S
P	R	E	J	U	D	I	C	E	S	N	L	T	L	A	I	L	E	O
A	U	E	R	L	F	G	I	E	C	S	I	A	S	L	E	C	I	N
F	U	A	A	A	N	U	D	L	S	T	N	I	A	I	A	E	K	I

TASK 3.- Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about Medical Ethics, then answer the questions below

Source: My own business Institute

The University of Texas at Austin (2019) defines ethics as the theoretical reflection on morality. Ethics is responsible for discussing and reflectively grounded that set of principles or standards that constitute our moral. Morality is the set of principles, criteria, norms and values that direct our behavior. Morality makes us act in a certain way and allows us to know what we should do in a specific situation

Principles of Medical Ethics

1. Charity

Obligation to act for the benefit of others, promoting their legitimate interests and suppressing prejudices. In medicine, promotes the best interest of the patient, but without taking into account the opinion of this. It assumes that the doctor has

a training and knowledge that the patient lacks, so that he knows (and therefore decides) what is most convenient for him (Escríbar , Pérez , & Villarroel, 2011).

2. Autonomy

Expressed the ability to give rules or rules to oneself without influence of pressure. The principle of autonomy has an imperative character and must be respected as a rule, except when there are situations in which people may not be autonomous or have a diminished autonomy (people in a vegetative state or with brain damage, etc.), in which case It is necessary to justify why autonomy does not exist or why it is diminished. In the medical field, the informed consent It is the maximum expression of this principle of autonomy, constituting a right of the patient and a duty of the doctor, since the preferences and the values of the patient are fundamental from the ethical point of view and suppose that the doctor's objective is to respect this autonomy because it's about the patient's health (Escríbar, Pérez , & Villarroel, 2011).

3. Justice

Treat each one as appropriate, in order to reduce situations of inequality (ideological, social, cultural, economic, etc.) (Escríbar , Pérez , & Villarroel, 2011).

4. No maleficence

Intentionally refraining from performing acts that may cause harm or harm others. It is an ethical imperative valid for everyone, not only in the biomedical field but in all sectors of human life (Escríbar , Pérez , & Villarroel, 2011).

Doctor-Patient Relationship

It plays a very important role in the practice of medicine and it is essential for the provision of high quality medical care regarding the diagnosis and treatment of the disease (Fisher, 2012).

1. Paternalistic model

Prevalence the authoritarian attitude of the physician who directs the actions, state and / or therapeutic diagnostic procedures performed while the patient only abides by the instructions, without his opinion, doubts and fears are taken into account.

2. Dominant model

Is the patient who, according to their knowledge or by the information obtained, asks or requires that, according to the established diagnosis, certain diagnostic-therapeutic procedures be performed.

3. Shared responsibility model

In this model, good communication is established; the patient and the family are informed about their illness, diagnosis, treatment and prognosis, as well as the possibility of complications. Their doubts are clarified, and it is about dispelling their fears; the alternatives are discussed, and the best decision is taken jointly. In this model, autonomy, freedom and the patient's judgment intervene, in relation to what they want or what they expect, all under the guidance of the treating physician. It is a subject-subject relationship, so it should be desirable to try to implement it.

The termination of the doctor-patient relationship can occur due to the lack of collaboration of the patient or their relatives, lack of empathy or incompatibility in their moral values, physical or technical inability of the doctor to care for the sick, lack of material and human resources to adequate attention, interference of relatives, responsible person or other doctors, explicit request of the patient, relatives or the doctor (Fisher, 2012).

Informed Consent

The IC is the autonomous acceptance of a medical intervention, or the choice between possible alternative courses, by a patient who decides freely, voluntarily and consciously, after the doctor has informed him and the patient has understood the nature of the disease of the intervention, with its risks and benefits, as well as of the possible alternatives, also with their respective risks and benefits.

- What happens if the patient waives receiving information?

Although it is not frequent, if the patient waives to receive information about his process and about the procedures that are going to be practiced, your will be respected stating his resignation in the clinical record. It must be taken into account that this waiver is limited by the interest of the health of the patient, third parties, the community and the therapeutic requirements of the case (Department of Health, 2001).

1. What does the principles of medical ethics list?

.....

.....

2. Why does Charity promote the best interest of the patient?

.....

.....

3. When does autonomy not apply?

.....

.....

4. Where the patient's doubts are not taken into account?

.....

.....

5. What does the dominant model say?

.....

.....

6. When does the doctor-patient relationship end?

.....

.....

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 9 about Medical Ethics and take notes about the main ideas. Discuss with a partner about each other's notes.

TASK 7.- Watch video 9 about Medical Ethics. Use the phrases in the box to complete in the blanks.

a. choosing freely and is not coerced by anyone b. it is ultimately up to the patient to decide whether to proceed c. and the likely consequences of not having the treatment d. capacity does not depend on age but varies according to the person and the complexity of the decision

As a physician, it is your duty to provide your patients with the relevant medical information in order to help them choose a treatment plan. Even if a treatment is medically indicated and you think it is in their best interest, _____ _____ (1).

Here are 3 things that you should not miss when obtaining a valid consent:

1. Assess the patient's capacity

Before you may even want to consent, you need to be satisfied that the nature of the proposed treatment, its anticipated effects, and the consequences of refusal. In most provinces, _____ (2). A 10-year-old may appreciate that his broken foot needs a cast, but that same person may not understand the operation proposed to fix it.

2. Inform the patient of any special risks

During the consent process, you will need to provide your patients with information about the expected benefits possible material risks, any alternative course of actions,_____ _____ _____ (3). You should also discuss any special risks that might apply to the patient. Developing an abnormal sense of touch after carpel tunnel surgery may affect a dentist differently than a retired librarian.

3. Be sure that the person is giving consent voluntarily

When getting consent, take care to ensure that this person is _____ _____ (4). including you. Patients should be given an appropriate time to deliberate and the infor-

mation should be presented factually. While in some cases it may be important for the patient's friends or family to provide input, remember that you are only treating the patient

- Patients have the right to choose, doctors have the duty to inform.
- Confidentiality is a key component of the patient-physician relationship.
- Patients who believe that their health information will remain confidential are more likely to provide doctors with more accurate information, which will turn to lead medical advice (Chan, 2016).

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

Patient	capacity	physician	treatment	risks

a._____

b._____

c._____

d._____

e._____

TASK 9. Reinforcement. Follow the instructions of the activity below.

- The player needs a pencil and a letter soup.
- At the beginning the player must check the hidden word list.
- Words can be hidden vertically, horizontally or diagonally. Words can be found in any direction (read normally or vice versa).
- When finding a word is marked with different colors or enclosing them in a circle.

- The letters are not exclusive of a word; a letter can be used in several words.
- Win the player if he finds all the hidden words

Honesty

Freedom

Moral

Care

Abortion

Palliative

Values

A	G	H	O	N	E	S	T	Y	Q	Y	O	M	B	M	V	V
D	E	G	V	F	E	G	H	V	W	O	U	N	H	J	C	G
B	M	R	Y	Q	D	F	J	Y	E	R	Y	F	H	V	R	P
F	E	O	O	W	C	D	K	O	R	L	E	R	J	Y	E	A
K	S	Y	R	E	V	S	L	R	T	Y	R	E	G	O	S	L
O	H	F	L	A	G	A	M	L	Y	Y	E	E	T	R	A	L
T	W	Q	Y	T	L	P	N	Y	U	H	W	D	E	L	V	I
F	D	S	Y	Y	V	O	B	Y	I	Y	Q	O	R	Y	N	A
E	E	G	H	E	H	I	V	H	O	O	P	M	T	Y	L	T
Y	R	J	R	N	T	U	C	R	P	R	S	Q	Y	H	O	I
H	H	L	W	O	Y	Y	X	W	A	E	O	D	U	R	P	V
D	R	J	E	I	U	T	Z	Y	U	Ñ	I	F	P	W	K	E
R	E	U	U	T	H	R	A	L	S	P	U	V	O	V	Y	Q
U	H	N	R	R	V	E	A	J	D	O	Y	B	I	B	Y	B
O	L	M	T	O	V	V	S	E	F	Y	T	N	L	H	H	N
J	Y	B	I	B	D	W	D	T	G	U	R	M	K	N	J	O
Y	G	Z	H	A	D	Q	F	G	H	J	E	C	A	R	E	U

LESSON 10: ARTIFICIAL INSEMINATION BY DONOR (AID)

Before starting. Answer the following question: what do you know about AID?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Undergoes

b. Sealed

c. Allows

d. Pillow

e. Seek

f. Placement

g. Syringe

h. Further

i. Straw

j. Barriers

k. Fails

l. Packaging

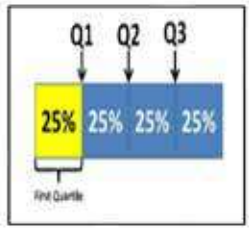
m. Achieve

n. Adaptor

o. Encourage

p. Plug

r. Pull



s. Quartile

t. Inner

TASK 2. Find the following words in the grid.

1. Undergoes
2. Allows
3. Seek
4. Straw
5. Sealed
6. Pillow
7. Placement
8. Further
9. Barriers
10. Fails
11. Achieve
12. Encourage
13. Beforehand
14. Quartile
15. Packaging
16. Adaptor
17. Plug
18. Pull
19. Inner
20. Syringe

A	Z	K	E	Q	Y	A	L	L	O	W	S	J	C	Q	N	K	J	E
K	D	G	N	W	D	K	M	S	M	Z	A	D	A	P	T	O	R	G
D	L	D	C	P	F	D	W	S	Z	I	B	X	W	Z	A	H	H	P
Y	O	O	O	I	X	Y	N	E	D	N	H	Z	Z	R	C	C	P	S
B	E	R	U	Q	L	B	P	O	V	C	J	D	U	E	H	U	C	S
P	O	E	R	G	F	X	W	G	M	T	J	B	Y	H	I	Y	M	Y
A	K	N	A	E	A	C	S	R	S	J	F	E	K	T	E	F	D	R
C	A	N	G	Q	I	N	B	E	E	S	L	E	P	R	V	B	G	I
K	P	I	E	G	L	G	Z	D	T	L	P	A	B	U	E	U	S	N
A	Q	K	P	K	S	M	I	N	G	T	L	C	V	F	X	P	Q	G
G	U	F	J	Y	W	L	D	U	S	V	U	F	F	Q	E	I	Y	E
I	A	N	C	U	K	K	E	F	R	I	G	S	G	O	H	L	Q	U
N	R	H	I	Y	J	V	L	S	E	Y	K	G	S	B	V	L	F	R
G	T	F	B	Q	D	C	A	S	I	T	V	D	G	W	M	O	W	M
D	I	Q	O	C	H	D	E	R	R	S	L	Q	C	I	R	W	M	E
V	L	D	N	F	F	V	S	D	R	P	L	A	C	E	M	E	N	T
B	E	G	U	I	Q	B	Z	A	A	E	U	S	T	R	A	W	R	L
D	N	A	H	E	R	O	F	E	B	I	P	I	S	E	E	K	B	V

TASK 3.- Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

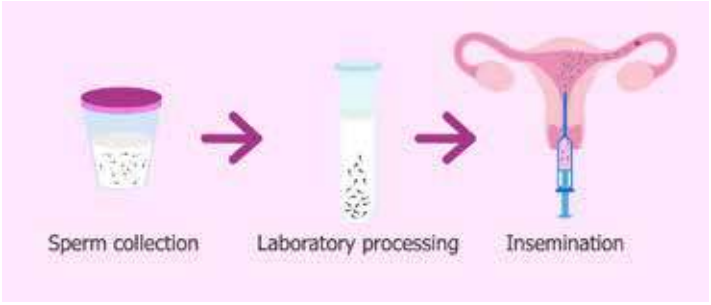
e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about "Artificial Insemination by Donor (AID)", then answer the questions below



Source: inviTRA

Artificial insemination is an assisted conception method that can be used to alleviate infertility in selected couples. The effectiveness of artificial insemination has been clearly established in specific subsets of infertile patients such as those with idiopathic infertility, infertility related to a cervical factor, or a mild male factor infertility. An accepted advantage of artificial insemination is that it is generally less expensive and invasive than other assisted reproductive technology (ART) procedures. (Selvaraj, Selvaraj, & Mahalaskmi, 2013)

Artificial insemination with donor spermatozoa (AID) is used worldwide to treat couples with azoospermia, or severe male factor infertility, in families carrying genetic diseases, which may be transmitted by husband spermatozoa, or in single women. Anonymous donor sperm banking has been a fundamental aspect of reproductive medicine for several decades.

Artificial insemination by donor is a common procedure all over the world. It is usually practiced in different groups of women, i.e. single women or in couples with severe male factor infertility. Today AID is usually offered to infertile couples only after failure of different testicular sperm retrieval procedures or after fertilization failure by IVF–intracytoplasmic sperm injection, or due to genetic reasons. The success rate of AID depends on a wide variety of factors. Some are unchangeable, such as the age of the female, while others may be under control of good medical care, such as the quality of the spermatozoa used for insemination, insemination timing, ovulation-induction protocols used, or choice between cervical insemination and IUI. (Botchan, y otros, 2001)

Artificial insemination is an accepted procedure in the treatment of certain types of human infertility. A sharp distinction should be made between artificial insemination by donor [AID, "heterologous insemination," "therapeutic donor insemination" (TDI)] and artificial insemination by husband (AIH, "homologous insemination"). In AID, the donor is considered fertile, or is of proven fertility, and success in a fertile woman may be expected. In AIH, the husband is of reduced fertility, the success rate is poor, cryopreservation is not used, and a number of methods are available for attempting to improve the quality of the semen sample to be inseminated. In AID, whole unmodified semen is used, and the best results are obtained by using fresh semen, as described previously.' However, almost all modern schemes for AID now use cryopreserved specimens.

There a number of advantages to using frozen semen for AID. The organization of AID is much easier if the semen samples are in stock. It is then not necessary for the donor to visit the clinic on precisely the ovulation days of the recipient. The use of frozen semen also means that the same donor can be used for the whole of the 4-day periovulatory period and that the same donor can be used for later pregnancies (although storage of spermatozoa in good condition for longer than two years is unusual). The presence of semen from several donors in stock allows a greater choice in matching the donor to the characteristics of the couple. Matching of physical characteristics is generally desirable, but there seems to be no biological reason for the matching of blood groups. There have been a few cases of the chance discovery of incompatible blood groups in a child who did know it was "adopted." Frozen semen samples can also be sent to other physicians (NHS, 2020)

1. What is cryoconservation?

.....

.....

2. What is artificial insemination by donor?

.....

.....

3. What process should people do for artificial insemination by donor?

.....

.....

4. How is artificial insemination performed by donor ?

.....

.....

5. What is the different between artificial insemination by donor and artificial insemination by husband?

.....

.....

6. What are the advantages of using frozen semen?

.....

.....

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 10 about AID and take notes about the main ideas. Discuss with a partner about each other's notes.

TASK 7.- Watch video 10 about AID. Use the phrases in the box to complete in the blanks.

a. With each regular ovulation cycle
b. Sperm can live in the female genital tract for 1-3 days
c. Conducted at fertility clinics such as IVF or Intra Cytoplasmic Sperm
d. Raise your hips with a pillow to get a downward trajectory
e. Undergoes a very rigorous selection process and represent sperm quality
f. At room temperature for 15-20 minutes
g. to know what kind of straw you have

Cryos is dedicated to proving the mist advanced technology and reproductive cryopreservation techniques and in providing the opportunity for our clients to use these techniques at home. The donor sperm _____ (1) The top quartile of men. This sperm is the preserved and the process allows the sperm to stay preserved for decades. For home insemination, Cryos provide the ability for you to choose to use our home insemination kits in the privacy of your own home or seek treatment at a fertility clinic. The choice depends on numerous factors such as your personal preferences financial, country legislation, fertility, clinic options as well as your own fertility and thereby chances of becoming pregnant.

What is the first for home Insemination?

The first step in home insemination is to remove the straw from the packaging and allow the straw to sit _____ (2). This can be done by simply setting the straw on a clean surface. The kit also comes with an adaptor, a syringe and an alcohol pad. Fit the thick end of the adaptor on to the end of the syringe. After letting the straw sit for 15-20 minutes, clean the straw with the alcohol pad by covering the entire surface and at least once with the pad. There is an ID number or name on one end of the straw identify it. On the opposite end of the straw, use a pair of scissors to cut the sealed end. Place the now open cut end into the thin side of the adaptor.

Where do I cut the straw?

At this point, it is important _____(3). If it is a 0.5 ml straw, cut the straw 2.5 cm from the top of the straw. This is on the other end of the straw that is still closed. If you have the 0.4 ml straw or IMV straw, cut just below the plug, under the ID number.

How do I extract the sperm from the straws?

Now draw the sperm into the syringe. Keep the syringe upright so everything you pull from the straw goes into the syringe. Pull until the straw is empty. The syringe will allow up to two straws to be drawn at one given time. However, if you are using two straws, draw the syringe to the 0.5 ml mark, stop, and then repeat for the second straw. There might be a little sperm left on the inner sides of the straws, but the combined volume of the two straws will be plenty of total sperm to provide a chance to obtain pregnancy. Other procedures _____ _____ (4). Injection has increased chances to obtain a pregnancy due to the character of the insemination and fertilization.

How do I Inseminate Myself?

For home insemination also called intracervical insemination, or ICI, lie down on your back in a comfortable position _____ _____ (5) .with the placement of sperm. Insert the syringe as far as possible into the vaginal canal. Slowly inject the contents of the syringe. Then slowly remove the syringe and lay still in place for approximately 30 minutes.

When in the ovulation cycle is for the insemination.

Ideally, insemination will take place when you are ovulating. However, _____ _____ (6), so if you missed the exact moment of ovulation do not worry you can still use the technique outlined. If you have regular ovulation cycles, many available ovulation tests will give you a time to perform ICI. The insemination should take place 24 to 36 hours after a positive

ovulation test. Usually ovulation occurs between 13-14 days after the first day of a menstrual cycle. However, this can vary significantly between women. If you do not have regular periods, then you may want to speak to your gynecologist or reproductive endocrinologist about further testing that may be necessary to determine any barriers to ICI.

What is the time GAP between inseminations?

ICI inseminations may be performed _____ (7), though if this process fails to achieve pregnancy after a few tries we strongly encourage evaluation by your treating physician. We encourage this beforehand to make sure conditions are fine to conduct home insemination. All the information discussed is available on Cryos web side. (Cryos – International Sperm & Egg Bank, 2016)

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

Oxygen	EMS	abnormal	epilepsy	medication

a._____

b._____

c._____

d._____

e._____

TASK 9. Reinforcement. Follow the instructions of the activity below

To do this activity you need to bring a multicolored dice (blue, orange, brown, green, red, yellow)

Game:	Multicolored dice
Description:	The multicolored dice will be thrown by each group, and according to the color a question related to medicine will be made
Process:	It can be played in groups from five or six persons, and a representative of each group must throw the multicolored dice and report the color it obtained. Then you will be informed of your question, you will have thirty seconds to coordinate the answer with all your team or otherwise the question can be answered by the opposing group.
Questions	1. Blue. - Mention five catastrophic diseases 2. orange. - Name seven signs or symptoms 3.brown. - Name five viral diseases 4. green. - Name five congenital diseases 5. red.- Name five sexually transmitted diseases 6. yellow.- Name five organs of the body

LESSON 11: HEALTH SERVICES

Before starting. Answer the following question: what do you know about health services?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher

a. Management

b. administration

c. Healthcare

d. Internship

e. Skills

f. Field

g. Leadership

h. Motivate

i. Inspire

j. Thinkers

k. Patients

l. Physicians

m. Public

n. Interpreter

o. Health

p. Services

q. Human

r. Communities

s. Clinical

t. Advisors

TASK 2. Find the following words in the grid.

1. Management
2. Administration
3. Healthcare
4. Internship
5. Skills
6. Field
7. Leadership
8. Motivate
9. Inspire
10. Thinkers
11. Patients
12. Physicians
13. Public
14. Interpreter
15. Health
16. Services
17. Human
18. Communities
19. Clinical
20. Advisors

D	R	D	C	N	S	G	A	R	J	R	A	N	T	N	T	W	I	S	Z
S	D	F	A	F	G	H	J	R	W	R	T	N	N	S	S	P	D	D	G
L	S	M	F	M	H	U	R	T	L	S	E	O	D	E	G	I	C	K	F
T	U	F	S	S	W	R	Y	S	B	M	I	F	S	C	B	H	U	Q	E
H	X	A	A	S	S	F	T	N	E	T	C	B	E	I	B	S	B	M	B
Z	S	X	D	X	Z	N	C	G	A	S	X	R	X	V	Z	N	D	V	V
D	R	E	C	G	E	N	U	R	N	N	I	E	E	R	E	R	Z	C	K
H	J	B	I	I	L	N	T	A	G	P	V	R	B	E	J	E	K	V	D
H	N	Y	T	T	A	S	I	K	S	K	E	L	K	S	H	T	L	L	P
N	R	A	Y	M	I	C	G	N	G	T	K	E	L	E	O	N	J	L	U
K	P	L	R	N	I	N	I	O	E	O	T	O	A	K	A	I	L	L	B
N	S	K	I	S	N	H	U	R	F	A	U	L	U	J	O	S	E	G	L
A	Q	M	Y	D	N	U	P	M	V	I	T	U	U	Z	R	J	S	G	I
L	D	H	D	G	U	R	K	I	M	H	E	G	J	E	J	U	R	L	C
A	P	A	J	J	E	R	T	F	C	O	F	L	D	G	F	J	O	L	M
Z	A	J	J	I	N	O	K	A	L	L	C	A	D	D	F	L	S	J	Y
A	Y	L	N	P	M		R	L	L	E	E	A	D	D	S	U	I	M	G
R	Y	I	O	U	B	E	M	G	D	L	H	D	F	G	A		V	F	G
Y	J	D	F	G	N	M	S	A	R	U	Y	F	V	D	F	H	D	G	M
V	H	L	N	D	C	D	D	F	G	V	N	M	V	M	X	G	A	G	U

TASK 3.- Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about Health Services, then answer the questions below

How can health outcomes around the world be improved? Although more resources, better health system designs, and further advances in medical technology will always help, improving the performance of organizations that deliver health services offers significant promise. Research and empirical observation in low- and middle-income countries report many examples of underperforming health care organizations. In some countries, it is not unusual to find rural clinics in areas of great unmet need serving very small numbers of patients even though they have a sizable salaried staff and adequate supplies. Similarly, resourced districts achieve very disparate levels of coverage, varying by multiples of five or more with services such as immunization or antenatal care (ANC). Rural hospitals of similar size and scope may range in their bed occupancy rates from 20 to 90 percent in the same country or province. Improvements in performance at the system level and the facility level may be both imperative, and indeed interdependent. System-level initiatives alone are often too blunt an instrument to improve service delivery across diverse organizations, and they also depend a great deal on the desired response by individual facilities and organizations. Without interventions directed at performance within individual facilities, broader policy reforms may not achieve their full impact. Yet interventions at the facility level cannot have a substantial and sustained impact on health outcomes if they are not reinforced by efforts that address the entire mix of delivery organizations. Without changes at the system level, improvements within facilities may be undercut. The problems that the interventions were meant to address may reemerge as their systemic causes continue unaddressed. This Guide therefore attends to both levels throughout. (Berman, Pallas, & Smith, 2011)

High levels of health worker absenteeism or disappearance of essential drugs and supplies have been documented across many developing countries even though, officially, health workers receive salaries and warehouses are adequately stocked with drugs. Why does this matter? Performance in service delivery is where the potential of the health system to improve lives meets the opportunity to realize health gains. Performance means access and use by those in need; adequate quality of care to produce health benefits; efficient use of scarce resources; and organizations that can learn, adapt, and improve. Better performance means mothers' lives saved, children cured or protected from disability and disease, fewer missed opportunities, and more effective use of money and technology. Improving the delivery of services is essential if the full potential of health system reforms, resources, and medical advances are to be realized in health outcomes. In the current period of economic and fiscal stress, where the potential for large increases in resources is constrained, improving service delivery performance is a key strategy for sustaining progress.

Organizational change to improve health outcomes may be needed at both the system level and at the level of individual health facilities or government organizations, such as district administration, hospitals, and health centers. This Guide addresses both levels, since both are potential sources of better performance, and complementary reforms that may be needed. Raising performance of individual facilities within a health system to the higher levels already being achieved by other facilities in that same system can significantly improve results. Raising performance across a health system to achieve the full potential demonstrated in other, similar settings can improve results even more.

How can health outcomes around the world, and especially in developing countries, be improved? Health systems are one of the key instruments created by human societies to help achieve that goal. Health systems help raise and channel resources and create and manage the service delivery mechanisms that bring effective health-improving technologies to the people who need them. Service delivery is a critical link in this chain—the locus at which money and technology are transformed into health-improving interventions.

Despite much progress, the gap between need and effective action is still large. More resources, further development of cost-effective interventions, and better health financing schemes are certainly needed. But it is also striking that even the funds and technologies that are available are often not being used effectively.

In many countries one encounters health facilities with shockingly few patients, communities with low levels of coverage in life-saving services even where capacity exists to provide that coverage, or trained workers missing from their assigned posts and empty shelves for drugs and supplies when workers have been paid and supplies purchased. Clearly, having money and technology are not enough conditions for impact. Even with more money and better technologies, a major challenge remains improving the delivery of health services. Without improvement in the performance of the organizations that deliver health services, potential gains in health outcomes from increased funding and better technologies will not be achieved. (Gertler & Martinez, 2011)

Many different disciplinary frameworks have been applied to the study of health service– delivery organizations. Indeed, in the effort to improve organizational performance, policy makers, program managers, and organization executives encounter a diverse community of experts. Each expert may be grounded in a different academic discipline, use different analytical tools, promote a diagnosis of the causes of poor organization performance, and advocate a preferred strategy for improving performance.

Just as flexibility is the right way to approach alignment between strategy, environmental conditions, and implementation capability to best meet the objective of improved organizational performance; flexibility is also valuable in the use of disciplinary frameworks. While many disciplinary frameworks offer useful insights into organizational performance, rigid adherence to one precludes from consideration strategies that might help to raise performance levels among or close performance gaps between organizations delivering health services. (Walker & Sterling, 2008)

1. How are health services in low-income countries?

……

……

2. How are rural clinics in low-income countries?

……

……

3. How can health outcomes improve around the world?

.....

.....

4. What are the main problems in health care?

.....

.....

5. How can the organization of health services be improved?

.....

.....

6. What is the aspect that more should be improved in health services?

.....

.....

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 11 about Health services and take notes about the main ideas. Discuss with a partner about each other's notes.

TASK 7.- Watch video 11 about Health services. Use the phrases in the box to complete in the blanks.

a. Minnesota and will prepare students for licensure the curriculum includes specific content in the following areas
b. University of Minnesota Medical Center here in Minneapolis Minnesota MN
c. continues to be one of the largest areas of growth in hiring in the United States 13%

d. pharmacy, patient care, supply chain, finance, marketing and our public relations team
e. Service Management. Hi, I'm bill Kenny an instructor here at the University of Minnesota and a health service
f. semester 2015. The health services management major is designed for those students interested in health care management as well as professionals
g. University of Minnesota such as the School of Public Health, Health Wellness Center and Health Informatics we are creating the transformational leaders

Hi! I´m Susan McClernon , faculty director of the Health Services Management program at the University of Minnesota. Health care _____ __ _____

_____ (1) of all United States jobs are in health care and it is projected the United States will add 5.6 million health care jobs by the year 202. I'm proud to announce that the University of Minnesota College of continuing education undergraduate programs will offer a new Bachelor of applied science major in health services management beginning fall _____ __ _____ (2) in the health care industry looking to advance their careers the major will be offered in a blended format online and on campus providing scheduling options for students. There will be two tracks available one is a management track in which students can customize their education by choosing electives in such areas as health and wellness Health System administration and private practice management. Students can even complete the coursework required by the state of Minnesota to become licensed as a nursing home administrator as part of this track the second is a pre-professional track for students seeking to become a licensed drug and alcohol counselor in __ _____

_____ (3). Students will gain a solid foundation of knowledge in business and the healthcare industry along with practical skills to apply that knowledge in a variety of health settings, preparing students to work in the industry through an applied internship will be an important component, let's hear from some professionals working in the healthcare industry about what skills they find essential to their everyday work environment and their career experience in the field. Hello! My name is Don Moshkao. I´m the

director of human resources for the _____ (4) . We at Fairview employ over 22,000 people and are looking for managers with excellent skills and training and health services management throughout the state healthcare continues to be one of the fastest growing industries in the US and the need for highly qualified people to lead healthcare facilities and teams is rising, because healthcare is transforming in the United States the specific skills health care leaders of the future need to possess include leadership skills. tt's being able to communicate a common goal or philosophy and motivate inspire and engage diverse teams around common goals and outcomes. Innovation and change management innovators and independent thinkers are needed to lead changes in an industry that sometimes struggles with change to long-standing processes and practices. Outcomes focused, they need to remain focused on the customer by driving quality costs and satisfaction outcomes and being able to focus on the range of customer and key stakeholder needs including patients physicians payers and regulatory bodies metric driven and focused they need to be able to set measurable goals and stay focused on them these metrics are all needed to drive the value of health care this can only be done by delivering the highest quality care and the most cost effective and efficient model, for example we here at Fairview have leadership openings in _____ _____ (5). We also have openings in human resources engineering and operations information technology as well as interpreter or language services. If you have an interest in leading and managing a complex environment please consider applying for a Bachelor of Science degree in Health _____ _____ _____ _____ (6) plan direct and coordinate medical and health services. They might manage an entire facility or specialized in managing a specific clinical area or department or manage a medical practice for a group of practitioners, in the clinical sector health services managers work on improving quality and efficiency controlling costs, implementing new technology recruiting and retaining health care professionals ensuring compliance with changing regulations and implementing programs to improve the health of our communities; managers and non-clinical settings work in a variety of areas such as health insurance benefits in enrollment health care marketing provider network contracting medical device and health policy. Serving as a health care manager can provide a professionally demanding and rewarding career consider this field if you enjoy helping and working with others. The health care industry is rapidly evolving

and in need of well-trained leaders, we are committed to providing an excellent applied education and access to experienced advisors who will help students find internships and employment in the health care industry. All of our courses are taught by experts who are dedicated to helping students succeed in the classroom and in their career using a multidisciplinary approach through collaboration with healthcare divisions across the _____ _____ (7) with the skills needed to become successful Health Services managers (UMN College of Continuing & Professional Studies, 2015).

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

health care	management track	nursing	medical device	well-trained leaders

a._____

b._____

c._____

d._____

e._____

TASK 9. Reinforcement. Follow the instructions of the activity below

1. Take a paper in which will be the name of the drug and the family to which it belongs (The participant will not see the content of the paper)

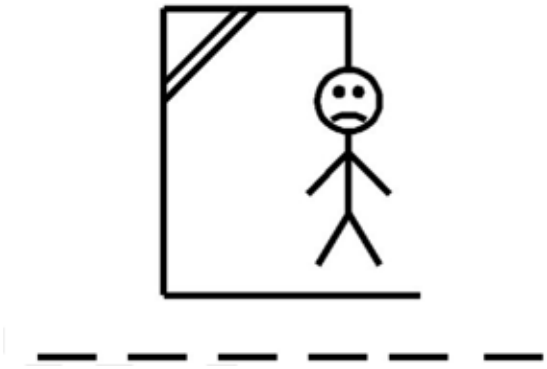
2. The moderator will read the content of the paper and will only mention the family to which the drug belongs

3. The participant will have to guess the name of the drug.

4. From here the basic rules of the Hangman Game are followed. (Say letters of the alphabet until the word is complete)

5. You have a maximum of 5 errors

6. If you think you know what the word is you can risk it and say it at any time of the game but if you fail you lose automatically. (Cisneros, 2019)



LESSON 12: MINISTRY OF PUBLIC HEALTH OF ECUADOR (MSP)

Before starting. Answer the following question: what do you know about MSP?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher

a. Highlands
b. Breathing
c. Dizziness
d. Isolated
e. Widespread
f. Regardless
g. Coverage
h. Appointed
i. Offering
j. Vaccine
k. Uncooked
l. Outpatients
m. Sizable
n. Malnourished
o. Childhood
p. Spread
q. Dying
r. Lack









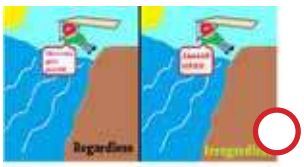


s. Stunting

t. Sickness









TASK 2. Find the following words in the grid.

1) Highlands
2) Breathing
3) Dizziness
4) Isolated
5) Widespread
6) Regardless
7) Coverage
8) Appointed
9)Offering
10)Vaccine
11) Uncooked
12) Outpatients
13) Sizable
14) Malnourished
15)Childhood
16)Spread
17) Dying
18) Lack
19) Stunting
20)Sickness

I	M	A	L	N	O	U	R	I	S	H	E	D	W	E	S	V	C	W	Y	O
S	S	I	C	K	N	E	S	S	H	J	I	A	Q	X	S	W	M	N	L	U
T	P	O	F	F	E	R	I	N	G	D	B	N	H	D	Y	I	N	G	S	T
U	R	A	L	V	E	R	T	O	B	V	F	A	N	T	A	D	U	I	U	P
N	E	G	R	A	P	A	C	O	V	E	R	A	G	E	N	E	P	E	N	A
T	A	V	F	C	T	M	O	R	I	S	L	A	C	K	A	S	Y	P	C	T
I	D	L	P	C	A	E	S	T	E	H	A	Z	L	A	O	P	I	A	O	I
N	E	I	O	I	I	N	D	R	G	X	S	F	G	T	R	R	A	E	O	E
G	D	T	U	N	L	T	Q	I	Z	D	I	Z	Z	I	N	E	S	S	K	N
U	I	B	R	E	A	T	H	I	N	G	I	O	S	I	Z	A	B	L	E	T
E	T	E	X	T	R	A	T	C	H	I	L	D	H	O	O	D	P	B	D	S
A	P	P	O	I	N	T	E	D	R	E	G	A	R	D	L	E	S	S	K	F

TASK 3. - Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about "Ministry of Health Public", then answer the questions below

MINISTRY OF PUBLIC HEALTH

The Ministry of Public Health of Ecuador (MPHE) is the national health authority; therefore, it exercises the steering, regulation, planning, management, coordination and control of the Ecuadoran public health. It does so through the health monitoring, integral attention to people, promotion and prevention as well as research and development of science and technology, in order to guarantee the right of the Ecuadoran people to health (United Nations, 2019).

Ecuador has four regions: The Coast, the Highland or the Andes, the Amazon rain forest, and the Galapagos Islands. The health conditions of this country vary according to these regions. In the Highland, in cities such as Quito or Cuenca where most Ecuadorians live, health conditions most commonly associated with the tropics do not exist. For example, the types of mosquitoes, which carry malaria and dengue fever, cannot live at altitudes above 2300 meters (according to the US Centers for Disease Control). While there does not seem to be general agreement in the medical community about the prevalence of altitude-related conditions, some visitors to the highlands may experience symptoms. The lower atmospheric pressure of the sierras affects some individuals profoundly with difficulty in breathing, nausea and dizziness but these conditions are typically not of long duration and require a period of reduced activity and conservative eating and drinking for acclimatization. Ecuadorians living most of their lives in the sierras commonly require a brief period of re-adjustment after living at sea level for prolonged periods of time. In the low-lying coastal regions and in the Amazo-

nian region the predictable diseases of those climates exist. Malaria, for example, is according to UN sources no longer epidemic in Ecuador. Nor is Dengue Fever. According to WHO data on confirmed cases of malaria, Ecuador had 8464 cases per 100,000 population in 2007 and 544 cases in 2012 (the latest year in WHO figures). Changes in living conditions and health care appear to have had a significant effect on this condition. The potential for these diseases does exist but mostly in isolated, economically-depressed areas of the Amazon and seacoast. Many do not realize that dengue-infected mosquitoes exist in the states of the southeastern US but do not infect inhabitants on a widespread basis. Life expectancy is approximately that of the US. (Ferregut, 2014)

As in many countries, Ecuador has a comprehensive national health system. Free medical care (with an extensive system of hospitals and regional health clinics) is available to all residents regardless of income and without buying any type of medical insurance. An extensive, proactive program of public health includes actions such as teams of nurses going door-to-door offering influenza vaccine to residents. Remote rural areas are also served by this system with physicians, dentists and nurses performing an obligatory one-year "rural" in which they serve isolated or underserved populations. In Ecuador, this one year of service is mandatory for professional licensing (Sasso, 2011). For residents who are members of the national Social Security Institute, an additional, modern system of hospitals and clinics is provided through employee and employer payroll deductions or voluntary payments, as is the case with many expatriates residing in Ecuador. The monthly contribution for voluntary members (family of 2) of this system is just over $80. Employees, on the other hand, contribute $93 of their salaries for this coverage but this also includes membership in the national pension system. Private health care is also available in the form of mostly smaller, doctor-owned health clinics. Private health insurance can be purchased but, as in many countries, is largely used by those of middle- and upper-income groups. Ecuador has benefited with complete scholarship from the Cuban system of medical education sending over 100 students per year (for over 10 years) to the Escuela de Medicina Latinoamericana. A requirement of the program is that 50% of these students be women. Before returning to practice in Ecuador, it is common for these doctors to complete specialized residencies in the major cities of Argentina and Chile among other countries. Additionally, Cuban nationals are numerous among the professors in the faculties of medicine in the major cities of Ecuador including Quito, Guayaquil, Cuenca and Ambato. (Alarcón, Arriaga , & Calderón , 1993)

HEALTH SERVICES

The current structure of the Ecuadorian public health care system dates back to 1967. The Ministry of Public Health (Ministerio de Salud Publica del Ecuador) is responsible for the regulation and creation of public health policies and health care plans. The Minister of Public Health is appointed directly by the President of the Republic. David Chiriboga, a specialist and researcher in community medicine, was appointed Minister in April 2010 but resigned in January 2012, and was replaced by Carina Vance. (Lucio , Villacrés , & Henríquez , 2011)

The philosophy of the Ministry of Public Health is to give social support and services to the most vulnerable populations and its main plan of action lies around community health and preventive medicine. The Ecuadorian public health care system permits patients to be treated daily as outpatients in public general hospitals, with no previous appointment, by general practitioners and specialists. This is organized around the four basic specialties of pediatric medicine, gynecology, clinical medicine, and surgery. Specialty hospitals are also part of the public health care system to target chronic diseases or a particular group of the population. For instance, there are oncological hospitals to treat cancer patients, children's hospitals, psychiatric hospitals, gynecologic and maternity hospitals, geriatric hospitals, ophthalmologic hospitals and gastroenterological hospitals, among others. (Freire , Benítez , & Briones , 2003)

Although fully equipped general hospitals are found in the major cities or capitals of the provinces, there are basic hospitals in the smaller towns and canton cities for family care consultation and treatment in pediatrics, gynecology, clinical medicine, and surgery. Community health care centers or day hospitals are found inside metropolitan areas of cities and in rural areas. These day hospitals give care to patients whose hospitalization is less than 24 hours.

Most of the rural communities in Ecuador have a sizable population of indigenous people; the doctors assigned to those communities, called also "rural doctors", are in charge of small clinics to meet the needs of these patients in the same fashion as the day hospitals in the major cities. The care given in rural hospitals is required to respect the culture of the community.

The MPH provides health services to 30 percent of the Ecuadorian population. The Social Security Institute covers 18 percent of the population. Two percent is covered by the Armed Forces. NGO's (Non-Governmental Organizations)

cover about five percent. Private services cover 20 percent. In 2011 there were 1.7 medical practitioners per 1,000 population.(Malo Serrano & Malo Corral , 2014)

1. Where are the cases of malaria and dengue associated in the Ecuador?

……

……

2. What are the symptoms that occur at high altitudes in the mountain range region?

……

……

3. Where are the health centers and sub centers located in Ecuador?

……

……

4. When was the epidemic of hemorrhagic dengue in the equator dated by the Ministry of Public Health?

……

……

5. What is the predominant disease in rural areas of Ecuador?

……

……

6. What is the purpose of the Ministry of Public Health of Ecuador?

……

……

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 12 about U.S. Department of Health and Human Services (HHS)and take notes about the main ideas. Discuss with a partner about each other's notes.

TASK 7.- Watch video 12 about U.S. Department of Health and Human Services (HHS). Use the phrases in the box to complete in the blanks.

a. your doctor make more informed decisions b. everyone has seen the benefits of this new kind of care c. our health care system knows that you as a patient d. has a digital record of their health care e. if you're a patient, you can and you should ask for access to your health information f. 90 percent of America´s hospitals have publicly committed

At HHS, we are working to build a health care system that puts patients in the center of their care and one of the best tools patients can use is their own health care data. Today, almost every hospital, and three-quarters of doctors use electronic health records and nearly everyone in the US _____(1).

This type of record – your digital health care footprint can help you and _____

_____(2), without you having to lug around paper records from one doctor´s office to another. It can warn your doctor not to prescribe that medication you´re allergic to and makes sure you don´t have to make the same test every time you see a new specialist or go to a different hospital.

But nor _____ (3). With a lot of electronic systems today, data often can´t move from one hospital to another. Different systems basically speak different data languages

Some hospitals and doctors still are reluctant to give patients their own information and the way we have paid for health care hasn´t always rewarded sharing information. But al HHS, we're working to change that. First: We are encouraging common standards for electronic health records, so different systems can speak the same language. Second: We are making sure every part of _____ _____(4), have a right to your health information. Third: With new rules and regulations, we´re making it easier for electronic data to move simply and securely throughout the entire health care system.

It hasn´t been easy. We´ve faced a few challenges. But we´ve made some remarkable progress. Companies that provide electronic health records for _____ _____

_____(5) to making health information flow more easily. We´ve launched challenges for the tech community to see who can create the most user-friendly app that lets you pull all of your information into one place. And we are spreading the word, so doctors and hospitals know that you have a right to your own health data.

You should be able to send it wherever you´d like, but we need your help. If you´re a clinician, the health information exchange organizations in your state, can show you how to access and exchange your patient´s health information electronically. And _____

_____(6). After all, that´s how we make sure, you´re in the center of your care. It´s how we make sure that you´re empowered and engaged. It´s how we build a health care system that works better for everyone.

Better, smarter, healthier. That is the power of putting patients in the center of our health care system and that is Delivery System Reform.

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

Doctor	care	health care system	health information	hospitals

a._____

b._____

c._____

d._____

e._____

TASK 9. Reinforcement. Match the photographs with the type of health center

A. Basic hospital

B. Specialty hospital

C. Health center type C

D. General teaching hospital

E. Health sub center

F. Health center type A

G. Health center type B

H. ISSPOL Hospital

I. Charity board hospital

J. SOLCA Hospital

K. IESS Hospital

L. ISSFA Hospital

LESSON 13: ECUADORIAN SOCIAL SECURITY (IESS)

Before starting. Answer the following question: what do you know about IESS?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher

a) Social security
b) Planner
c) Benefits
d) Qualify
e) Family
f) survivor
g) protection
h) still
i) Financial
j) widower
k) Medicare card
l) statement
m) schedule
n) enough
o) appointment
p) estimator
q) spouse
r) earnings


t


s

r


q

p

o

f


m

l


b


j


i

s) Disability

t) deceased

h

g

n

e

d

c

b

a

TASK 2. Find the following words in the grid.

1. Social security
2. Benefits
3. Family
4. Protection
5. Financial
6. Medicare
7. Schedule
8. Appointment
9. Spouse
10. Disability
11. Planner
12. Qualify
13. Survivor
14. Still
15. Widower
16. Statement
17. Enough
18. Estimator
19. Earnings

E	A	E	R	S	C	H	E	D	U	L	E	E	G	J	Y	R	E	W
W	T	Y	A	G	H	B	D	S	N	K	H	G	D	D	F	H	N	H
E	Q	W	E	R	S	O	C	I	A	L	S	E	C	U	R	I	T	Y
R	N	M	Y	U	N	A	E	R	F	T	D	S	K	L	Ñ	O	I	T
F	N	G	M	R	T	I	E	N	E	F	E	T	S	Y	I	J	H	A
T	M	N	H	E	F	B	N	D	C	S	S	A	Z	F	S	D	R	P
Y	F	G	T	B	D	N	J	G	I	M	U	E	V	A	A	Q	Q	P
F	I	N	A	N	C	I	A	L	S	E	O	F	T	M	F	V	F	O
G	D	O	H	L	U	I	C	M	T	G	P	H	R	I	G	D	A	I
F	Q	O	T	Y	U	M	G	A	D	F	S	T	I	L	L	R	P	N
R	N	I	M	A	E	V	T	W	R	Q	D	T	H	Y	Y	H	M	T
O	F	V	B	T	Y	S	T	A	T	E	M	E	N	T	F	B	R	M
T	D	I	S	A	B	I	L	I	T	Y	A	Q	P	E	R	K	E	E
A	D	A	U	R	B	Y	D	W	Q	Q	U	A	L	I	F	Y	W	N
M	A	F	R	K	Y	E	S	V	E	T	A	N	A	P	L	R	O	T
I	S	C	Y	B	Y	I	M	A	E	V	T	Y	N	I	O	P	D	D
T	L	J	V	D	A	Z	X	C	R	Y	E	Q	N	U	P	R	N	N
S	C	F	O	G	G	H	Y	U	J	K	A	S	E	K	Q	X	I	V
E	Z	A	R	W	E	N	O	U	G	H	K	N	R	P	A	S	W	E

TASK 3. Rewrite 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about Ecuadorian Social Security. Then answer the questions below.

The social security system in Ecuador is run by the Ministry of Social Welfare. There are several benefits which are available to those who are included in the system. All workers pay contributions, although the amount varies as those in some professions may not qualify for all benefits. Employers also make contributions and the government adds its own subsidy. Certain groups of workers – such as farmers – have their own schemes for paying out if they require financial assistance.

In order to claim the old age, pension a worker must be at least 55 years of age and have a minimum of 30 years of contributions. If you choose to retire later at the age of 65 the minimum contributions drop to 15 years although an additional option of retiring at 60 with 30 years of contributions is planned. There are circumstances under which a person can retire earlier, although this depends on personal situation and the number of contributions.

There are several sicknesses benefits available and these include a permanent disability pension, a temporary disability allowance and sickness benefit. Which one of these you would qualify for depends upon the severity of the illness or injury and whether you would be able to work again in the future. If a person is injured at work, then they do not have to have a minimum number of contributions and are covered immediately although a work related illness (for example an illness contracted by those working with asbestos) does require a minimum of 6 months of contributions.

Maternity benefits are paid to those who have worked and made contributions for a minimum of 360 days prior to the beginning of maternity leave. The amounts that are paid out in all of these benefits are calculated on the average salary earned prior to finishing work, so everybody's benefit will be different.

Medical costs are also covered in this system with a worker needing to have made a minimum of 180 days of contributions in the six months prior to becoming ill in order to qualify for help. Occasionally a worker will be covered for treatment in a private clinic. This also covers medications, any time spent in hospital and dental care. Children under the age of one are entitled to free medical care.

Other benefits include unemployment payments for those who have lost work through no fault of their own, as well as death and survivor payments for those who have lost a relative.

As an expat it is unlikely that you will qualify for any of these benefits until you have been in the country for some time. If you are moving to Ecuador for work then you may be expected to contribute to the system, in which case your rights are the same as any other worker (Expat Focus, 2019).

1. What government department supervises the Ecuadorian Social Security actions?

……

……

2. What are the benefits of Social Security for disability people?

……

……

3. Are there any circumstances under which a person can retire earlier? Explain you answer

……

……

4. What are the benefits of benefits for unemployment?

……

……

5. What are the benefits of benefits for death?

……

……

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 13 about Social Security-US and take notes about the main ideas. Discuss with a partner about each other's notes.

TASK 7.- Watch video 13 about Social Security-US. Use the phrases in the box to complete in the blanks.

a. care to the disabled, dependent children, surviving spouses and others
b. the government suggest the most people 65 or older receive Social Security
c. that doesn't mean millennials won't get any money
d. monthly paychecks were sent to individual aged 65
e. it was designed as a safety net to support retirees and the elderly

On the first day that the Republican- controlled House of Representatives was back in session, the Republican majority passed a rule restricting the transfer of money from the social Security retirement fund into the Social Security Disability insurance program. Some fear that this will lead to the Social Security Disability trust fund bankrupt by 2016. This all may be a bit unfamiliar and confusing, so let's start by answering the questions: What is Social Security and how will it affect you in the future? Social security is a program first initiated by President Franklin Delano Roosevelt in 1935 and _____

_____(1). Before he started the social security program, care for those people who were too old to work was traditionally provided by the family members or poorhouses, which in the wake of the great depression and other economic factors, was becoming a less viable option. After the law took effect, _____(2) or older and longer working. At the time, only 1% people's income went to social security since then the percentage that is taxed has gone up. Now, with some restrictions, 6.2% of an employee's income and another 6.2% tax on employers goes towards Social Security. Also, the age at which benefits are received has changed. In 1961, the earliest age at which you could retire and begin receiving money was reduced to 62. However, now, as a result of a 1983 amendment waiting to retire until age 67 reap the most benefits. Subsequent amendments over the years have also expanded the realm of _____ _____(3). Problems with social security have arisen over the years mainly due to changes in the population. In 1935, there were 16 workers for every Social Security recipient in the Us; and now it is closer to a 3 to 1 ratio. In 1975, it was reported that taxes soon wouldn't cover Social Security payments, so the taxes went up, and benefits were reduced, In 1983, a similar crisis occurred, and President Reagan formed the Greenspan Commission to study and suggest solutions to Social Security but no real fix was found. So, what does Social Security look like right now?

Currently, numbers from _____ _____

_____(4), and that money represents about 38% of their income. On average, that's a good number, but many accountants now urge people to view social security as a supplemental rather than a primary income.

However, reports also suggest that half of older married couples and three quarters of unmarried older people rely on Social Security for a majority of their

income. Experts say that at the current rate, the Social Security Trust Fund will be bankrupt by 2033. But to be clear, _____ _____ from the government. They will still get some they just won't get all of the benefits that previous generations experienced. They'll get about 77% of original fund estimates. Unless, of course, a major Social Security overhaul happens.

Which some people in politics like Democratic Senator Elizabeth Warren from Massachusetts, are already calling for. To find out more about our government and how it works check out our video on the Supreme Court and their potential bias. Or click on our other video about the jobs report and what that really says about our economy (NowThis World, 2015)

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

Money	Social Security Disability	poorhouses	income	current rate

a._____

b._____

c._____

d._____

e._____

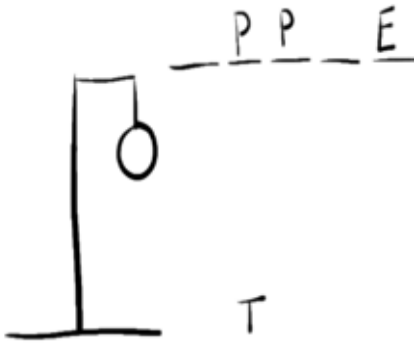
TASK 9. Reinforcement. Follow the instructions of the activity below.

Method 1 Playing Basic Hangman

1. Choose one person to be the "host" ...
2. If you are the host, choose a secret word ...

3. Draw a blank line for each letter in the word ...
4. Start guessing letters if you are the player ...
5. Fill the letter in the blanks if the players guess correctly. ...

Draw part of the “hangman” when the players guess wrong



LESSON 14: ANATOMY AND PHYSIOLOGY OF HUMAN ORGANS

Before starting. Answer the following question: what do you know about anatomy and physiology of human organs?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

Skeletal

b. Neurons

c. Healing

d. Brain

e. Systems

f. Bloodstream

g. Muscles

h. Ventricle

i. Nodes

j. Glands

k. Bone

l. Nerves

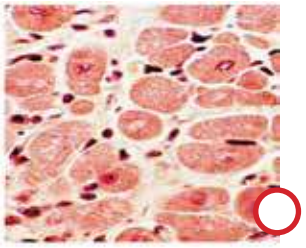
m. Spinal

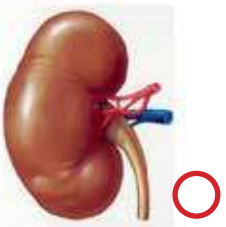
n. Urinary

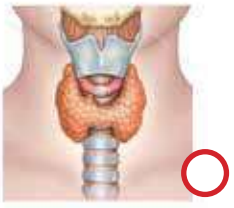
o. Endocrinal

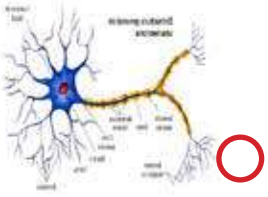
p. Smooth Muscle

q. Kidney





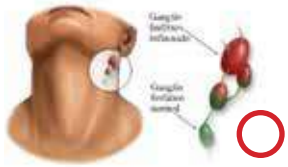


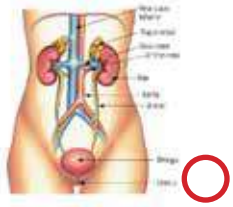


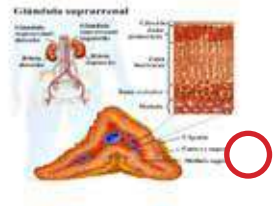
r. Thyroid

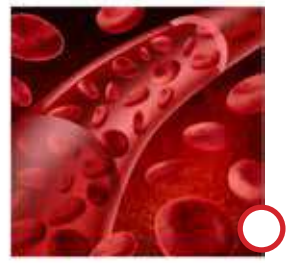
s. Cardiovascular

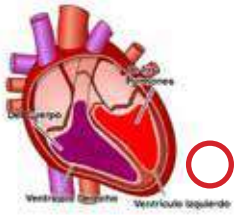
t. Hormones











TASK 2. Find the following words in the grid.

1. Skeletal
2. Neurons
3. Hormones
4. Healing
5. Brain
6. Systems
7. Bloodstream
8. Muscles
9. Ventricle
10. Nodes
11. Spinal
12. Urinary
13. Endocrine
14. Smooth muscle
15. Kidney
16. Glands
17. Bone
18. Nerves
19. Thyroid
20. Cardiovascular

S	A	A	Q	T	V	E	N	T	R	I	C	L	E	Q	Q	F	F	A	C
B	K	D	A	Q	D	Q	N	O	D	E	S	Q	Q	S	S	D	G	Q	A
N	I	E	Z	W	F	A	E	W	Q	W	D	W	A	D	D	S	H	L	R
M	U	S	L	R	T	L	S	Q	G	L	A	N	D	S	F	Q	J	K	D
L	P	D	X	E	G	O	D	S	Q	D	W	S	B	O	N	E	S	J	I
N	O	F	C	T	T	K	R	X	S	F	S	D	F	Q	E	O	K	H	O
E	L	G	V	U	J	A	T	C	D	G	X	C	G	T	R	I	L	G	V
U	K	H	B	I	H	U	L	V	S	P	I	N	A	L	V	U	S	D	A
R	J	J	N	O	K	Y	G	B	G	H	F	D	H	R	E	Y	M	S	S
O	H	B	R	A	I	N	V	N	H	J	G	F	J	Y	S	T	O	K	C
N	G	S	Y	S	T	E	M	M	J	K	H	G	K	U	G	Y	O	I	U
S	F	K	F	Q	Y	T	H	K	K	L	J	U	L	I	T	U	T	D	L
Ñ	B	L	O	O	D	S	T	R	E	A	M	R	L	O	H	S	H	N	A
O	S	P	H	D	U	Q	J	U	L	T	K	I	M	P	Y	R	Q	E	R
I	Q	I	J	F	I	R	K	S	I	R	L	N	N	D	R	E	D	Y	Q
Y	W	U	K	G	O	W	L	C	Y	E	O	A	F	F	O	T	F	E	A
H	O	R	M	O	N	E	S	L	E	W	I	R	G	G	I	Y	G	S	Z
T	E	T	W	J	L	W	O	E	A	F	Y	Y	E	H	D	A	H	Q	X
R	R	E	E	H	P	E	P	S	S	G	T	G	R	J	M	M	J	F	S
H	E	A	L	I	N	G	L	D	D	E	N	D	O	C	R	I	N	E	W

TASK 3. Rewrite the 20 words found in task 2

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____

m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

TASK 4. Read about Anatomy and Physiology of the Human Body, then answer the questions below

Human body us a complex network of cells, tissues and organs that together make life possible

There are different anatomical systems of human body and their parts in brief are:

1. Skeletal system

Total 206 bones forming the human skeleton can be divided into: bones of axial skeleton, bones of appendicular skeleton. Bones of axial skeleton are divided into bones of skull and bones of trunk. Bones of skull: a. bones of cranium b. bones of face. Bones of trunk: a. sternum b. ribs c. vertebral column. Bones of appendicular skeleton: a. bones of upper limbs b. bones of lower limbs (Walden, 2018)

2. Muscular system

The muscular system is the body's largest system, normally comprising about 40 percent of body weight. Muscles are three types. skeletal muscles, cardiac muscle, and smooth muscles

3. Respiratory system:

This system is formed by: nose, pharynx, larynx, trachea that they lead to the lungs oxygen and also there are: bronchi, bronchioles, alveolar ducts, and alveoli

4. Digestive System and Hepatobiliary System

Various parts of the Digestive tract are mouth, pharynx, oesophagus, stomach, small intestine, large intestine, rectum, and anus. Accessory organs of the digestive tract: teeth, three pairs of salivary glands, liver and biliary system, and pancreas

5. Cardiovascular System

Cardiovascular system consists of Heart and Vascular system. There are two types of blood vessels mainly. They are arteries and veins

6. Lymphatic System

Lymphatic system is a closed system consisting of lymphatic capillaries, lymphatic vessels, lymph nodes and lymph ducts.

7. Nervous System

The nervous system is divided into Peripheral nervous system (PNS) and Central nervous system (CNS)

8. Excretory system

Excretory system consists of channels of excretion such as: Urinary system consisting of: kidneys, ureters, urinary bladder and Urethra

9. Endocrine System

Endocrine glands of human body are hypothalamus, pituitary gland (Master gland), thyroid gland, parathyroid gland, adrenal glands, pancreas, testes, ovaries, placenta, thymus and Pineal body

10. Reproductive System

Male reproductive system: Parts of male reproductive system are:

Testes, epididymis, vas deferens, seminal vesicles, ejaculatory ducts, prostate gland, bulbo urethral glands and penis.

Female reproductive system: The medical lab technician from outside inwards it contains the parts as follows: vagina, uterus, fallopian tubes, ovaries (VisibleBody, 2019)

Functions of the 11 organ systems

- **Integumentary:** protection from the environment, helps control body, temperature, energy storage
- **Skeletal:** support, protection of soft tissues, mineral storage, blood cell formation
- **Muscular**: locomotion, support posture, heat production
- **Nervous**: directing immediate responses to stimuli by coordinating the actions of other organs
- **Endocrine:** directing long term changes in the activities of other organ systems by release of hormones
- **Cardiovascular**: internal transport of cells and dissolved materials, including nutrients, wastes, and gases
- **Lymphatic**: defense against infection and disease
- **Respiratory**: delivery of air to where gas exchange can occur between the air and circulating blood
- **Digestive**: processing of food and absorption of organic nutrients, minerals, vitamins, and water
- **Urinary**: elimination of excess water, salts, and waste products; controls pH of body fluid
- **Reproductive:** production of sex cells and hormones (Tennessee State University, 2019)

1. What are the parts of the skeleton that form the human body?

……

……

2. What are the three types of muscles?

……

……

3. What are the parts of Lymphatic system?

.....

.....

4. What are the parts of Nervous System?

.....

.....

5. What are the main functions of urinary system?

.....

.....

6. What are the main functions of cardiovascular system?

.....

.....

TASK 5.- Make your own question based on the reading above, then ask and answer the different questions in groups of four.

TASK 6.- Close your book. Listen to audio 14 about Anatomy and Physiology of the Human Body and take notes about the main ideas. Discuss with a partner about each other's notes.

TASK 7.- Watch video 14 about Anatomy and Physiology of the Human Body. Use the phrases in the box to complete in the blanks.

a) enters the body through nasal cavities travels down the throat and then transported to the lungs b) a complex network of cells tissues and organs c) is

d) an approximately 30-foot series of organs
e) Nervous, endocrine, lymphatic
f) a framework of over 200 bones
g) is a series of glands that use information carried by the nervous system
h) the kidneys, ureters, bladder and urethra
i) delivers oxygen white blood cells hormones and nutrientsresponsible for creating life

The human body is _____ (1) that together make life possible. Ten major systems are responsible for the body's functions: skeletal, muscular, cardiovascular, _____ (2), respiratory, digestive, urinary, reproductive. The skeletal, muscular, cardiovascular and nervous systems particularly create an infrastructure that facilitates the other systems. The adult skeletal system is_____ (3) they hold the body together give it shape and protect its organs and tissues.

The skeleton also provides an anchor points for the muscular system which includes three types of muscles skeletal, smooth and cardiac, they are found throughout the body and facilitate movement, nestled within these muscles is the cardiovascular system pipeline that includes the heart blood vessels and the blood itself also called the circulatory system.

The cardiovascular system _____ _____ (4) throughout the body lastly the nervous system is a communication network of nerve cells that the body uses to transmit information and coordinate bodily functions it's comprised of the brain that have of sensory and intellectual activity the spinal cord and the many cranial and spinal nerves that emanate from them. This infrastructure created by neurons blood muscles and bones allows three other systems to regulate the body's environment the endocrine lymphatic and urinary system.

Endocrine system _____ ___ (5) to help regulate the body's processes thanks to this neural connection endocrine glands such as the thyroid are aware of the amount of hormones and other chemicals they need to produce these chemicals are then distributed throughout the body by way of the cardiovascular system.

The cardiovascular and nervous systems are also utilized by the lymphatic system, a collection of lymph nodes and vessels that help regulate the body's defenses also called the immune system the lymphatic system uses neural pathways to transmit information about affected areas of the body, and then sends out healing agents like white blood cells via the bloodstream, another key regulatory system is the urinary system which includes _____ (6) the urinary or renal system maintains the body's electrolyte levels and filters waste from the blood this waste is sent through the blood vessels into the kidneys and then expelled as urine.

All of these systems require energy to function and that's where the respiratory and digestive systems come in. The respiratory system is a group of passageways and organs that extract life-giving oxygen from the air we breathe. Air ____ _____

_____(7), the lungs extract oxygen for the body to use and then expel a carbon dioxide by product when we exhale.

Energy can also come in the form of food. The digestive system _____ _____ (8) that convert food into fuel. Food enters the system through the mouth then moves into the esophagus the stomach and the intestines nutrients are absorbed into the body while solid waste is expelled through the anal canal the end of the digestive tract; no matter the roll size or shape of any of the body systems each began with the reproductive system. This system is _____ (9) the primary organs involved differ between the sexes with ovaries fallopian tubes the uterus and vagina found in women and test and a sperm channel founded men together fertilization may occur organ systems form and then a child is born. Humans are complicated organisms but when our 10 major organ systems are healthy, they ensure our well-being (National Geographic, 2017)

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

nasal cavities	organs	nervous	kidneys	oxygen

a._____

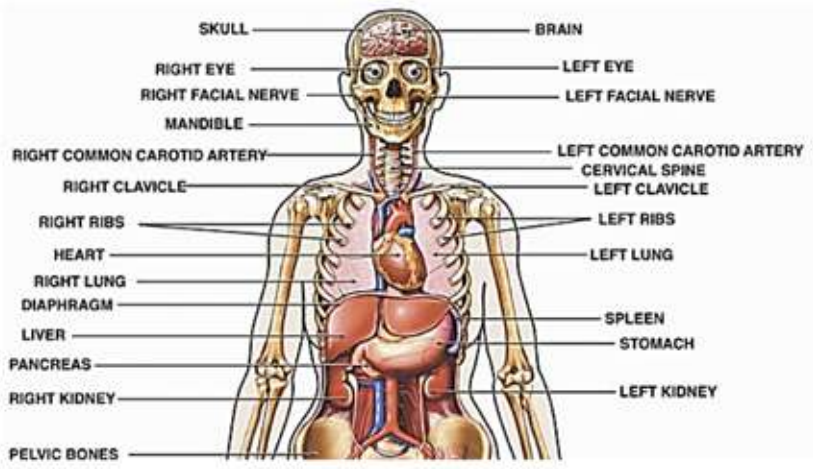
b._____

c._____

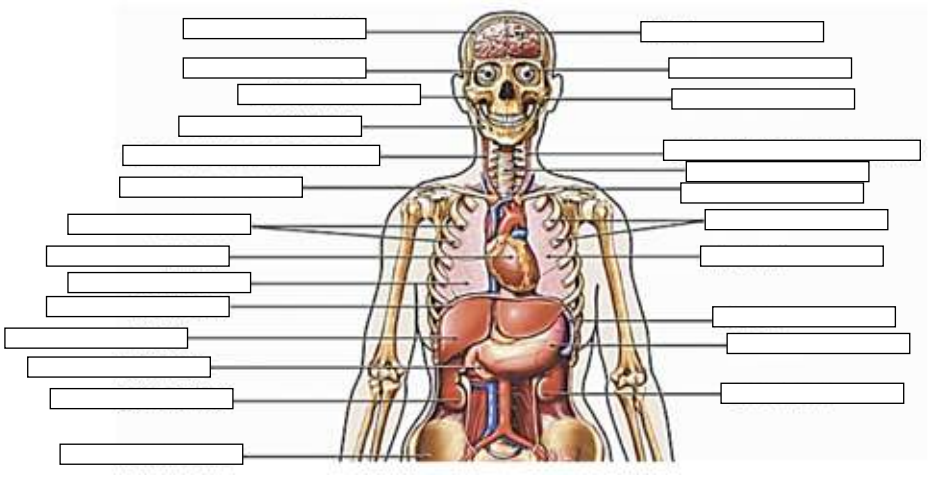
d._____

e._____

TASK 9. Reinforcement. Look at the parts of the female internal reproductive organs. Listen and repeat after your teacher.



TASK 10. Label the picture with the parts in Task 9



TASK 11. Draw the female reproductive system with its parts

ANSWERS KEY
(JUST FOR THE TEACHER)

LESSON 1: TUBERCULOSIS

Before starting. Answer the following question: what do you know about the tuberculosis?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Attack

b. Rashes

c. Tackle

d. Harmless

e. Sneezes

f. Tissue

g. Giddiness

h. Remain

i. Closely

j. Sick

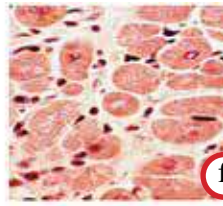
k. Tiredness

l. Sweats

m. Breathe

n. Ensures


g


f


i


h


a


b


c


d


e


j

o. Jaundice

p. Cough

q. Dosage

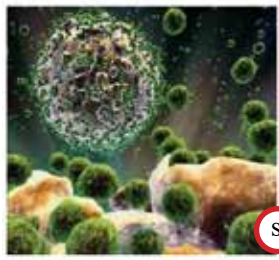
r. Chest

s. Spread

t. illnesses


o


p


s


t


k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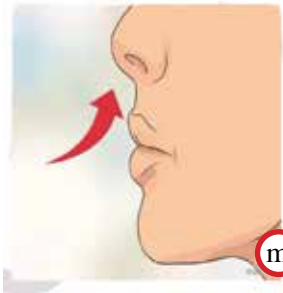

m

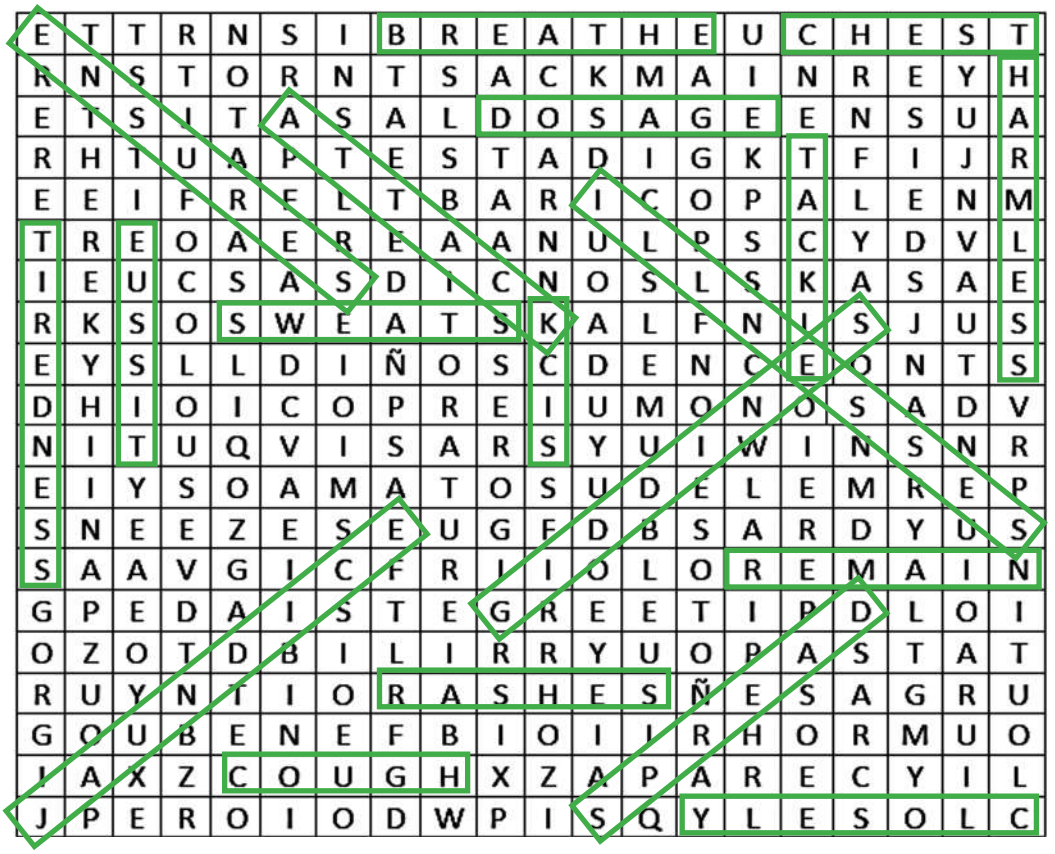

n


q


r

TASK 2. Find the following words in the grid.

1. Attack
2. Tackle
3. Sneezes
4. Giddiness
5. Closely
6. Rashes
7. Harmless
8. Tissue
9. Remain
10. Tiredness
11. Sick
12. Breathe
13. Jaundice
14. Dosage
15. Spread
16. Sweats
17. Ensures
18. Cough
19.Chest
20. Illnesses



TASK 4. Read about Tuberculosis, then answer the following questions

1. What is tuberculosis?

Tuberculosis is a dangerous and infectious disease caused by bacteria called Mycobacterium tuberculosis that attacks the lungs but can affect other parts of your body as well.

2. How is tuberculosis transmitted?

Tuberculosis is transmitted from one person to another through the air. Bacteria are released into the air when a person with TB disease in the lungs or throat coughs, sneezes, speaks or sings. People who are nearby can breathe in these bacteria and get infected.

3. What are the main symptoms of TB?

Symptoms of active TB disease include coughing for more than 3 weeks, coughing up blood, loss of appetite and tiredness, fever and night sweats and chest pain.

4. What are the tests that are performed for the diagnosis of TB?

Tests for diagnosis include the TB skin test, sputum microscopy, X rays, the culture test as well as the new Genexpert test.

5. What is the treatment for TB?

Tuberculosis disease can be treated by taking several medications over a period of 6 to 9 months. Among the first line drugs are: Isoniazid, Rifampin, Ethambutol, Pyrazinamide.

6. What are the effects that the medicine for TB produces?

Some patients may experience side effects such as nausea, loss of appetite, giddiness, fever, jaundice and skin rashes.

TASK 7.- Watch video 1.1 and 1.2. about Heart. Use the phrases in the box to complete in the blanks.

1. (g) 2. (f) 3. (a) 4. (b) 5. (c) 6. (d) 7. (e)

LESSON 2: TYPE I DIABETES

Before starting. Answer the following question: what do you know about Type I Diabetes?

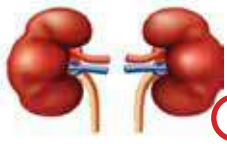
TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Fuel
b. Job
c. Bloodstream
d. Get rid
e. Kidneys
f. Thirst
g. Breaks down
h. Provide
i. Fat stores
j. Provide
k. Pump
l. Supply
m. Delivers
n. Testing
o. Device
p. Damage


c


a


f


e

b


g


d


i


k


m


n


l

q. Long term

r. Cure


p


o


n

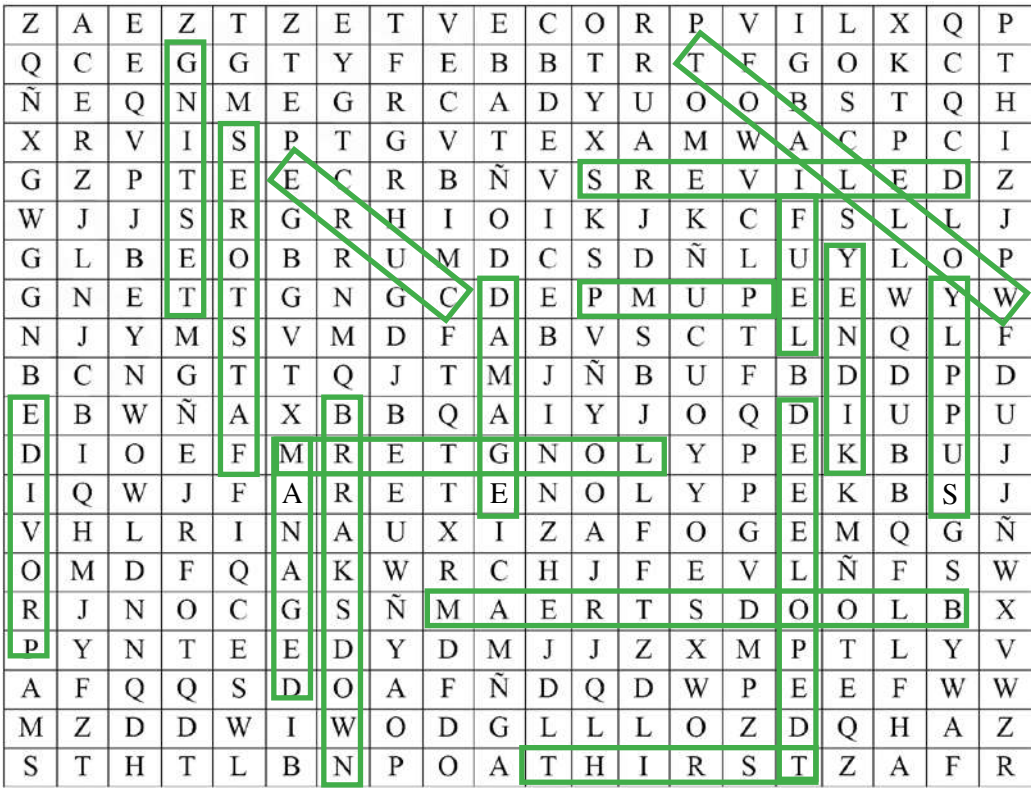

h


r


j

TASK 2. Find the following words in the grid.

Bloodstream	Break down	Cure
Damage	Delivers	Developed
Device	Fat stores	Fuel
Get rid	Job	Kidneys
Long-term	Managed	Provide
Pump	Supply	



TASK 4. Read about type I diabetes, then answer the questions

1. What has been the cause for type 1 diabetes?

The exact cause of type 1 diabetes is unknown. The most likely is an autoimmune disorder, is a condition that occurs when the immune system mistakenly attacks and destroys body tissue healthy

2. What are the symptoms of type 1 diabetes?

Thirsty, frequent urination, feel hungry, tired, loss of weight without reason apparent, presence of sores that are slow to heal, dry skin and itching, blurred vision, more loss of sensation or tingling in the feet.

3. What is the treatment for type 1 diabetes?

Everyone with type 1 diabetes must take insulin daily, most commonly, the insulin is injected under the skin using a syringe, an insulin Pen, or a bomb. Another form of insulin is inhaled. Insulin cannot be taken orally because it is destroyed by the acid in the stomach.

4. What age does this disease affect mostly?

Type 1 diabetes can occur at any age. It is diagnosed more frequently in children, adolescents or young adults with a peak coinciding with the pubertal development (10-15 years is the highest incidence age group).

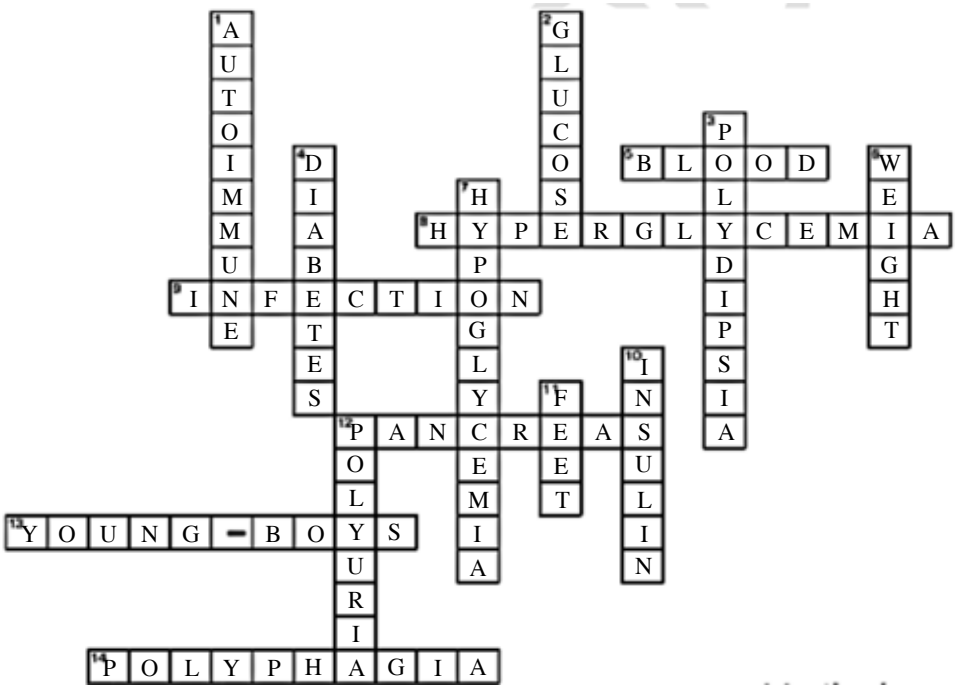
5. What organs are affected because of type 1 diabetes?

The pancreas is specially affected by type I diabetes

TASK 7.- Watch video 2 about Pancreas. Use the phrases in the box to complete in the blanks.

1. (b) 2. (e) 3. (f) 4. (d) 5. (a) 6. (c)

TASK 9. Reinforcement. Follow the instructions of the activity below

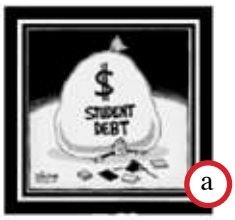


LESSON 3: TYPE II DIABETES

Before starting. Answer the following question: what do you know about Type II Diabetes?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher

a) Paucity
b) Disease
c) Targets
d) Uncertain
e) Without
f) Physical
g) Accordingly
h) Unlikely
i) Behavioral
j) Centered
k) Growing
l) Previously
m) Support



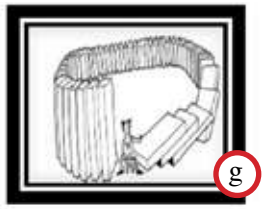
n) Finally

o) Limiting

p) Secretion

q) Practitioner


d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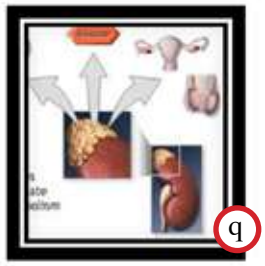
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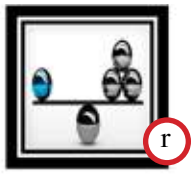
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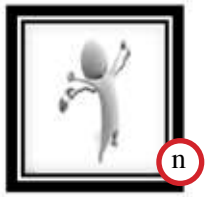
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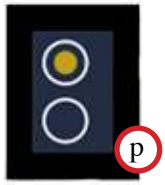
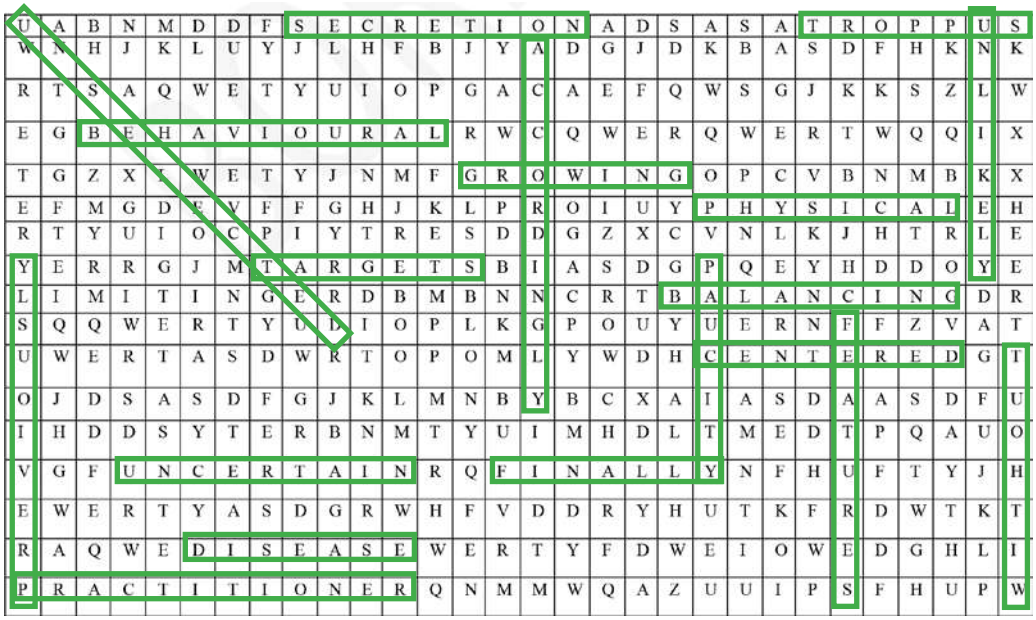

p

TASK 2. Find the following words in the grid

1. paucity	2. disease	3.targets
4. uncertain	5. without	6. physical
7. accordingly	8. unlikely	9. behavioral
10. centered	11. growing	12. previously
13. support	14. finally	15. limiting
16. unselected	17. secretion	18. balancing
19. practitioner	20. features	



TASK 4. Read about Type II Diabetes, then answer the questions below

1. What is the response of glucagon to hypoglycaemia?

The glucagon response to hypoglycemia is also reduced in patients approaching the insulin deficient end of the spectrum of Type II

2. What happens with the low values of iatrogenic hypoglycemia?

The relatively low o frequencies of iatrogenic hypoglycaemia suggests that glucose counter regulatory mechanisms are largely intact early in the course of Type II diabetes

3. What does the program for the reduction of cardiovascular risk factors include?

Smoking cessation and the adoption of other healthy lifestyle habits, blood pressure control, and lipid management with priority to statin medications, and, in some circumstances, antiplatelet therapy.

4. What are the factors that should be considered in glycemic control?

Taking into account the adverse effects of glucose-lowering medications (particularly hypoglycaemia), and the patient's age and health status, among other concerns

5. How can a patient with type II diabetes get better?

The patient's attitude and expected treatment efforts and access to resources and support systems are unique in so far as they may improve (or worsen) over time.

6. What are the risk factors that should be considered for a patient's drug?

Other features, such as age, life expectancy, comorbidities, and the risks and consequences to the patient from an adverse drug event, are more or less fixed.

TASK 7.- Watch video 3 about Liver. Use the phrases in the box to complete in the blanks.

1. (b) 2. (a) 3. (f) 4. (d) 5. (c) 6. (e)

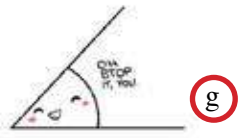
LESSON 4: AH1N1

Before starting. Answer the following question: what do you know about AH1N1?

TASK 1. Match the words below with the pictures. Listen and repeat.

a) Environments
b) Surface
c) Strain
d) Cling
e) Burst
f) Droplets
g) Acute
h) Chills
i) Aches
j) Throat
k) Approved
l) Wheezing
m) Measures
n) Spread
o) Thoroughly
p) Soap
q) Sneezes
r) Crook


c



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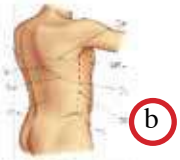
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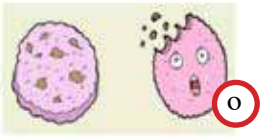
n


b


q


o


l


p


t

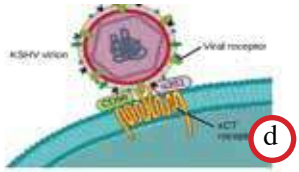

e


a


f

s) Elbow

t) Fairs



d

j

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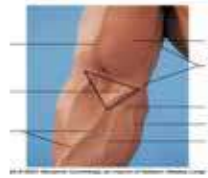


r

m

s

TASK 2. Find the following words in the grid.

1.- Environments
2.- Surface
3.-Strain
4.-Cling
5.-Burst
6.-Droplets
7.-Acute
8.-Approved
9.-Wheezing
10.-Measures
11.-Spread
12.-Thoroughly
13.-Soap
14.-Sneezes
15.-Crook
16.-Elbow
17.-Fair
18.- Chills
19.- Aches
20.- Throat

A	N	T	E	S	D	C	R	O	O	K	H	A	B	I	A	U	N	N	I	N
M	O	R	T	Y	S	H	A	S	D	F	G	H	J	K	W	W	R	T	Y	M
O	J	I	L	O	I	I	G	F	T	F	G	S	S	A	H	H	J	K	J	I
R	H	J	W	O	B	L	E	D	A	P	P	R	O	V	E	D	D	F	G	F
P	I	A	E	D	G	L	F	S	O	S	G	E	A	D	E	Q	W	S	F	A
E	D	A	C	H	E	S	V	S	R	D	F	G	P	C	Z	A	D	D	R	I
M	D	F	L	A	S	F	N	Y	H	A	D	G	H	V	I	S	D	F	F	R
E	N	V	I	R	O	M	E	N	T	F	G	J	K	S	N	E	E	Z	E	S
A	D	F	N	D	F	H	J	I	F	G	F	S	F	H	G	F	H	R	Y	D
S	D	D	G	F	G	T	F	A	I	A	O	T	F	G	D	G	J	L	Y	D
U	P	A	M	O	R	S	U	R	F	A	C	E	D	F	H	S	C	H	G	F
R	I	R	O	S	O	R	J	T	L	C	D	L	D	F	H	D	G	D	F	S
E	D	E	E	G	A	U	E	S	O	U	I	P	S	D	F	G	H	J	D	G
S	G	D	D	A	D	B	R	O	N	T	H	O	R	O	U	G	H	L	Y	D
D	J	G	G	R	D	F	G	D	D	E	R	R	J	F	G	H	F	H	J	S
F	K	J	H	F	S	D	A	O	O	D	F	D	D	F	G	H	J	G	H	D

TASK 4. Read about AH1N1, then answer the question below.

1. What is AH1N1?

Swine flu is a highly contagious respiratory disease in pigs caused by one of several swine influenza A viruses

2. Do children and adults have the same symptoms?

In adults its frequently fever, cough, sore throat, body aches, headache, chills and fatigue diarrhea and vomiting but in children, signs include apnea, tachypnea, dyspnea, cyanosis, dehydration, altered mental status, and extreme irritability

3. Can people catch swine flu by eating pork?

Influenza viruses infect the cells that line your nose, throat and lungs. The virus enters your body when you inhale contaminated droplets or contaminated surface to your eyes, nose or mouth. but you can't catch swine flu from eating pork

4. How do protein molecules act in swine flu?

The H proteins act like Velcro, and flu infections start when viruses cling to receptors on cells in the top of the throat using the H protein. The cells are taken over and used to produce more viruses before the cells eventually burst and die

5. What are recommendations of Centers for Disease Control and Prevention?

The Centers for Disease Control and Prevention recommends annual flu vaccination for everyone age 6 months or older. The vaccine is available as an injection or a nasal spray. The nasal spray isn't recommended for some groups

6. How can people do to prevent catching swine flu?

- Stay home if you're sick. because you can give it to others.
- Wash your hands thoroughly and frequently with soap and water
- Cover your mouth and nose when you sneeze or cough or wear a face and if you cough or sneeze into a tissue or the inner crook of your elbow.
- Avoid contact act

TASK 7.- Watch video 4 about AH1N1. Use the phrases in the box to complete in the blanks.

1.(h) **2. (c)3. (a)** **4. (g)** **5(j)**

6. (d) **7. (f)** **8. (i)** **9. (e)** **10. (b)**

TASK 9. Reinforcement. Follow the instructions of the activity below.

TIC TAC TOE

- Tic-tac-toe is a paper-and-pencil game for two players, X and O, who take turns marking the spaces in a 3×3 grid.
- A statement about the swine flu will be given and the person who raises the hand first will respond if it is false or true
- If the person responds correctly he will play his game, otherwise nobody will play the game and we will jump to another statement
- The player who succeeds in placing three of their marks in a horizontal, vertical, or diagonal row wins the game

MATERIALS:

- Blackboard
- Markers

1. You can catch swine flu from eating pork **F**
2. The virus enters your body when you inhale contaminated droplets **T**
3. The virus enters your body for your eyes, nose or mouth **T**
4. Children and adults have the same symptoms **F**
5. Swine flu is a highly contagious respiratory disease **T**
6. Signs in children include apnea, tachypnea, dyspnea, cyanosis **T**
7. The vaccine is available as an injection or a nasal spray. **T**

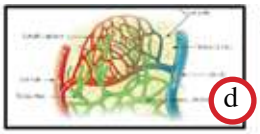
8. Nasal spray is approved for use in healthy people 2 through 49 years of age **T**
9. Who are pregnant can use nasal spray **F**
10. Cover your mouth and nose when you sneeze or cough **T**

LESSON 5: HUMAN IMMUNODEFICIENCY VIRUS (HIV)

Before starting. Answer the following question: what do you know about HIV?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher

a. Appear
b. Winded
c. Flu-like
d. Rid
e. Swollen
f. Armpit
g. Lymph
h. Skin rash
i. Sore throat
j. Breakouts
a. Besieged
b. Seeming
c. Night Sweats
d. Issues
e. Array
f. Stage
g. Ensure
h. Treat



i. Regardless

j. Remaining

TASK 2. Find the following words in the grid

1. Appear
2. Winded
3. Flu-like
4. Rid
5. Swollen
6. Armpit
7. Lymph
8. Skin rash
9. Sore throat
10. Breakouts
11. Besieged
12. Seeming
13. Night Sweats
14. Issues
15. Array
16. Stage

Q	T	H	G	I	N	T	H	R	O	A	T	U	D	K
J	H	E	I	D	S	P	M	W	G	H	X	N	S	K
C	P	Z	B	R	E	A	U	T	G	O	V	R	V	J
P	M	W	S	W	U	I	X	N	H	S	A	V	T	Ñ
U	Y	D	R	B	S	U	I	S	N	S	M	H	G	N
E	L	E	R	O	S	N	T	W	H	E	E	W	F	P
G	A	X	K	S	I	U	B	E	W	L	T	C	L	R
A	G	R	Ñ	A	O	J	L	A	B	D	Y	U	U	A
T	A	W	M	K	A	E	B	T	K	R	A	A	A	E
S	E	E	A	P	N	I	K	S	E	A	K	Y	L	P
A	R	E	C	W	I	N	D	E	D	G	G	L	I	P
K	R	B	Ñ	K	O	T	G	E	S	E	O	S	K	A
B	T	R	H	U	A	B	N	T	M	R	W	W	E	G
K	Q	Q	A	E	H	S	I	I	P	O	B	O	O	S
J	G	U	R	Y	U	H	M	S	N	C	L	L	E	Y
J	T	T	Z	R	Z	D	E	E	P	V	T	L	M	G
Q	X	A	E	S	V	D	E	G	E	I	S	E	B	F
R	I	D	H	M	D	X	S	B	D	O	B	N	N	K

TASK 4. Read about HIV, then answer the questions below

1. What is the impact of HIV on the immune system of the human being?

Human immunodeficiency virus (HIV) is a virus that attacks immune cells called CD4 cells, which are a type of T cell.

2. What are the main forms of HIV transmission?

People transmit HIV in bodily fluids, including: blood, semen, vaginal secretions, anal fluids, breast milk, anal or vaginal intercourse with a person who has HIV, sharing equipment for injectable illicit drugs, hormones, and steroids with a person who has HIV

3. What are the early symptoms of an HIV infection?

The early symptoms of HIV infection may include: fever, chills, joint pain, muscle aches, sore throat, sweats particularly at night, enlarged glands, a red rash, tiredness, weakness, unintentional weight loss, thrush

4. What is latent clinical infection or chronic HIV?

In some people, persistent swelling of lymph nodes occurs during this stage. Otherwise, there are no specific signs and symptoms. HIV remains in the body and in infected white blood cells.

5. What are the main complications or infections associated with HIV contamination?

HIV infection weakens your immune system, making you much more likely to develop numerous infections and certain types of cancers. For example: "Tuberculosis (TB), Cytomegalovirus and Candidiasis.

6. What method of prevention reduces the risk of HIV infection?

Use a new condom every time you have sex. Use a new condom every time you have anal or vaginal sex. If you're pregnant, get medical care right away. If you're HIV-positive, you may pass the infection to your baby. But if you receive treatment during pregnancy, you can cut your baby's risk significantly

TASK 7.- Watch video 5 about HIV. Use the phrases in the box to complete in the blanks.

1. (g) 2. (e) 3. (a) 4. (c) 5. (b) 6. (f) 7. (d)

TASK 9. Reinforcement. Use negative words to complete the acrostics.

Angry	Horrible
Insolent	Inactive
Die	Violent
Sad	

LESSON 6: CHICKENPOX

Before starting. Answer the following question: what do you know about Chickenpox?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Oatmeal

b. Skin

c. Itchy

d. Scabies

e. Blisters

f. Painful

g. Itchiness

h. Dryness

i. Crustiness

j. Clusters

k. Spots

l. Hallmark

m. Breathe

n. Malassie

o. Jaundice

p. Cough

q. Dosage

r. Chest


b


a


d

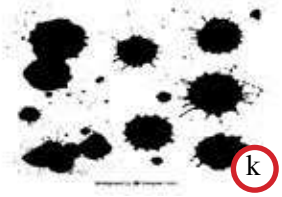

c


i


e


f


j


k

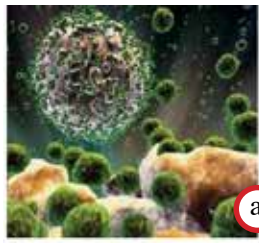

l

s. Spread

t. Sneezing


m


l


a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s

TASK 2. Find the following words in the grid

1. Oatmeal
2. Skin
3. Itchy
4. Scabies
5. Blisters
6. Painful
7. Itchiness
8. Dryness
9. Crustiness
10. Clusters
11. Spots
12. Unwell
13. Malaise
14.Coughing
15. Sneezing
16. Aching
17. Hallmark
18. Biters
19. Scratch
20. Pain

C	N	A	Z	Y	C	M	Y	M	F	V	O	M	O	D	B	Q	S	K
Q	L	W	R	S	C	A	B	I	E	S	N	A	R	K	I	I	W	M
Z	J	E	H	E	S	S	U	T	L	N	H	L	Y	M	T	V	G	Y
M	P	X	L	S	M	S	Q	K	I	P	I	A	G	B	E	A	V	E
I	O	N	V	K	G	E	Z	R	J	R	Q	I	D	A	S	S	O	P
T	O	Y	Z	I	N	N	E	A	V	A	E	S	R	U	U	R	A	C
C	B	C	H	N	S	I	G	M	Y	V	U	E	B	X	E	E	T	C
H	H	O	E	S	S	T	J	L	X	H	T	Q	V	B	V	T	M	Q
I	P	U	Q	P	E	S	V	L	C	L	U	S	T	E	R	S	E	M
N	R	G	A	V	N	U	F	A	F	U	P	N	U	V	D	I	A	K
E	T	H	O	U	Y	R	S	H	S	T	S	X	R	Y	N	L	L	D
S	Q	I	I	J	R	C	C	P	P	B	T	L	C	F	B	B	A	O
S	S	N	C	S	D	W	R	G	B	U	O	L	P	E	J	H	C	P
O	O	G	X	A	T	Z	A	D	O	E	P	E	A	Z	J	C	H	U
B	A	O	A	O	P	A	T	Y	V	V	S	W	Z	M	H	I	I	V
T	C	J	Z	D	N	G	C	I	P	G	S	N	E	E	Z	I	N	G
P	A	I	N	F	U	L	H	P	F	Q	V	U	F	S	E	D	G	K
K	W	V	R	W	H	E	I	A	N	I	Q	O	R	J	O	X	U	W
Q	D	B	A	G	O	H	N	Q	X	I	T	C	H	Y	P	K	V	V

TASK 4. Read about chickenpox, then answer the questions below

1. What is Chickenpox?

A disease, commonly of children, caused by the varicella zoster virus and characterized by mild headache, fever, malaise and eruption of blisters on the skin and mucous membranes its very rare to have the chickenpox infection more than once.

2. What are the principal causes of Chickenpox?

Varicella zoster virus causes the chickenpox infection most cases occur through contact with and infected person. The virus is contagious to these around you for one to two days before your blisters appear VZV remains contagious until all blisters have crusted over the virus can spread through saliva, coughing, sneezing, contact with fluid from the blisters

3. What are the Signs and Symptoms of Chickenpox?

- A general feeling of being unwell malaise
- Fever which is usually worse in adults than children
- Aching muscle
- Loss of appetite
- In some cases, a feeling of nausea

4. What is the incubation period of Chickenpox?

Blisters can develop on the top of the spots. These can become very clouding within about 48 hours the blisters cloud over and start drying out.

5. Why does VZIG reduce the incidence and severity of chickenpox?

VZIG reduces the incidence and severity of chickenpox but does not eliminate them completely and is of no benefit once signs of chickenpox become evident.

TASK 7.- Watch video 6 about Chickenpox. Use the phrases in the box to complete in the blanks.

1. (e) 2. (a) 3. (g) 4. (f) 5. (d) 6. (c) 7. (b)

LESSON 7: IN VITRO FERTILIZATION (IVF)

Before starting. Answer the following question: what do you know about IVF?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Hormones

b. Ovary

c. Sperm

d. Fertilization

e. Ovulation

f. Instinct

g. Hope

h. Implant

i. Stimulate

j. Sedation

k. Ultrasound

l. Collected

m. Mix

n. Increasing

o. Applied

p. Thrombosis

q. Prognosis

r. Dramatically


n


r


s


g


j


d

a


h

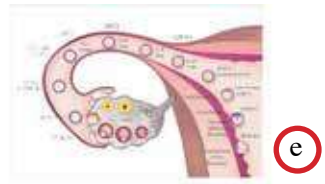

f


m

s. Cumulative

t. Exogenous


b


e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b

TASK 2. Find the following words in the grid.

1. Hormones
2. Ovary
3. Sperm
4. Fertilization
5. Ovulation
6. Hope
7. Instinct
8. Implant
9. Stimulate
10. Sedation
11. Ultrasound
12. Collected
13. Mix
14. Increasing
15. Applied
16. Prognosis
17. Dramatically
18. Cumulative
19. Exogenous
20. Thrombosis

Z	A	P	P	L	I	E	D	H	J	S	F	D	R	Y	D	B	G	D	D
T	F	F	R	I	R	Y	P	R	O	G	N	O	S	I	S	F	N	X	F
H	J	H	O	R	M	O	N	S	G	S	R	W	S	X	Z	V	G	H	T
R	H	G	R	F	T	Q	V	P	T	C	U	M	U	L	A	T	I	V	E
O	J	H	T	D	R	A	D	E	F	H	G	H	J	K	M	L	L	N	X
M	N	J	Y	S	T	S	D	R	H	I	M	P	L	A	N	T	F	G	O
B	C	K	R	D	R	D	S	M	I	X	C	O	Y	F	R	F	F	G	G
O	A	O	V	A	R	Y	X	S	T	I	M	U	L	A	T	E	I	G	E
S	S	V	E	D	T	H	V	H	A	F	S	V	E	D	T	H	V	H	N
I	E	U	R	S	E	D	A	T	I	O	N	H	Q	V	E	D	T	H	O
S	Q	L	D	D	R	B	F	Q	L	D	D	R	B	F	K	L	K	L	U
W	Q	A	T	F	E	R	T	I	L	I	Z	A	T	I	O	N	G	L	S
E	W	T	T	U	R	I	N	C	R	E	A	S	I	N	G	B	N	K	S
R	E	I	U	D	D	S	G	F	D	S	S	R	S	S	D	C	M	L	A
T	C	O	Y	F	R	F	N	S	D	D	S	Q	W	T	S	D	K	K	R
Y	X	N	T	G	R	B	N	D	R	A	M	A	T	I	C	A	L	L	Y
U	Z	S	R	F	T	H	O	P	E	A	S	D	A	N	S	S	A	A	S
T	A	D	F	G	H	H	J	S	S	S	A	D	A	C	D	F	E	E	A
C	O	L	L	E	C	T	E	D	F	G	H	K	R	T	F	J	U	R	S
I	D	V	A	A	S	D	S	U	L	T	R	A	S	O	U	N	D	Q	D

TASK 4. Read about IVF, then answer the questions below.

1. Why should women do exams of the ovarian reserve?

To evaluate different levels in the fertility process

2. What age does the risk of spontaneous abortion reach 50%?

After 44 years of age.

3. What are the methods for IVF?

The use of cryopreserved embryos.

4. What are the risks that women can suffer?

Hyperstimulation syndrome, multiple pregnancies.

5. What hormone is given to cause ovarian hyperstimulation?

The hormone gonadotropin

6. What can hyperstimulation cause to get to death?

It can cause a thromboembolism.

TASK 7.- Watch video 7 about IVF. Use the phrases in the box to complete in the blanks.

1. (d) 2. (g) 3. (e) 4. (f) 5. (a) 6. (b) 7. (c)

LESSON 8: MEDICAL DILEMMAS

Before starting. Answer the following question: what do you know about medical dilemmas?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Contraception

b. Euthanasia

c. Abortion

d. Moral dilemmas

e. Confidentiality

truth telling

f. Professional misconduct

g. Traditional medicine

h. Laws

i. Religion

j. Professional relationship

with relatives

k. Advice

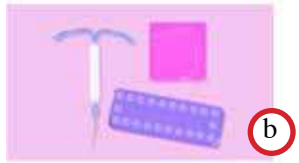
l. Artificial nutrition

m. Issues

n. Develop

o. Values

p. Disagreements



q. Hydration

r. Cross-roads

s. Bioethics

t. Outpatient


k


o

q


l


m


p


n

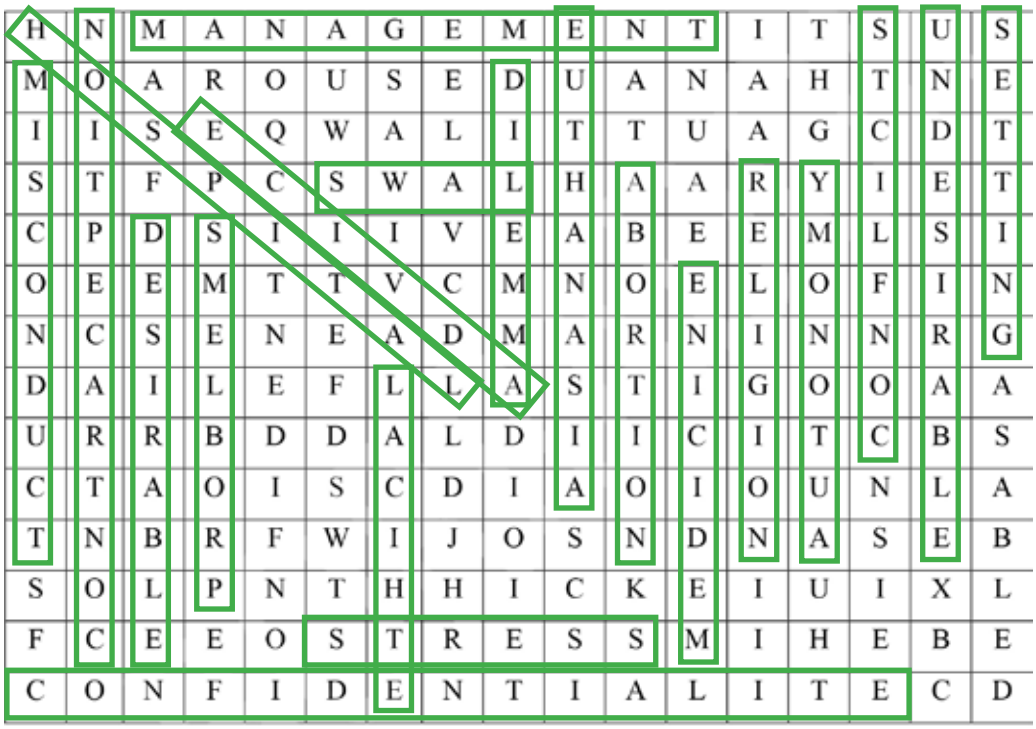

t


r


s

TASK 2. Find the following words in the grid

1) ethical
2) dilemma
3) medicine
4) problems
5) hospital
6) abortion
7) contraception
8) euthanasia
9) misconduct
10) confidentiality
11) religion
12) laws
13) advice
14) stress
15) management
16)autonomy
17) conflicts
18) undesirable
19) desirable
20) setting



TASK 4. Read about Medical Dilemmas, then answer the questions below

1. What is an ethical medical dilemma?

It is the need to choose between two moral or immoral options and when one option prevents the selection of the other

2. What are the most common ethical dilemmas in a patient with terminal cancer?

Hydration, artificial nutrition, truth and disagreements about management plans.

3. Do bioethics texts suggest that ethical problems imply?

A conflict, choosing between equally desirable or undesirable alternatives, or equilibrium options

4. What is considered to help doctors make an ethical decision?

Respect for autonomy, beneficence, no maleficence and justice

5. What are the main issues that cause ethical dilemmas?

Abortion, contraception, euthanasia, professional misconduct, truth confidentiality, religion, traditional medicine, commercial concerns

6. What must the doctor know about the solving problem of an ethical dilemma?

Relevant laws and ethics, their training and experience, their religious conviction, moral principles, willingness to benefit from ethical consultation and advice from their colleagues

TASK 7.- Watch video 8 about Medical Dilemmas. Use the phrases in the box to complete in the blanks.

1.(e) 2.(b) 3.(f) 4.(h) 5.(d) 6.(g) 7.(c) 8.(i) 9.(a)

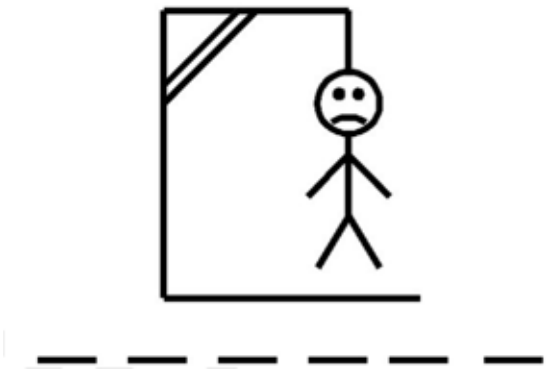
TASK 9. Reinforcement. Follow the instructions of the activity below

A player thinks of a word, phrase or sentence and the other tries to guess it according to what he/she suggests by letters (front in the board)

1. Abortion
2. contraception
3. euthanasia
4. professional misconduct
5. confidentiality
6. religion
7. traditional medicine
8. Business
9. concerns

The game ends when:

- The guessing player completes the word, or guesses the complete word correctly
- The other player completes the diagram:



LESSON 9: MEDICAL ETHICS

Before starting. Answer the following question: what do you know about medical ethics?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Morality
b. Fears
c. Lacks
d. Resources
e. Abide
f. Freely
g. Doubts
h. Judgment
i. Clarified
j. Jointly
k. Sick
l. Stating
m. Prognosis
n. Refraining
o. Biomedical
p. Inequality
q. Risks
r. Values


e


c


g


j


a


h


i


k

s. Waiver

t. Duty


b


d


f


o


q


n


l

t

s

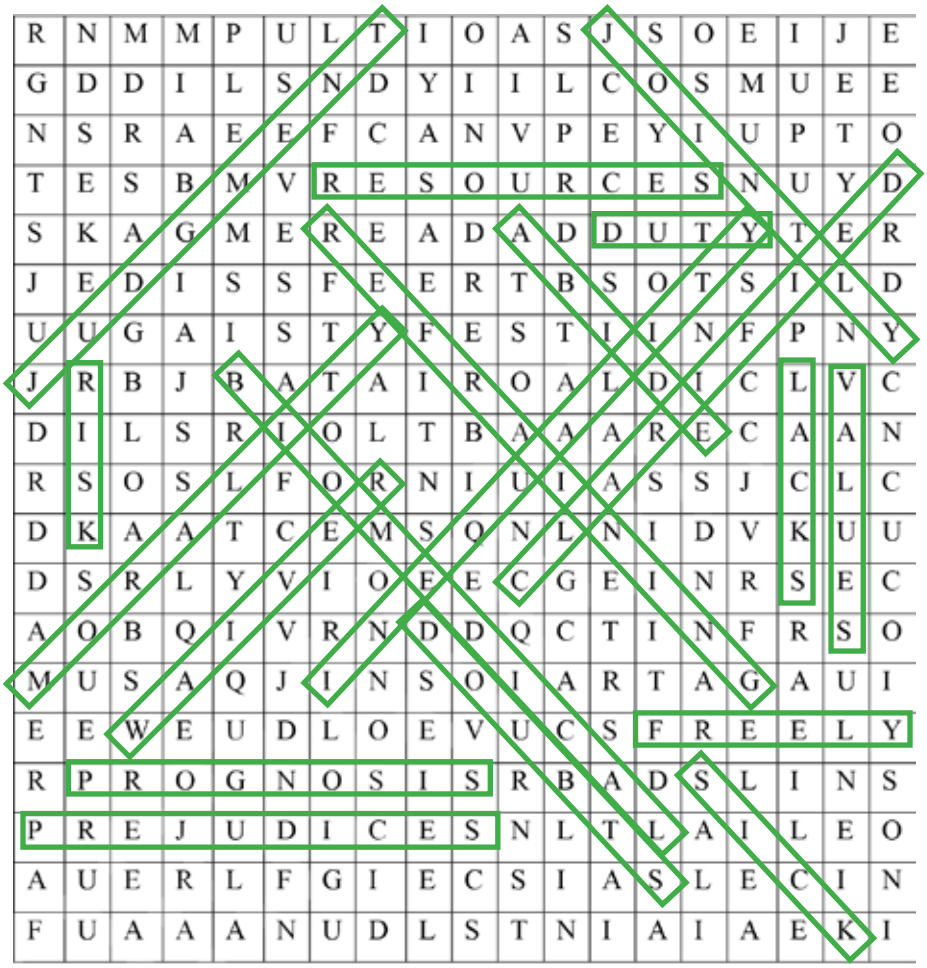

r


m


p

TASK 2. Find the following words in the grid.

1. Morality
2. Lacks
3. Abide
4. Doubts
5. Clarified
6. Fears
7. Resources
8. Freely
9. Judgment
10. Jointly
11. Sick
12. Prognosis
13. Biomedical
14. Risks
15. Waiver
16. Stating
17. Refraining
18. Inequality
19. Values
20. Duty



TASK 4. Read about Medical Ethics, then answer the questions below

1. What does the principles of medical ethics list?

The principles of medical ethics list: charity, autonomy, justice, no maleficent

2. Why does Charity promote the best interest of the patient?

Because it assumes that the doctor has the knowledge to help the patient.

3. When does autonomy not apply?

Some cases are when people are in a vegetative state or have brain damage.

4. Where the patient's doubts are not taken into account?

They are not taken into account in the paternalistic model.

5. What does the dominant model say?

It says that the patient is in charge of their diagnosis and treatment.

6. When does the doctor-patient relationship end?

It can end when there is a lack of collaboration of the patient or the inability of the doctor.

TASK 7.- Watch video 9 about Medical Ethics. Use the phrases in the box to complete in the blanks.

1.(b) 2.(d) 3.(c) 4.(a)

TASK 9. Reinforcement. Follow the instructions of the activity below

Honesty

Freedom

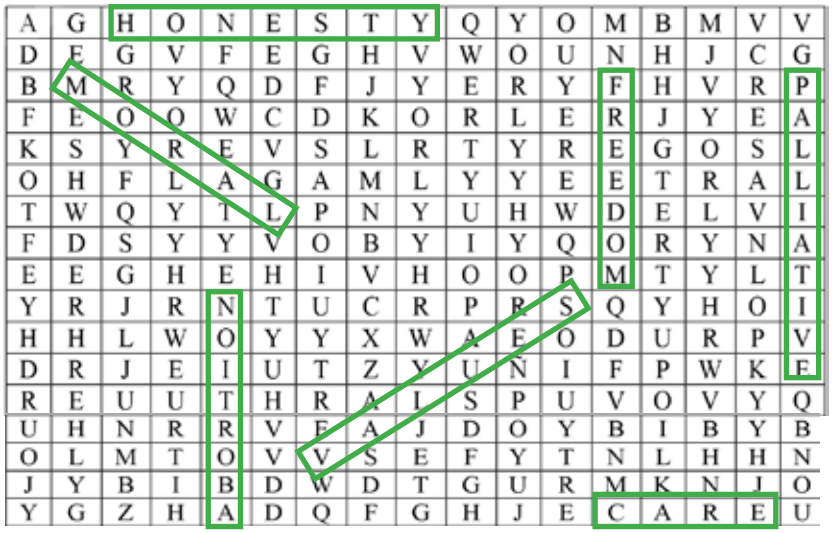
Moral

Care

Abortion

Palliative

Values



LESSON 10: ARTIFICIAL INSEMINATION BY DONOR (AID)

Before starting. Answer the following question: what do you know about AID?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

a. Undergoes

b. Sealed

c. Allows

d. Pillow

e. Seek

f. Placement

g. Syringe

h. Further

i. Straw

j. Barriers

k. Fails

l. Packaging

m. Achieve

n. Adaptor

o. Encourage

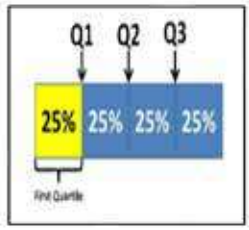
p. Plug

r. Pull

d

l

f



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k

o

j

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s. Quartile

t. Inner


q


h


t


e

c


b


g


m


a


p


i


n

TASK 2. Find the following words in the grid.

1. Undergoes
2. Allows
3. Seek
4. Straw
5. Sealed
6. Pillow
7. Placement
8. Further
9. Barriers
10. Fails
11. Achieve
12. Encourage
13. Beforehand
14. Quartile
15. Packaging
16. Adaptor
17. Plug
18. Pull
19. Inner
20. Syringe

A	Z	K	E	Q	Y	A	L	L	O	W	S	J	C	Q	N	K	J	E
K	D	G	N	W	D	K	M	S	M	Z	A	D	A	P	T	O	R	G
D	L	D	C	P	F	D	W	S	Z	I	B	X	W	Z	A	H	H	P
Y	O	O	O	I	X	Y	N	E	D	N	H	Z	Z	R	C	C	P	S
B	E	R	U	Q	L	B	P	O	V	C	J	D	U	E	H	U	C	S
P	O	E	R	G	F	X	W	G	M	T	J	B	Y	H	I	Y	M	Y
A	K	N	A	E	A	C	S	R	S	J	F	E	K	T	E	F	D	R
C	A	N	G	Q	I	N	B	E	E	S	L	E	P	R	V	B	G	I
K	P	I	E	G	L	G	Z	D	T	L	P	A	B	U	E	U	S	N
A	Q	K	P	K	S	M	I	N	G	T	L	C	V	F	X	P	Q	G
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I	A	N	C	U	K	K	E	F	R	I	G	S	G	O	H	L	Q	U
N	R	H	I	Y	J	V	L	S	E	Y	K	G	S	B	V	L	F	R
G	T	F	B	Q	D	C	A	S	I	T	V	D	G	W	M	O	W	M
D	I	Q	O	C	H	D	E	R	R	S	L	Q	C	I	R	W	M	E
V	L	D	N	F	F	V	S	D	R	P	L	A	C	E	M	E	N	T
B	E	G	U	I	Q	B	Z	A	A	E	U	S	T	R	A	W	R	L
D	N	A	H	E	R	O	F	E	B	I	P	I	S	E	E	K	B	V

TASK 4. Read about "Artificial Insemination by Donor (AID)", then answer the questions below

1. What is cryoconservation?

Cryopreservation is a reproductive technique in which the sperm of the donor undergoes a very rigorous selection process and preserve, the process allows the sperm to remain preserved for decades.

2. What is artificial insemination by donor?

Artificial insemination is a method of assisted conception, the purpose of this procedure is to achieve fertilization and pregnancy, consists of obtaining a semen sample from a semen bank to introduce it into the woman's reproductive system at the time of ovulation.

3. What process should people do for artificial insemination by donor?

For couples with a severe male infertility factor, such as total absence of sperm in the ejaculate (azoospermia) or when the man has a genetic disease that he does not want to transmit to his descendants.Or in single women.

4. How is artificial insemination performed by donor ?

The artificial insemination procedure involves thin catheter (tube) is inserted through the cervix (the natural opening of the uterus) into the uterus (womb) to deposit a sample of sperm from a donor directly in the uterus.

5. What is the different between artificial insemination by donor and artificial insemination by husband?

In AID, the donor is considered fertile or proven fertility, and success in a fertile woman can be expected. In AIH, the husband has reduced fertility, the success rate is low.

6. What are the advantages of using frozen semen?

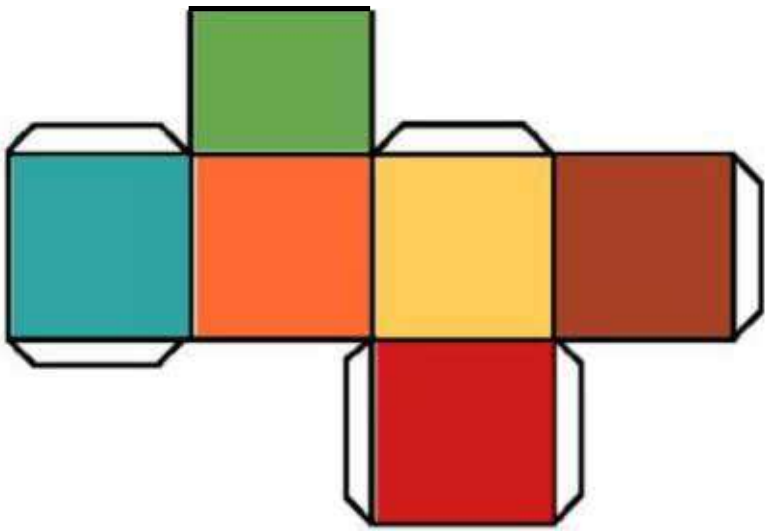
It is not necessary for the donor to visit the clinic precisely on the days of the recipient's ovulation and the use of frozen semen also means that the same donor can be used throughout the periovulatory period and that the same donor can be used for subsequent pregnancies

TASK 7.- Watch video 10 about AID. Use the phrases in the box to complete in the blanks.

1.(e) 2. (f) 3.(g) 4.(c) 5.(d) 6.(b) 7.(a)

TASK 8. Vocabulary. Use the words in the box to make a sentence with each one

TASK 9. Reinforcement. Follow the instructions of the activity below



(Answer may vary)

LESSON 11: HEALTH SERVICES

Before starting. Answer the following question: what do you know about health services?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher

a. Management

b. administration

c. Healthcare

d. Internship

e. Skills

f. Field

g. Leadership

h. Motivate

i. Inspire

j. Thinkers

k. Patients

l. Physicians

m. Public

n. Interpreter

o. Health

p. Services

q. Human

r. Communities

s. Clinical

t. Advisors


k


l


o


m


n


p


s

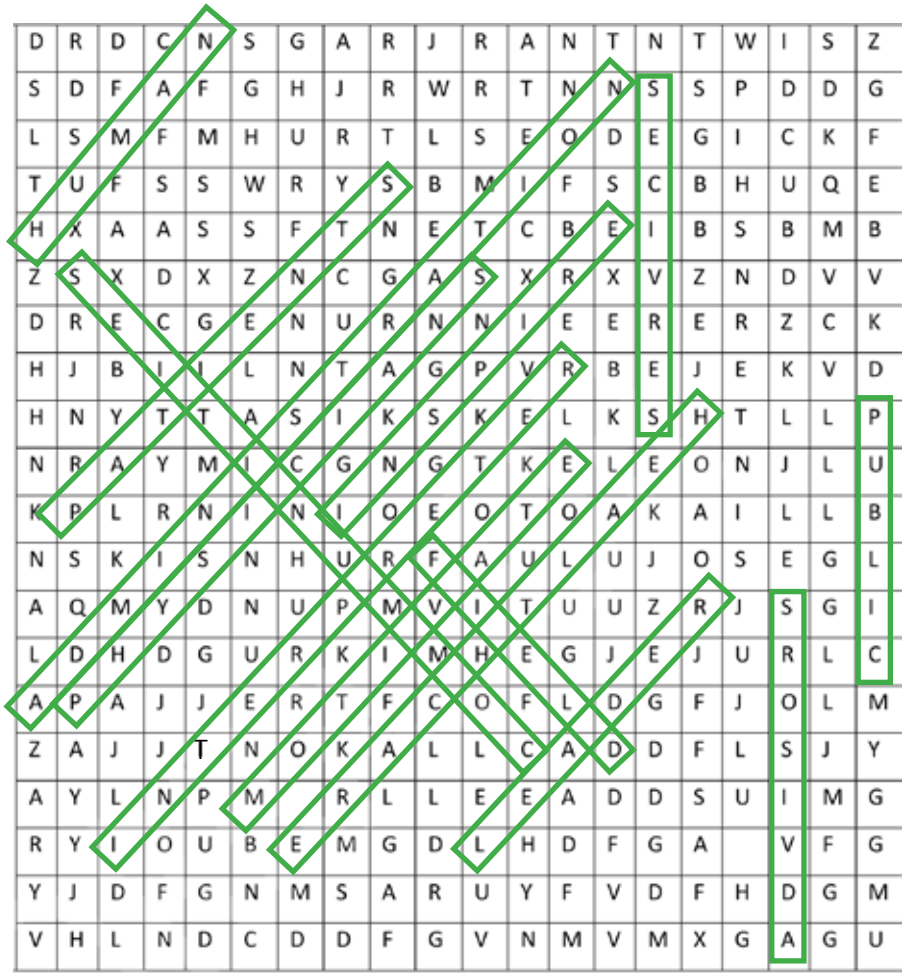

r


q

t

TASK 2. Find the following words in the grid.

1. Management
2. Administration
3. Healthcare
4. Internship
5. Skills
6. Field
7. Leadership
8. Motivate
9. Inspire
10. Thinkers
11. Patients
12. Physicians
13. Public
14. Interpreter
15. Health
16. Services
17. Human
18. Communities
19. Clinical
20. Advisors



TASK 4. Read about Health Services, then answer the questions below

1. How are health services in low-income countries?

Studies show that health care in these countries shows a low performance despite having the necessary resources

2. How are rural clinics in low-income countries?

In these countries, it is not uncommon to find high-capacity hospitals with the necessary resources that do not meet the health needs of the area.

3. How can health outcomes improve around the world?

Health systems are one of the key instruments to achieve this objective as well as the use of new technologies and financing focused on this sector.

4. What are the main problems in health care?

In many countries, health facilities are found with surprisingly few patients, communities with low levels of coverage in rescue services trained workers missing from their assigned positions and empty shelves of medication.

5. How can the organization of health services be improved?

Flexibility is the correct way to focus the alignment between the strategy, environmental conditions and the implementation capacity to better meet the objective of improving organizational performance in health services

6. What is the aspect that more should be improved in health services?

The improvement of the provision of services is essential if we want to realize the full potential of the reforms, resources and medical advances of the health system in the health outcomes.

TASK 7.- Watch video 11 about Health services. Use the phrases in the box to complete in the blanks.

1.(c) 2. (f) 3.(a) 4.(b) 5.(d) 6.(e) 7.(g)

TASK 9. Reinforcement. Follow the instructions of the activity below

Answers may vary

LESSON 12: MINISTRY OF PUBLIC HEALTH OF ECUADOR (MSP)

Before starting. Answer the following question: what do you know about MSP?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher

a. Highlands
b. Breathing
c. Dizziness
d. Isolated
e. Widespread
f. Regardless
g. Coverage
h. Appointed
i. Offering
j. Vaccine
k. Uncooked
l. Outpatients
m. Sizable
n. Malnourished
o. Childhood
p. Spread
q. Dying
r. Lack


d


l


c


m

e


k


b


q


a


o


i


r

s. Stunting

t. Sickness


g


n


j


p

f

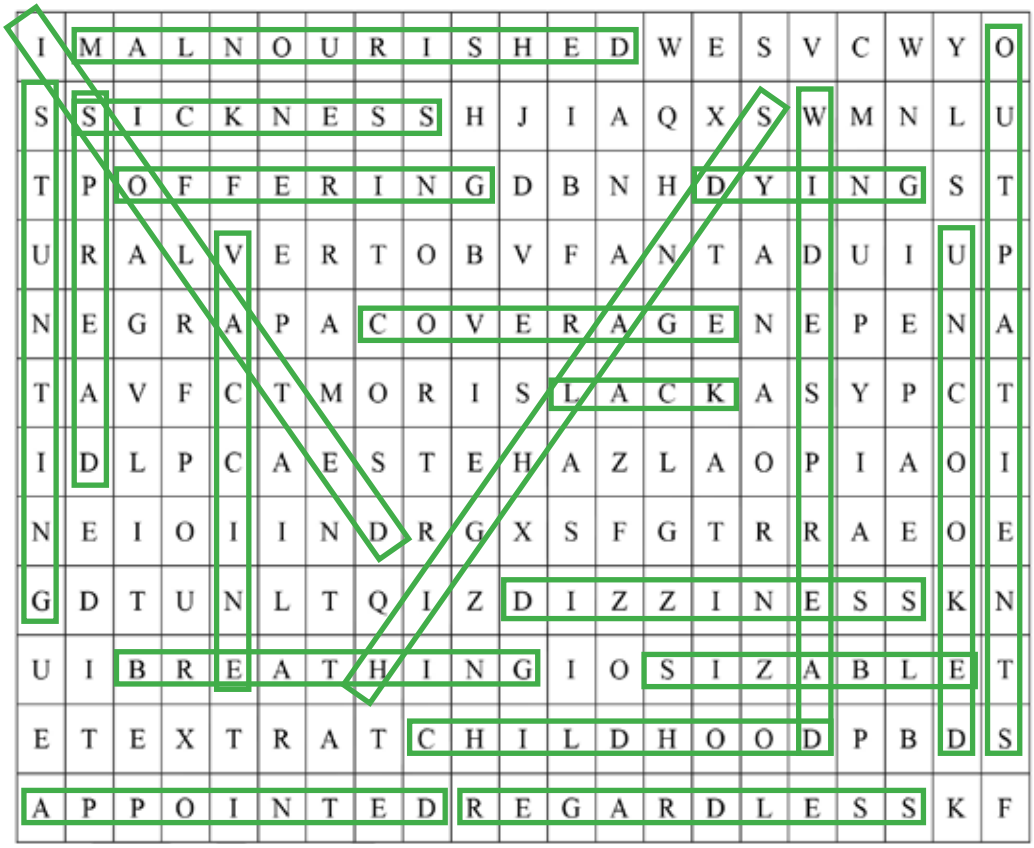

t


h

s

TASK 2. Find the following words in the grid.

1) Highlands
2) Breathing
3) Dizziness
4) Isolated
5) Widespread
6) Regardless
7) Coverage
8) Appointed
9)Offering
10)Vaccine
11) Uncooked
12) Outpatients
13) Sizable
14) Malnourished
15)Childhood
16)Spread
17) Dying
18) Lack
19) Stunting
20)Sickness



TASK 4. Read about "Ministry of Health Public", then answer the questions below

1. Where are the cases of malaria and dengue associated in the Ecuador?

The cases of malaria and dengue in the equator are related to the coast

2. What are the symptoms that occur at high altitudes in the mountain range region?

The symptoms that commonly occur at high altitudes are dyspnea, nausea and dizziness

3. Where are the health centers and sub centers located in Ecuador?

The health centers and sub-centers are located in rural areas throughout Ecuador providing ambulatory medical services

4. When was the epidemic of hemorrhagic dengue in the equator dated by the Ministry of Public Health?

In 2010, an ouTBreak of dengue hemorrhagic fever was reported in the equator with an increase in mortality in the coastal region.

5. What is the predominant disease in rural areas of Ecuador?

Malnutrition is one of the predisposing diseases in rural areas of the country

6. What is the purpose of the Ministry of Public Health of Ecuador?

The purpose of the Ministry of Public Health is to provide free health services to the Ecuadorian population in an equal and equitable manner

TASK 7.- Watch video 12 about U.S. Department of Health and Human Services (HHS). Use the phrases in the box to complete in the blanks.

1.(d) 2.(a) 3.(b) 4.(c) 5.(f) 6.(e)

TASK 9. Reinforcement. Match the photographs with the type of health center

A. Basic hospital

B. Specialty hospital

C. Health center type C

D. General teaching hospital

E. Health sub center

F. Health center type A

G. Health center type B

H. ISSPOL Hospital

I. Charity board hospital

J. SOLCA Hospital

K. IESS Hospital

L. ISSFA Hospital

LESSON 13: ECUADORIAN SOCIAL SECURITY (IESS)

Before starting. Answer the following question: what do you know about IESS?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher

a) Social security
b) Planner
c) Benefits
d) Qualify
e) Family
f) survivor
g) protection
h) still
i) Financial
j) widower
k) Medicare card
l) statement
m) schedule
n) enough
o) appointment
p) estimator
q) spouse
r) earnings


t


s

r


q

p

o

f


m

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b


j


i

s) Disability

t) deceased

h

g

n

e

d

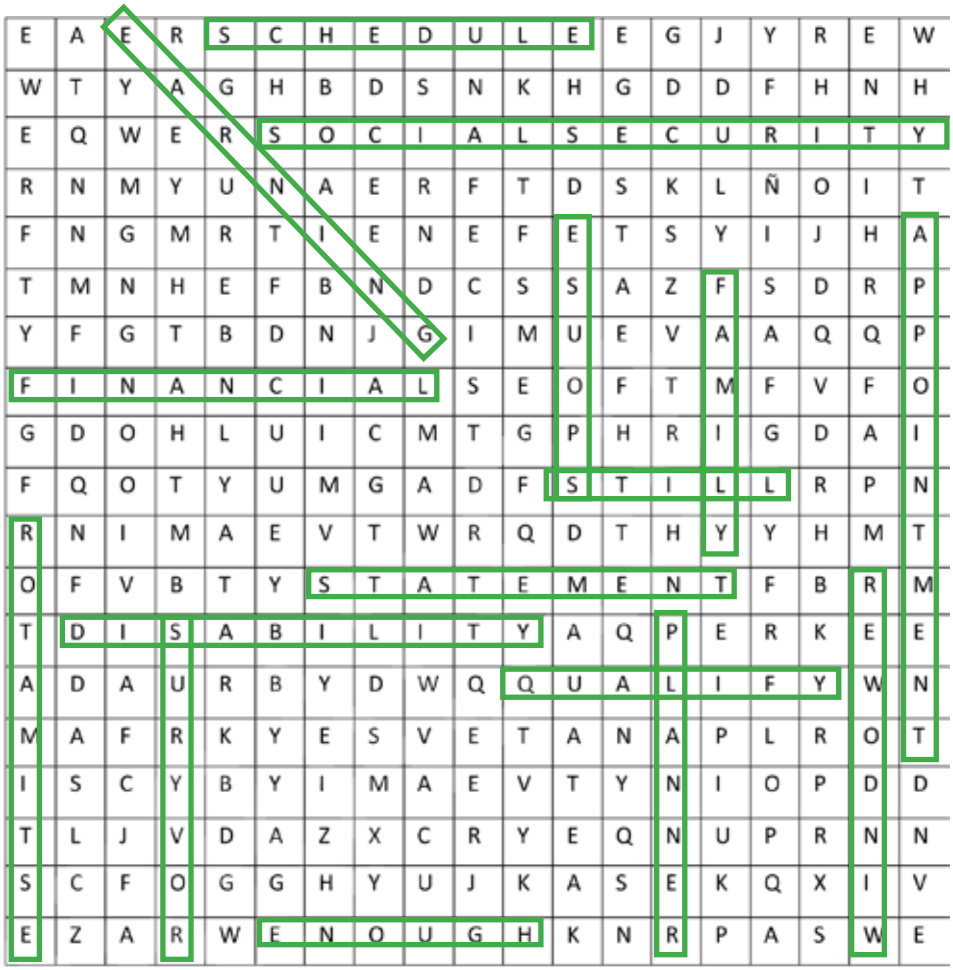
c

b

a

TASK 2. Find the following words in the grid.

1. Social security
2. Benefits
3. Family
4. Protection
5. Financial
6. Medicare
7. Schedule
8. Appointment
9. Spouse
10. Disability
11. Planner
12. Qualify
13. Survivor
14. Still
15. Widower
16. Statement
17. Enough
18. Estimator
19. Earnings



TASK 4. Read about Ecuadorian Social Security. Then answer the questions below.

1. What government department supervises the Ecuadorian Social Security actions?

The Ministry of Social Welfare.

2. What are the benefits of Social Security for disability people?

A permanent or temporary disability pension

3. Are there any circumstances under which a person can retire earlier? Explain you answer

This depends on personal situation and the number of contributions.

4. What are the benefits of benefits for unemployment?

Unemployment payments for those who have lost work through no fault of their own

5. What are the benefits of benefits for death?

Death and survivor payments for those who have lost a relative

TASK 7.- Watch video 13 about Social Security-US. Use the phrases in the box to complete in the blanks.

1.(e) 2.(d) 3.(a) 4.(b) 5.(c)

TASK 9. Reinforcement. Follow the instructions of the activity below.

Answers may vary

LESSON 14: ANATOMY AND PHYSIOLOGY OF HUMAN ORGANS

Before starting. Answer the following question: what do you know about anatomy and physiology of human organs?

TASK 1. Match the words below with the pictures. Listen and repeat after your teacher.

Skeletal

b. Neurons

c. Healing

d. Brain

e. Systems

f. Bloodstream

g. Muscles

h. Ventricle

i. Nodes

j. Glands

k. Bone

l. Nerves

m. Spinal

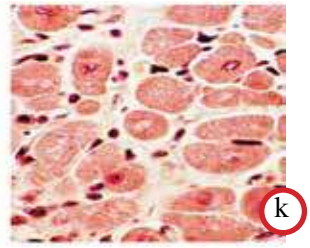
n. Urinary

o. Endocrinal

p. Smooth Muscle

q. Kidney


g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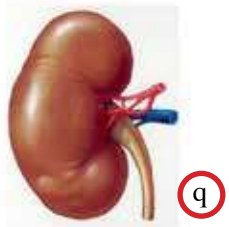
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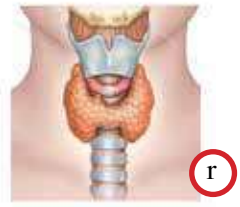
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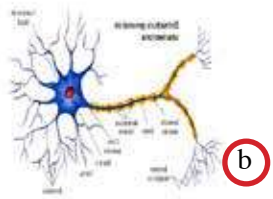
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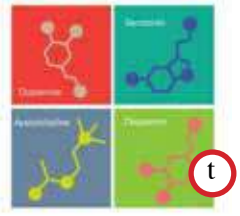
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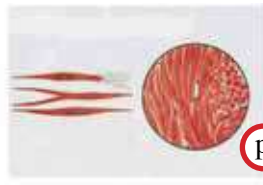
r. Thyroid

s. Cardiovascular

t. Hormones


s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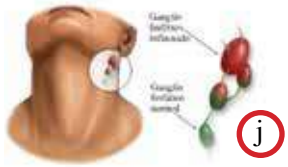
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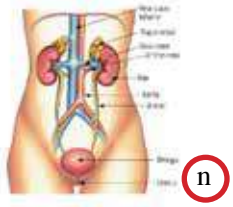
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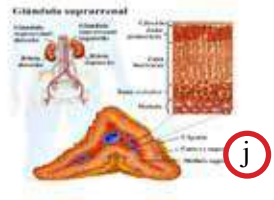
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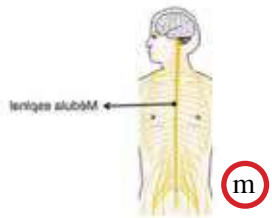

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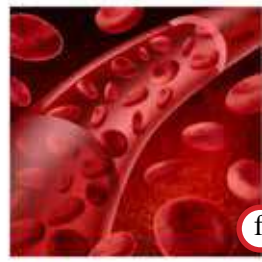
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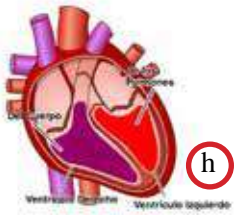

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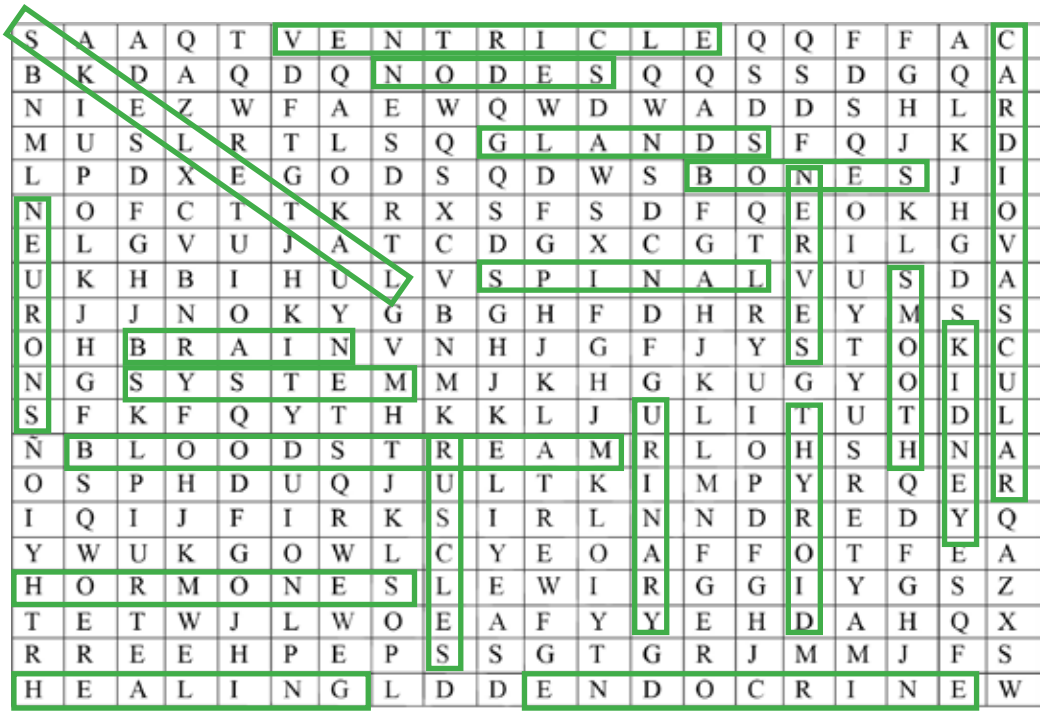
TASK 2. Find the following words in the grid.

1. Skeletal
2. Neurons
3. Hormones
4. Healing
5. Brain
6. Systems
7. Bloodstream
8. Muscles
9. Ventricle
10. Nodes
11. Spinal
12. Urinary
13. Endocrine
14. Smooth muscle
15. Kidney
16. Glands
17. Bone
18. Nerves
19. Thyroid
20. Cardiovascular



TASK 4. Read about Anatomy and Physiology of the Human Body, then answer the questions below

1.What are the parts of the skeleton that form the human body?

Bones of axial skeleton are divided into bones of skull and bones of trunk. Bones of skull: a. bones of cranium b. bones of face. Bones of trunk: a. sternum b. ribs c. vertebral column. Bones of appendicular skeleton: a. bones of upper limbs b. bones of lower limbs

2. What are the three types of muscles?

There are three types of muscles: skeletal muscles, cardiac muscle, and smooth muscles

3. What are the parts of Lymphatic system?

Lymphatic system is a closed system consisting of lymphatic capillaries, lymphatic vessels, lymph nodes and lymphducts

4. What are the parts of Nervous System?

The nervous system is divided into Peripheral nervous system (PNS) and Central nervous system (CNS)

5. What are the main functions of urinary system?

The principal functions of urinary system are: elimination of excess water, salts, and waste products; controls pH of body fluid

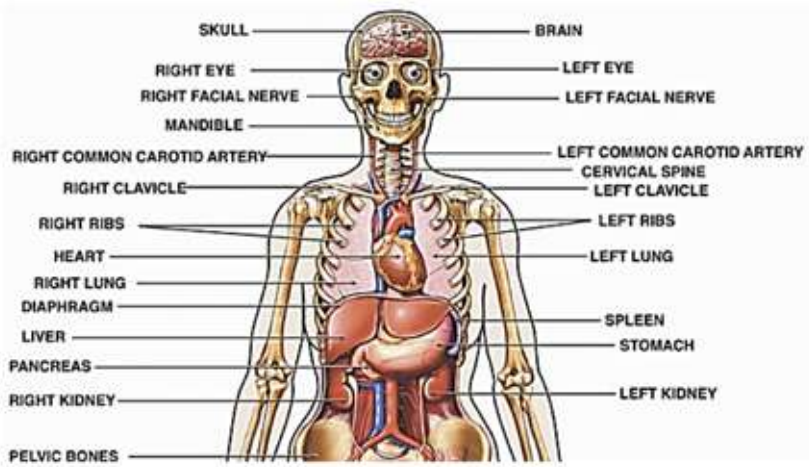
6. What are the main functions of cardiovascular system?

The main functions of cardiovascular system are internal transport of cells and dissolved materials, including nutrients, wastes, and gases

TASK 7.- Watch video 14 about Anatomy and Physiology of the Human Body. Use the phrases in the box to complete in the blanks.

1.(b) 2. (d) 3.(e) 4.(h) 5.(f) 6.(g) 7.(a) 8.(c) 9(i)

TASK 9. Reinforcement. Look at the parts of the female internal reproductive organs. Listen and repeat after your teacher.



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Success conscious students know that if they want to get ahead in almost any business or profession, they need to speak, read, and write reasonably well in the language that is considered global: English. Hitting the target in each occupation is something all language teachers should try to do. TALKING ABOUT MEDICINE, ESP-BOOK 1 is a wonderful tool for teachers whose objective is to teach English for Specific Purposes (ESP) in the area of public health.

TALKING ABOUT MEDICINE, ESP-BOOK 1 has fourteen different lessons from which, the first nine talk about different human body organs, and the other five lessons refer to different concepts used in the public health area. The second part of the book has a full answer key that will definitely help both teachers and students ensure their answers.

One important aspect of the book is that it fosters the practice of all language skills. Each of the lessons has different sections, and they are organized in a way in which vocabulary is first presented through catchy ludic activities. Then, there are readings which make the students reason in English and practice the vocabulary previously used. Along the whole book, there are interesting tasks that students will enjoy doing while they learn and practice the vocabulary and structures needed to study, work and interact in the public health world.

Finally, TALKING ABOUT MEDICINE, ESP-BOOK 1 is a practical textbook that has no particular order as to what comes to teaching first. Teachers can easily use it picking a lesson as they need in their school program or as their students' needs command. It will be a wonderful tool for the English teacher who wants to see their students succeed in this particular medical area.

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