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Hospital Care in Ten Departments

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School for International Training

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HOSPITAL CARE IN TEN DEPARTMENTS

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B.A. Duke University 1974

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for the Master of Arts in Teaching degree at the
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This project by Abram Troy Lassiter is accepted in its present form.

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HOSPITAL CARE IN TEN DEPARTMENTS is a series of lessons which serve as an introduction to students planning to enter English-speaking hospitals for On-the-Job Training. The text gives the students an idea of what occurs in ten different hospital departments and enables them to more easily choose the department in which they would like to work. The hospital stories are followed by a section on suggested activities which could be used for any story. Finally, there is a section on specific exercises for specific lessons.

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Introduction

This series of lessons was developed with a very specific need in mind. Its purpose was to serve as an introduction to students entering training programs in English-speaking hospitals. I tested this text at the English Language Training Center in Khamis Mushayt, Saudi Arabia, where Saudi Arabian students took an intensive English Language course. I used the following stories at the end of an intermediate level of instruction. Upon completing this level, the learners were considered ready to enter On-the-Job Training programs in King Faisal Military Hospital in the same city and in two other hospitals in the country. After becoming more familiar with the hospital through departmental visits, the students were expected to make a career choice. At this time they began to work as trainees in their chosen hospital departments and to receive the necessary technical knowledge as well as additional English Language instruction.

Each lesson in this text consists of a story followed by various exercises. The planning of the lesson is intended to be left open. For the flexible teacher I have included suggested activities and exercises which may be used in forming a lesson. Teachers can use these ideas or their own ideas in creating the lesson. For those who need more guidance, I have included a section on specific grammar exercises for specific lessons. These grammar exercises can be done either orally or in writing. Their purpose is to reinforce the medical knowledge and vocabulary in the stories and also to review various grammar points which have already been covered during the English Language Training. I have chosen points of grammar which, I feel, cause problems for

intermediate level language learners. Finally, in the hospital setting in which I tested these stories, a representative from the particular hospital department, which we had just read about, came to the class and gave a demonstration and answered questions. This was done to help the student in determining the hospital area in which he would like to work. I suggest that the Reader also coordinate each lesson with a visit to the class by a hospital employee.

I originally wrote this text to fulfill a specific need for a specific setting. I felt that during the transition from English Language Training (intermediate level) to On-the-Job Training, the learners needed a text which would introduce them to the hospital and prepare them for making a particular career choice in the hospital. This text is intended to be used by Readers who are working in similar situations where students are entering training programs in English-speaking hospitals. This text is also intended to be a help to readers in a different type of technical setting and can be used as a guide for writing their own text appropriate for their own setting.

Section I

THE DENTAL CLINIC

Andrew had a bad toothache last Thursday. The pain in his tooth was severe. On Friday he went to the dental clinic. Then the dentist came. She looked in his mouth with a mirror in one hand and a probe in the other.

"There is a cavity in this one," the dentist said.

Andrew asked, "Will you have to pull it?"

"No," she answered. "I can fill it."

First the dentist gave Andrew Novocaine with a needle. After a minute he couldn't feel anything. Then she took her drill and drilled the tooth. Meanwhile, the assistant was mixing the amalgam. The dentist put this in the hole in Andrew's tooth. Soon the amalgam became hard; it solidified. Andrew's teeth are fine now.

EKG

Mrs. Brown brought her daughter Mary to the hospital. Mary felt weak and they thought something was wrong with her heart.

Dr. Smith of the Out-Patient Department listened with his stethoscope. The heartbeat wasn't regular. He sent her to the cardiologist who ordered an EKG, or electrocardiogram. The EKG machine records the speed, strength, and regularity of the heart on a long piece of paper.

First they attached the electrodes to Mary's ankles and wrists. The machine recorded. Next they attached the wires to her chest, first in the middle, then on the side. The cardiologist looked at the lines. Her heartbeat was weak and irregular.

He asked, "Are you taking any medicines or drugs?"

She answered, "Yes, two different ones."

"What are they?" he wanted to know.

Mary had to quit taking them and to rest in the hospital for two days. Then her heart returned to normal.

PHYSIOTHERAPY

There was a robbery at the corner drugstore, and Alan received a bullet wound in the back. The spinal cord was not cut, but it was bruised and damaged. As a result of his injury, Alan is almost completely paralyzed from the waist down. This kind of paralysis is called partial paraplegia.

Now Alan attends the Physiotherapy Department every day. There are two kinds of exercises which he must do: first, those which he can do himself; and second, those which the physiotherapist must do for him.

1. He must strengthen the muscles of his arms and pelvis for they have more work to do now that he can no longer use his legs.
2. The physiotherapist must exercise his hip, knee, and ankle joints, which he can't move himself, so that the muscles here will not contract but remain the right length.

Alan does have a little movement in his knees and ankles. He hopes that he will not have to spend the rest of his life in a wheelchair.

THE LABORATORY

In the Laboratory technicians examine blood, urine, feces, and body tissues for disease. Once the doctor knows the cause of sickness, he can prescribe the correct medicine.

A Hematology Technologist performs blood tests. He may count the red blood cells and white blood cells under a microscope. A large number of white blood cells show the body fighting disease. There are twelve other such tests a hematologist commonly performs.

A Histo-Cytology Technician prepares specimens of body tissues to be examined by the Pathologist. The Pathologist names the disease. Colored stains make body tissues easier to see under the microscope. Other specimens may be dried or frozen before examination.

Laboratory workers identify diseases such as malaria, cancer, schistosomiasis, and tuberculosis, as well as cholera, smallpox, and typhoid.

Working with other Lab members, the Blood Bank Technologist collects, tests, and stores blood for later transfusion. Transfusion may be important for patients who have lost blood from accidents or operations.

THE X-RAY DEPARTMENT

The X-ray Department is a place in the hospital where the X-ray Technicians take pictures of the inside of the body. An X-ray machine is like a camera. An X-ray machine can see through a patient's skin and photograph what is on the inside of the body. It can take pictures of the bones and organs of the body. These pictures are very useful to doctors because they help doctors diagnose what is wrong with a patient.

Taking an X-ray of a patient is easy and painless. The patient lies on a table, and the X-ray technician positions the 'camera' over the part of the body that he wants to photograph. The technician puts film in the machine just as you put film in a camera. After a few seconds, the picture is taken, and the patient is free to go. The technician now develops the film. He takes the film from the X-ray machine and places it in another machine called a developer. The developer, which contains chemicals, makes the film into a picture. The entire process of developing an X-ray takes only a few minutes. The doctor then looks at the X-ray picture and can see what is wrong with the patient. X-ray pictures, called radiographs, help the doctor diagnose more quickly and correctly..

For example, if you are injured in an automobile accident and your arm is in much pain, the doctor will send you to have your arm X-rayed. In just a short time the doctor can tell if the bone is broken or fractured. If the bone is damaged, the doctor can see exactly where. He will also know if it will be necessary to operate. X-rays help the doctor

understand by letting him see the problem.

The X-ray department is an important department in the hospital because it is used by many other hospital departments. The orthopedist uses it to study bones; the obstetrician uses it to see babies before they are born. The dentist uses X-rays to examine teeth. The X-ray department is everybody's department.

DIETARY DEPARTMENT

The function of the Dietary Department is to plan diets, prepare them, and serve them. Positions in this department include Head Dietician, Assistant Dietician, Food Service Supervisors, Cooks, Kitchen and Tray Attendants, Cleaners, Washers, and Servers. The department feeds the patients and also the employees who choose to eat in the hospital.

The diets, which have a therapeutic value, help in the treatment of the patients. There are different diets for different patients. For example, diet plays an important role in the control of diabetes. Also heart disease is aided by low-fat diets. Diets can also be used for weight control.

In planning a diet, the dietician must consider the nutrition of the diet and its suitability for the patient's disease. The department also tries to educate the patients concerning nutrition. After they leave the hospital, they will need this information. This is especially true for people with chronic diseases.

THE PHARMACY

The Pharmacy is a department in the hospital. It gives out medicines to the inpatients, the outpatients, and hospital departments. The pharmacist prepares some of the medicines in the pharmacy's laboratory. The technician helps the pharmacist prepare these medicines. Other drugs are ordered from other cities and countries. The clerk writes the names of all the drugs, especially the dangerous ones, in her record book.

Each day the nurses go to the pharmacy to pick up medicines for the sick patients in the hospital wards. Some of the drugs are used in the operating room, the laboratory, and even the X-ray department. Some patients stay at home but must go to the pharmacy to obtain medicines until they are completely well. The pharmacy is another important hospital department.

C.S.S.D.

The Central Sterile Supply Department (C.S.S.D.) prevents the transferring of germs from one patient to another. Positions in this department include the Supervisor and the Central Material Specialists. In the department there are two types of sterilizing. The first one is for gas and it has two cycles. There is a cold cycle for four hours and a warm cycle for ninety minutes. Then the items are put in an aeration cabinet. Gas sterilization is a gentle process. Items such as plastics, fine instruments, and perishables are sterilized by gas.

The second type of sterilizing is the steam autoclave. Sterilization takes place at 270 degrees Fahrenheit and lasts for fifteen minutes. Then there is a drying time of thirty minutes. Large instrument trays and bowls are sterilized in the autoclave. No plastic items can be sterilized here.

C.S.S.D. wraps its items in tape before sterilization. This tape indicates whether or not the sterilizing process was successful. The autoclave tape will change to a dark brown color if sterilization took place. The gas tape will change to an orange color. Every morning a Bowie Dick Test is done in the autoclave. Ten towels are folded twice and the indicator tape is placed in the middle.

In short, items for the wards and operating theater are brought into the packing area, washed, packed, sterilized, and returned to each department.

INTENSIVE CARE UNIT

The Intensive Care Unit (ICU) is a very important hospital department. It is like a small hospital within a larger one. ICU has its own machines, medicines, and hospital equipment. This department must have everything ready at a moment's notice because the patients are very sick and may die at any time. The nurse must have special training to operate the hospital equipment and to take care of the seriously ill patients.

The patients sent to ICU are in very poor condition because of complications during surgery and because of serious illnesses or accidents. The patients may be young babies, adolescents, or adults of any age. The nurse must do everything for the patient. He has to prepare intravenous (I.V.) bottles to feed the patient through his vein; he must also dispose of body excrements. Sometimes the patient may even need a special breathing machine called a ventilator to help him breathe. The nurse also gives the patient a sponge bath every day.

Another job of the nurse is watching the patients constantly. The nurses have special machines to help them. The machines are called monitors. They record the patient's heartbeat, temperature, and blood pressure. If these body functions fall below normal, the machine will alert the nurse. The nurse must take immediate action to give the patient special medicine and call the doctor on duty. Sometimes the patient's heart may suddenly stop. The nurse will rush to inject medicine directly into the patient's heart, or he may use an electric shock to save the

patient's life.

Sometimes the patients live and sometimes they die. The patients who live become gradually stronger. When a patient is out of danger, he doesn't need special attention any more. At this time the patient will be sent to the regular hospital ward.

BEM

BEM is the abbreviation for Bio-Electrical Maintenance. A Medical Equipment Repairman inspects, installs, maintains, and repairs electrical medical equipment used in the treatment of patients.

Doctors use many types of electrical equipment. During an operation, the heartbeat is recorded automatically. X-ray equipment needs repair occasionally. The Laboratory has an electric blood test.

A Medical Equipment Repairman should understand the principles of electricity. He needs to know voltages, circuits, and transistors. In addition to making repairs, BEM keeps written records of the work which has been done and of the inventory of spare parts.

Bio-Electrical Maintenance repairs and maintains the electronic equipment important to the modern hospital.

Section II

The following are suggested activities for reading, vocabulary, comprehension, grammar, and communication. Teachers can use these ideas to create their own exercises for a particular story.

Reading

Prereading: The teacher may wish to prepare the learners before they read a particular story. This can be done by making introductory comments, perhaps drawn from the teacher's own hospital experiences, about the department on which the story is focused. Visual aids, such as relevant pictures, could also be used. The teacher might also present difficult vocabulary before the reading. If the teacher wants the learner to pay particular attention to certain elements in the story, then he can present two or three questions at this time.

Reading Mechanics: The usual procedure is to have the students read the story silently and then proceed to the various exercises concerning the story. However, the teacher may wish to use other techniques for specific purposes.

Suggestion #1 - Occasionally the teacher can read the story aloud, phrase by phrase. The teacher pauses after each phrase to allow the learners to repeat in chorus. He gradually lengthens the phrases according to the learners' ability. This reading technique encourages the learners to read in meaningful phrases rather than word by word. The teacher should further encourage the students to use this technique when reading silently.

Suggestion #2 - The teacher may wish to call on individual learners to read the story aloud. This technique will allow the teacher to evaluate the learner's ability to make correct associations between sounds and printed letters. The teacher can also evaluate for speed and reading in meaningful thought groups. He may wish to give the story only to the reader. The other learners would then have to try to comprehend the story from the reader's voice, without the aid of printed words.

Suggestion #3 - The teacher hands the stories out to the learners. Then the teacher reads the story aloud making several deliberate mistakes. The learners are asked to stop and correct the teacher. This exercise is useful because the teacher can emphasize mistakes that the learners themselves should not be making. It also gives them practice in recognizing their own mistakes.

Suggestion #4 - See Comprehension Exercise #3

Vocabulary

Exercise #1 - The teacher calls upon a learner to define a word from the story. This learner then calls upon a second learner to spell the word. The second learner calls upon a third learner to make a sentence with the word. When mistakes are made, the teacher should allow learners to correct fellow learners.

Exercise #2 - The teacher can create an exercise using the following examples.

Multiple Choice

1. Hematology Technologist

- a) mixes amalgam
- b) installs electronic equipment
- c) performs blood tests

Fill in the Blank/Multiple Choice

1. _____ is aided by low-fat diets.

- a) heart disease
- b) malnutrition
- c) a bullet wound

Exercise #3 - The teacher can have the learners define words by using relative clauses. The teacher gives the learners a word from the story and asks them to make sentences with the word using one of the following:

- ... is a person who ...
- ... is a place where ...
- ... is a machine that ...

Exercise #4 - The teacher writes the following question words on the board: Where, Who, What, Why, When, Which, and How. He presents a vocabulary word or phrase from the story and then points to a question word. One learner volunteers to ask another a question which will include the question word and the new vocabulary.

Example: Hematology Technologist - Where

Learner #1 - Where does the Hematology Technologist work?

Learner #2 - The Hematology Technologist works in the Laboratory.

Exercise #5 - Word Associations/Matching Pairs

The teacher prepares a set of cards. Each card has a number on one side and a word or phrase on the opposite side. The cards are arranged numerically, number side up. The learners sit around the cards in a circle. The object is to match words that are associated with each other. The first learner chooses a number and the card is turned over. The same learner chooses another number, hoping to make a "match." If the student fails, the cards are returned to their original positions, number side up. The play of the game moves in a clockwise manner. The second learner attempts to make a "match." If he succeeds, then he keeps the cards and tries again. When this player fails to make a "match," the play moves on to the next learner. The game is finished when all of the words have been matched. Some examples of word associations are:

sterilization	-	steam autoclave
dental	-	amalgam
physiotherapy	-	paraplegia

This game is better played after the learners have covered several stories.

Comprehension

The following are suggested exercises to test the learners' comprehension of the stories.

Exercise #1 - The teacher asks the learners to write several questions concerning the story. Upon completion of this, the learners take turns asking each other these questions. Correction should also be done by the learners. This exercise is beneficial because it encourages more student participation in the understanding of the story.

Exercise #2 - One learner pretends that he/she is from a particular department. The other learners then address questions to the pretender. Since the pretender is probably not very familiar with the department, the learners should ask questions whose answers can be found in the story. This exercise is not only beneficial for comprehension, but it also gives the learners practice for a later situation when the real hospital employee comes to answer questions.

Exercise #3 - If the teacher has a language lab, he may read the story there. At the end of the story, the teacher can ask comprehension questions. The learners are asked to record both the story and the questions on tape. They can listen to the story again to find the answers. The students bring the written answers to class on the following day. The teacher can then distribute the written stories. This exercise is particularly useful if the teacher wishes to emphasize aural comprehension.

Exercise #4 - The teacher may wish to create True or False comprehension exercises. These exercises consist of statements, some true and some false, about the story. The learners are asked to change the false statements to make them true.

Exercise #5 - The teacher creates a list of questions for each story. After the questions have been distributed, the learners are asked to answer them orally or in writing. This traditional approach is more teacher-oriented than the one in Exercise #1.

Grammar

See grammar exercises for specific lessons in Section III.

Communication

Suggestion #1 - The teacher arranges the learners in small groups of two or three. Each group is asked to think of a situation which might occur in a particular hospital department and then to write a skit concerning this situation. For example, three learners may choose to assume the roles of Dentist, Dental Technician, and Patient in a skit about the Dental Clinic. The teacher can allow the students the choice of acting out the skit or recording it on tape to be played in class. After the skit has been presented or the tape has been played, the teacher can call upon one of the observers or listeners to paraphrase what has happened. This exercise encourages students to think more meaningfully about what actually occurs in a particular hospital department.

Suggestion #2 - Many students have preconceived ideas about a particular department. Without knowing very much about a department, some students have already developed concrete opinions concerning it. The teacher may wish to generate a class discussion by using the following questions.

1. Do you have a friend who works in the _____ department?
2. What does he/she say about it?
3. Do you agree with what he/she says?
4. Why would you like or not like to work in the _____ department?

From the learners' answers more questions should arise. This exercise is valuable in that it allows the learners to think about why they have positive or negative feelings toward a particular department.

Section III

The following are specific exercises for specific lessons. They cover various grammar points. The reader may wish to use some or all of them at the appropriate time. The reader may also wish to expand some of the exercises by creating more questions or statements.

Lesson 1 - THE DENTAL CLINIC

Tag Questions

Fill in the blanks.

1. Andrew couldn't sleep Thursday night, _____?
2. The assistant was mixing the amalgam, _____?
3. The dentist filled the tooth, _____?
4. You will give me Novocaine, _____?
5. It doesn't hurt, _____?
6. The probe is on the table, _____?
7. You brush your teeth after each meal, _____?
8. The assistant helps the dentist, _____?
9. The dentist has been working in this clinic for three
years, _____?
10. My bill won't be large, _____?

Present Perfect or Simple Past?

Situation: The assistant got a job in the dental clinic seven years ago

- a) and he is still there.
- b) and he left the job last week.

Response: a) He has worked in the dental clinic for seven years.

b) He worked in the dental clinic for seven years.

1. John came to the waiting room forty minutes ago. The dentist is very busy and John is still there.
2. He needed a new filling one month ago and he needs one now.
3. Andrew started screaming but stopped a minute later when the dentist shot him with Novocaine.
4. Dr. Yost became a dentist in 1974. She's still a dentist now.
5. The dentist started drilling the tooth five minutes ago and she is still drilling.
6. Mr. Greene started wearing false teeth when he was 40. He stopped wearing them when he retired at 65.
7. November was the last time Mary visited the dental clinic.

Lesson 2 - EKG

Make sentences with either MUSTN'T or DON'T/DOESN'T HAVE TO

1. The drugs which Mary was taking caused her heartbeat to be weak and irregular. What did the doctor tell her?
2. Mrs. Brown was very worried about her daughter. After two days Mary's heart returned to normal. What did the doctor tell Mrs. Brown?
3. The cardiologist is always arriving late at the Out-Patient Department. What is the Chief of Professional Services going to tell him?
4. Mary didn't want to stay in the hospital another day. The doctor had already decided to discharge her. What did he tell her when she asked if she could go home?
5. Mary also told the doctor that she wanted to go mountain climbing the following day. Dr. Smith thought she needed to rest more at home.

What did he tell her?

6. Mary was discharged on Tuesday. Mrs. Brown came to the hospital without a checkbook or sufficient cash. The hospital clerk was willing to bill her later. What did the clerk tell Mrs. Brown?

Lesson 3 - PHYSIOTHERAPY

The content of the following exercise is taken from the first three lessons.

Deduction or Necessity?

If the meaning of MUST is Necessity, write N. If MUST is used for Deduction, then write D.

-1. I heard some shooting inside the drugstore. Later the ambulance came. Someone must have been shot.
-2. Alan is not able to exercise his ankle joints himself. The physiotherapist must do it for him.
-3. I always see that boy in a wheelchair. He must not be able to walk.
-4. Alan has partial paraplegia. He must visit the Physiotherapy Department every day.
-5. Alan can no longer use his legs. He must strengthen the muscles in his arms and pelvis.
-6. Andrew is in the Dental Clinic and he is screaming. The dentist must have forgotten to give him Novocaine.
-7. Mary has two cavities in her teeth. She must visit the dentist soon.

-8. The dentist charged Sam fifty dollars to clean his teeth. Sam must be very angry.
-9. Mr. Greene's false teeth fell out during the meeting. He must have been embarrassed.
-10. If you don't want cavities, you must brush your teeth after every meal.
-11. Mary's heartbeat is weak and irregular. She must rest in the hospital for two days.
-12. The doctor is taking his stethoscope out of the bag. He must be going to listen to the patient's heartbeat.
-13. If a patient's heartbeat isn't regular, he must visit the cardiologist.
-14. When Mary quit taking drugs, her heart returned to normal. The drugs must have caused her weak condition.
-15. Mary is healthy again. Her parents must be happy.

Lesson 4 - THE LABORATORY

The vocabulary of the following exercise is taken from the first four lessons.

Make sentences with is a person who or is a place where.

Example: Hematology Technologist

A Hematology Technologist is a person who performs blood tests.

1. Pathologist
2. Histo-Cytology Technician
3. Laboratory

4. Blood Bank Technologist
5. Dental Clinic
6. Physiotherapist
7. Cardiologist
8. Dentist
9. EKG Department
10. Physiotherapy Department

Lesson 5 - THE X-RAY DEPARTMENT

Relative Clauses

Combine the statements using the words who(m), which, or that.

Example: The Technician delivered the radiograph. The orthopedist wanted it.

Response: The technician delivered the radiograph which the orthopedist wanted.

1. The technician develops film. He has worked in the X-ray Department for five years.
2. The dentist went to the X-ray Department. He uses X-rays to examine teeth.
3. The obstetrician studied the radiograph. He delivered a baby last night.
4. The X-ray technician visited the dental clinic. The dentist knows.
5. The X-ray Department is used by many other departments. It is an important department in the hospital.
6. The bone is fractured. It was photographed by the X-ray machine.
7. The developer makes film into pictures. It contains chemicals.
8. Radiographs are pictures of the inside of the body. They help the

doctor diagnose a medical problem.

9. The doctor wants an X-ray of John's arm. It is broken.
10. The technician positioned the camera over the patient. The technician is the patient's brother.

Lesson 6 - DIETARY DEPARTMENT

Passive Voice

Change the following sentences from Active to Passive.

1. The dietician plans the diets of the patients.
2. The cooks have prepared the food.
3. Low-fat diets aid heart disease.
4. Diet plays an important role in the control of diabetes.
5. The dietician considered the nutrition of the diet.
6. The dietary department will educate the patients.
7. The patients will need information.
8. The attendants collected the trays.
9. Different patients eat different foods.
10. The dietary department has fed many patients and hospital employees.

Lesson 7 - THE PHARMACY

If/Unless

Change If-sentences to Unless-sentences and vice versa.

1. The clerk writes the names of all the drugs in her record book unless she forgets to do so.
2. The pharmacist prepares all of the medicines if the technician isn't there.

3. The drugs are kept on the open shelf unless they are dangerous.
4. The nurses go to the pharmacy to pick up medicines if they are not busy.
5. The pharmacy is not a very busy place at night unless there is an emergency.

Because Of

Make sentences with BECAUSE OF.

1. The pharmacist locked the drugs in a cabinet because they were dangerous.
2. The patients obtain drugs from the pharmacy because they are sick.
3. The pharmacy was very busy last night because there was an emergency.
4. The pharmacist is always tired because his schedule is heavy.
5. The pharmacy was short of drugs because the shipment was late.

Lesson 8 - C.S.S.D.

Present-Unreal Conditions

Answer the questions in long form.

Example: If you worked in C.S.S.D., which test would you perform every morning?

Response: If I worked in C.S.S.D., I would perform a Bowie Dick Test every morning.

1. If you wanted to sterilize perishables, which type of sterilization would you use?
2. If gas sterilization were used, how long would it take?
3. If the steam autoclave were used, how long would it take?

4. If the steam autoclave were used, how hot would it get?
5. If a Bowie Dick Test were done, how many towels would be used?
6. If the gas sterilization were successful, what color would the tape become?

Past-Unreal Conditions

Change the above questions to Past-Unreal and then give the response.

Example: If you worked in C.S.S.D., which test would you perform every morning?

Question: If you had worked in C.S.S.D., which test would you have performed every morning?

Response: If I had worked in C.S.S.D., I would have performed a Bowie Dick Test every morning.

Lesson 9 - INTENSIVE CARE UNIT

THAT-Clauses

Combine the sentence and the words that follow it to make a new sentence.

Be careful with tense.

Example: The patient is in poor condition. I knew—

Response: I knew that the patient was in poor condition.

1. The patient is going to be transferred to ICU. The doctor told us—
2. The patient's temperature is rising. The nurse realized—
3. The ventilator helps patients breathe. The nurse told the trainee—
4. The intravenous bottle is missing. She noticed—
5. The patient needs special medicine. The nurse reminded the doctor—

Lesson 10 - BEM

Wish

Wish for the opposite situations.

Example: The X-ray equipment is broken.

Response: I wish it weren't broken.

1. I have to repair this machine.
2. It's necessary to install the new equipment by tomorrow.
3. I have an examination on voltages and circuits next week.
4. I forgot to take an inventory of the spare parts.
5. He installed the equipment in the wrong ward.