

UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MÉXICO



UNIDAD ACADÉMICA PROFESIONAL CHIMALHUACÁN

LICENCIATURA EN MÉDICO CIRUJANO

ANTOLOGÍA DE INGLÉS 5

AUTORA:

VIOLETA A. SÁNCHEZ REYES

Programa de estudios Inglés 5

Elaboró: Dirección de Aprendizaje de Lenguas

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I. Datos de identificación

Unidad de aprendizaje

Inglés 5

Carga académica

2		2		4		6	
Horas teóricas		Horas prácticas		Total de horas		Créditos	

Seriación

UA Antecedente

Inglés 6

UA Consecuente

Tipo de UA

Curso taller

II. Presentación

El presente programa pretende ser una guía para alumnos y docentes. Se diseñó pensando en dos características primordiales: la flexibilidad y la homologación. Si bien el proyecto que dio inicio a la impartición del inglés como asignatura obligatoria en los Estudios Profesionales tuvo como meta principal lograr la homologación de objetivos con respecto al dominio del idioma de los egresados, la experiencia de varios años ha hecho ver que las condiciones y necesidades de docentes y estudiantes en los diferentes Espacios Académicos requiere de un trato particular. Por este motivo, los contenidos que a continuación se presentan indican las competencias mínimas y los conocimientos básicos y generales que el estudiante deberá adquirir al finalizar el curso, sin señalar contextos específicos de aplicación, cumpliendo así con el objetivo de ser un estándar de homologación al definir requerimientos mínimos y a la vez dejando margen para la adaptación al no señalar contextos específicos. Esta característica que le da flexibilidad al programa ha hecho que en ocasiones se recurra a señalar los contenidos en términos metalingüísticos que el docente formado en el área comprenderá bien; sin embargo, se deberá tener en cuenta que el objetivo final no es que el alumno conozca a fondo la estructura de la lengua, sino que esta estructura le sea útil para comunicarse de manera efectiva.

III. Ubicación de la unidad de aprendizaje en el mapa curricular

Núcleo de formación:

Básico

Carácter de la UA:

Obligatoria

V. Objetivos de la unidad de aprendizaje.

Conocer y aplicar los elementos lingüísticos y las estrategias comunicativas descritas en el Marco Común Europeo de Referencia para las lenguas correspondientes al nivel B1, para mantener interacción básica y darse a entender en el idioma inglés, en sus formas oral y escrita, en situaciones como: comprensión de reglas, experiencias y hábitos presentes y pasados siguiendo secuencias lógicas, restricciones y obligaciones, solicitud y concesión de permisos, referencia a sucesos significativos, comprensión y expresión de relaciones de causa y efecto, comprensión de ideas centrales, así como detalles relacionados con información personal, secuencia de eventos y descripción de lugares.

VI. Contenidos de la unidad de aprendizaje y su organización.

Unidad 1. Expresiones en tiempos presentes.

Objetivo: Expresar y comprender hechos, hábitos, rutinas, acciones en progreso y situaciones vigentes al momento de expresarse.

1.1 Expresiones en tiempos presentes

- 1.1.1 Hechos, hábitos y rutinas
- 1.1.2 Acciones en progreso y acciones por llevarse a cabo
- 1.1.3 Acciones reiterativas que tienen repercusiones en el presente

1.2 Consideraciones para el uso de tiempos presentes

- 1.2.1 Frecuencia con que un hecho se lleva a cabo (adverbios de frecuencia)
- 1.2.2 Estados y acciones
- 1.2.3 Negación y formulación de preguntas
- 1.2.4 Pronunciación y entonación de expresiones comunes en tiempo presente

1.3 Uso de la lengua en el ámbito académico y laboral

Unidad 2. Expresiones en tiempos pasados
Objetivo: Narrar hechos pasados utilizando una variedad de estructuras gramaticales que den coherencia y cohesión a la narración e identificar elementos esenciales para la comprensión de ideas generales y particulares de una narración de eventos pasados.
<p>2.1 Expresiones en pasado</p> <ul style="list-style-type: none"> 2.1.1 Eventos concluidos 2.1.2 Eventos que estuvieron en progreso en un punto en el pasado 2.1.3 Eventos que tuvieron lugar en un punto anterior a una acción pasada 2.1.4 Eventos concomitantes en el pasado <p>2.2 Consideraciones para el uso de tiempos pasados</p> <ul style="list-style-type: none"> 2.2.1 Elementos que dan secuencia a la narración 2.2.2 Diversos recursos para expresar un evento pasado 2.2.3 Negación y formulación de preguntas referentes a un evento pasado 2.2.4 Pronunciación y entonación de expresiones comunes en tiempo pasado 2.2.5 2.3 Uso de la lengua en el ámbito académico y laboral

Unidad 3. La comparación
Objetivo: Identificar y expresar descripciones y opiniones en las que se comparen situaciones, objetos y personas.
<p>3.1 Comparaciones básicas</p> <ul style="list-style-type: none"> 3.1.1 Comparaciones con adjetivos monosílabos y polisílabos 3.1.2 Uso de superlativos con adjetivos monosílabos y polisílabos <p>3.2 Otras estrategias para la comparación</p> <ul style="list-style-type: none"> 3.2.1 Atributos graduables y absolutos 3.2.2 Similitud de dos situaciones, objetos o personas 3.2.3 Aspectos de entonación y pronunciación de expresiones comparativas <p>3.3 Uso de la lengua en el ámbito académico y laboral</p>

Unidad 4. Expresiones en futuro
Objetivo: Expresar e identificar anhelos, proyectos, predicciones y consecuencias lógicas en el futuro.
4.1 Expresiones en futuro <ul style="list-style-type: none"> 4.1.1 Planes y acuerdos en el futuro 4.1.2 Promesas, ofrecimientos y predicciones 4.1.3 Pronunciación y entonación de expresiones comunes en futuro 4.2 Resultados a futuro <ul style="list-style-type: none"> 4.2.1 Causas y consecuencias presentes 4.2.2 Posibles situaciones presentes y sus consecuencias futuras 4.3 Uso de la lengua en el ámbito académico y laboral

Unidad 5. Obligación, prohibición y permiso
Objetivo: Utilizar y comprender expresiones de obligación, prohibición y permiso.
5.1 Expresiones de restricción y permiso <ul style="list-style-type: none"> 5.1.1 Obligación 5.1.2 Prohibición y permiso 5.1.3 Entonación y pronunciación al enunciar obligación, prohibición y permiso 5.2 Consideraciones para expresar obligación, prohibición y permiso <ul style="list-style-type: none"> 5.2.1 Grados de obligatoriedad y tolerancia 5.2.2 Falta de obligación 5.2.3 Negación del permiso 5.3 Uso de la lengua en el ámbito académico y laboral

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MAPA CURRICULAR



Proyecto Curricular de la Licenciatura de Médico Cirujano
Reestructuración, 2018
Secretaría de Docencia - Dirección de Estudios Profesionales



Mapa curricular

	PERIODO 1	PERIODO 2	PERIODO 3	PERIODO 4	PERIODO 5	PERIODO 6	PERIODO 7	PERIODO 8	PERIODO 9	PERIODO 10	PERIODO 11	PERIODO 12
B L O Q U E S	Anatomía I ¹ 4 4 8 12	Anatomía II ¹ 4 4 8 12	Fisiología I ¹ 4 4 8 12	Fisiología II ¹ 4 4 8 12	Anatomía patológica 4 0 4 8	Imagenología ^g 2 2 4 6	Gastroenterología ^h 4 4 8 12	Endocrinología ^h 2 2 4 6	Neurología ^h 2 2 4 6	Pediatría ^h 4 4 8 12	I N T E R N A D O M É D I C O	
	Biología celular y tisular ¹ 5 2 7 12	Biología del desarrollo ¹ 3 0 3 6	Bioquímica ¹ 6 2 8 14	Nutriología médica ¹ 2 2 4 6	Farmacología ¹ 6 2 8 14	Inmunopatología ¹ 2 2 4 6	Cardiología ^h 4 4 8 12	Nefrología ^h 2 2 4 6	Psiquiatría ^h 2 2 4 6	Dermatología ^h 2 2 4 6		
	Humanidades médicas y bióticas 2 0 2 4	Sexualidad humana 2 0 2 4	Inmunología ³ 3 0 3 6	Biología molecular ³ 3 0 3 6	Psicología médica y salud mental ³ 2 2 4 6	Propedéutica de la clínica ³ 2 2 4 6	Neumología ^h 4 4 8 12	Geriatría ^h 2 2 4 6	Medicina legal ^h 2 2 4 6	Obstetricia ^h 4 4 8 12		
	Promoción y educación para la salud 1 3 4 5	Salud comunitaria ^h 1 3 4 5	Diagnóstico comunitario ^h 1 3 4 5	Intervención en salud comunitaria ^h 1 3 4 5	Salud pública ^h 1 3 4 5	Medicina preventiva ^h 1 3 4 5	Sistemas de salud ^h 1 3 4 5	Hematología ^h 2 2 4 6	Otorrinolaringología ^h 2 2 4 6	Ginecología ^h 2 2 4 6		
	Historia de la medicina 2 0 2 4	Epidemiología 2 0 2 4		Agentes biológicos patógenos ¹ 5 2 7 12	Integración clínica 1 ¹ 0 2 2 4	Genética clínica ^h 1 1 2 4		Investigación en salud comunitaria ^h 1 3 4 5	Oftalmología ^h 2 2 4 6	Investigación médica ^h 2 2 4 6		
	Tecnologías de la información y la comunicación 0 2 2 2	Inglés 5 2 2 4 6	Inglés 6 2 2 4 6	Inglés 7 2 2 4 6	Inglés 8 2 2 4 6	Educación quirúrgica ¹ 0 2 2 4		Ortopedia ^h 2 2 4 6	Urgencias ^h 4 4 8 12	Integración clínica 2 ¹ 0 2 2 4		
									Urología ^h 2 2 4 6			

Promoción y educación para la salud 1 3 4 5	Salud comunitaria ^h 1 3 4 5	Diagnóstico comunitario ^h 1 3 4 5	Intervención en salud comunitaria ^h 1 3 4 5	Salud pública ^h 1 3 4 5
Historia de la medicina 2 0 2 4	Epidemiología 2 0 2 4	Agentes biológicos patógenos ¹ 5 2 7 12	Integración clínica 1 ¹ 0 2 2 4	
Tecnologías de la información y la comunicación 0 2 2 2	Inglés 5 2 2 4 6	Inglés 6 2 2 4 6	Inglés 7 2 2 4 6	Inglés 8 2 2 4 6

PRESENTACIÓN

Hablar del inglés es hablar del idioma universal por excelencia, de la lingua franca de la actualidad; es el idioma más empleado a la hora de realizar comunicaciones internacionales, sobre todo en el importante mundo de las transacciones comerciales y las finanzas. El inglés es la lengua oficial de numerosos países, entidades gubernamentales y organismos internacionales tales como las Naciones Unidas (ONU), la Unesco o la Unión Europea, entre otros. La realidad es que la lengua inglesa es ampliamente hablada en numerosos puntos del planeta. Las razones son principalmente históricas y políticas, se remontan a la importancia que ha tenido el Imperio Anglosajón a lo largo de la historia más reciente, en la cual, con cada conquista, con cada acuerdo, se iba extendiendo el idioma de Shakespeare por todos los continentes. La incursión de los Estados Unidos como principal potencia mundial, hoy en día, ha terminado de consolidar el inglés como idioma universal, maestría del cual nos permite superar más barreras lingüísticas y por consecuencia más fronteras.

Las razones para estudiar inglés son muchas y variadas. Sin embargo nos incumbe aquí tratar las razones por las que es fundamental en la preparación de los alumnos de cualquier licenciatura, en especial, los de Derecho.

Tal vez la razón fundamental por qué estudiar inglés es que resulta esencial a la hora de encontrar trabajo. El inglés nos dará acceso a una mejor educación y por lo tanto a la posibilidad de un mejor empleo. Nuestras oportunidades laborales se multiplicarán en cuanto dominemos el idioma. Tanto en áreas gubernamentales como en empresas multinacionales, sin importar tu campo de trabajo, el inglés te aportará siempre ventajas a la hora de ascender o acceder a un buen puesto de trabajo, ayudándote a mejorar tu situación laboral.

Otra importante razón para aprender inglés es que podremos acceder a una mejor preparación académica; y con esto no sólo nos referimos a las universidades o centros de formación del extranjero; en nuestro propio país el inglés es requisito fundamental para estudiar Especialidades, Maestrías y Doctorados reconocidos, lo que en el desarrollo de un médico, es crucial. Además nos dará acceso a información más actual y completa, conoceremos los últimos avances y podremos acceder a la mayoría de textos científicos, académicos y tecnológicos, escritos en inglés. Según un estudio más del 56% de los sitios de Internet están editados en inglés. En segundo lugar se encuentra el alemán con un 8%.

Así pues, el material que aquí se presenta tiene como objetivo general el acercar a los alumnos de nivel superior, tanto a la literatura, como a la jerga utilizada en el ámbito médico en el idioma inglés; esto a través de una selección de lecturas que les permiten practicar y aplicar los conocimientos que adquirirán en los niveles de inglés curricular en la Universidad Autónoma del Estado de México. Como objetivo particular, esta antología pretende reforzar las bases comunicativas que le permitan al alumno perfeccionar sus habilidades de comprensión lectora y expresión escrita, principalmente; a fin de que pueda interactuar en los ámbitos personal, académico y laboral.

En esta Antología encontrarán una serie de lecturas que ayudarán a los alumnos a agilizar su habilidad lectora, así como aprender vocabulario y reforzar sus conocimientos gramaticales con los ejercicios diseñados en la presente para ese propósito.

Consideramos de especial utilidad una antología enfocada a la Licenciatura en Médico Cirujano, dado que en la UAP Chimalhuacán no existe un material de apoyo en inglés específico para esta Licenciatura.

Finalmente, los textos que contiene este material han sido cuidadosamente seleccionados para apoyar el proceso lector, ya que la lectura es, ha sido y será el medio de adquisición de conocimiento por excelencia.

Con la ayuda de la presente antología los alumnos podrán entender oraciones y expresiones frecuentemente utilizadas en los ámbitos escolar y principalmente en el académico. Podrá describir aspectos de su vida diaria, así como sus anhelos, ambiciones y sueños; será capaz de dar razones y explicaciones de sus opiniones y planes. Podrá entender, comunicarse e intercambiar información en un nivel básico. Será capaz de entender los puntos principales de las lecturas y de resolver cuestionamientos al respecto.

GUÍA DE EVALUACIÓN

Criterio	Porcentaje 1er Parcial	Criterio	Porcentaje 2o Parcial	Ordinario
Examen parcial	30%	Examen parcial	30%	Examen 80% Ejercicios 20%
Trabajos	20%	Trabajos	20%	
Expresión oral	15%	Expresión oral	15%	
Expresión escrita	15%	Expresión escrita	15%	
Lecturas	15%	Lecturas	15%	
Comprensión auditiva	5%	Comprensión Auditiva	5%	
TOTAL	100%	TOTAL	100%	

TRABAJOS: La antología cuenta con 21 ejercicios de gramática, 11 para el primer parcial y 10 para el segundo parcial.

Se sugiere sumar los puntos que aparecen entre paréntesis en las instrucciones de cada ejercicio, para sumar 20 por ciento.

El primer parcial comprende la unidad 1 y 2. El segundo parcial comprende a partir de la unidad 3.

EXPRESIÓN ORAL: Se recomienda sumar el puntaje que viene después de las instrucciones de este ejercicio, con el fin de sumar 15% en cada parcial.

EXPRESIÓN ESCRITA: El primer parcial contiene dos ejercicios de *writing*, y el segundo parcial tiene tres ejercicios. Se recomienda sumar los valores que están entre paréntesis después de cada instrucción.

LECTURAS: La presente antología consta de 12 lecturas, divididas en siete para el primer parcial y cinco para el segundo. Se recomienda sumar los puntos que vienen entre paréntesis para lograr el total de los porcentajes.

COMPRESIÓN AUDITIVA: Se trabajan 5 ejercicios de audio en clase (con material del profesor), cada uno tiene un valor de 1%.

UNIDAD 1.

EXPRESIONES EN TIEMPO PRESENTE.

Objetivo: Expresar y comprender hechos, hábitos, rutinas, acciones en progreso y situaciones vigentes al momento de expresarse.

READING ONE

THE FLU

Steve is sick. He has a runny nose, congestion, and a headache. He buys medicine at the store to help him feel better. He thinks the medicine will help him and he goes to work the next day and he starts to feel worse. He gets chills and his body aches, so he decides to go back home. Steve arrives home and his wife takes his temperature. The thermometer shows a temperature of 38 degrees Celsius (100 degrees Fahrenheit), he has a fever.

She says, "Steve, you have the flu." Steve stays home from work. He takes more medicine. After three days he doesn't feel better. His temperature is still very high.

Steve's wife tells him, "You need to see a doctor soon." Steve decides to go to the doctor immediately.

1.1. Mark True or False to the following sentences.

- | | | |
|---|------|-------|
| 1. Steve has a stomachache. | True | False |
| 2. Steve doesn't take any medicine. | True | False |
| 3. He thinks the medicine will help him feel better | True | False |
| 4. He stays at home after taking the medicine. | True | False |
| 5. He gets worse at work. | True | False |
| 6. Steve takes his temperature. | True | False |
| 7. The thermometer shows Steve has a fever. | True | False |
| 8. 30 degrees Celsius equal 30 degrees Fahrenheit. | True | False |
| 9. Steve spends three more days ill. | True | False |
| 10. Finally Steve goes to the doctor. | True | False |

SIMPLE PRESENT

We use simple present to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general.

Remember: I work ... You work ... He works

We use DO and DOES to make questions and negative sentences.

DO (I, you, we, they) work?

I, you, we, they **DON'T** work

DOES (he, she, it) work?

He, she, it **DOESN'T** work

1.2. Choose the best verb to complete the sentences and do not forget to conjugate them. (2% of the grade)

cause	connect	drink	live
promise	open	speak	take

1. Lucy _____ French very well.
2. I don't often _____ coffee.
3. The swimming pool _____ at 8.00 every morning.
4. Bad driving _____ many accidents.
5. My parents _____ in a very small apartment.
6. The Olympic Games _____ place every four years.
7. The panama Canal _____ the Atlantic and Pacific oceans .
8. My friends _____ they won't be late.

1.3. Conjugate the verbs in parentheses. (2% of the grade)

1. Julie _____ (not drink) tea very often.
2. What time _____ (the banks / close) here?
3. I have a computer, but I _____ (not use) it very much.
4. Where _____ (Martin / come) from? He is Scottish.
5. The earth _____ (go) round the sun.
6. Beetles _____ (not make) honey.

WH QUESTIONS

They are questions in English introduced by a WH-word and requiring more information than simply yes or no.

WHAT, WHEN, WHERE, HOW, WHICH, WHO, WHAT TIME, HOW OFTEN, HOW LONG...

1.4. Match the question and the answer.

What is the medicine?	a. Take all of the pills.
Why do I need it?	b. You take one pill twice a day.
How do I take the medicine?	c. You may feel dizzy.
When do I take the medicine?	d. Swallow the pill with water.
What does it look like?	e. It is an antibiotic.
How long do I take it?	f. It is a small red tablet.
What are the side-effects?	g. It will stop the flu virus.
What else do I need to know?	h. Take the pills for five days.

FREQUENCY ADVERBS

Frequency adverbs tell us how often something happens, and they can be either definite or indefinite.

INDEFINITE (they usually go before the main verb, except for TO BE):

Always, constantly, continually	100%
Usually, generally, normally	80%
Often, frequently, regularly	60%
Sometimes, occasionally	40%
Rarely, seldom	20%
Hardly ever	5%
Never	0%

We always walk to school

I am often on time

DEFINITE (they usually go at the end of the sentence):

Hourly, daily, weekly, monthly, yearly

Every minute, once an hour, once, twice, three times.

The bell rings every hour.

1.5 Choose the correct option to complete the following sentences.

1. Andrea lives next door so we _____ see her
a. never b. often c. rarely
2. Nancy and I (40%) _____ go out for coffee together
a. never b. frequently c. occasionally
3. We meet _____ at the Annual General Meeting
a. never b. every day c. yearly
4. My doctor _____
a. yearly checks my health b. checks yearly my health c. checks my health yearly
5. It (0%) _____ rains here in the winter
a. never b. sometimes c. rarely
6. My boyfriend and I take vacations together quite _____
a. never b. hardly c. frequently
7. Andy (20%) _____ gets to visit with his cousins.
a. very frequently b. very rarely c. very often
8. I don't earn much because I _____
a. never went to college b. went never to college c. went to college never
9. I seldom visit my relatives, so I _____ see my uncle John.
a. almost always b. usually c. almost never d. sometimes
10. I'm never late for our English class. I'm _____ on time.
a. rarely b. always c. usually d. often
11. James goes to the beach only once a year. He _____ goes to the beach.
a. almost never b. normally c. sometimes d. never
12. I _____ eat junk food because I know it's not very healthy.
a. always b. frequently c. seldom d. sometimes
13. _____ we go to the gym to exercise, maybe two or three days a week.
a. sometimes b. always c. rarely d. never
14. I _____ watch cartoons because I hate them. News shows are much better.
a. often b. almost always c. never d. sometimes
15. I went to a restaurant last week, but I _____ eat at home.
a. seldom b. rarely c. usually d. always

READING TWO

A NEW LIFE STYLE

Melina and her children live in St. Paul. She is from Somalia. She came to the U.S. five years ago. Many things are different in America. American food is very different from Somali food. You can buy junk food with fat, sugar, and oil. Americans don't walk as much as people in Somalia. You can drive a car or take the bus. Melina sees many overweight people in America. Melina's children like junk food. They like to eat hamburgers and French fries. She does too. She notices that she is gaining weight in America. Her children like to watch T.V. They do not go outside to play. Melina doesn't walk very much because she has a car. Melina goes to the doctor. The doctor says she has to eat more fruits and vegetables. He says that too much junk food like chips, fries, and sugar is bad for her health. He tells her that she needs to get more exercise. He says that too much fat and not enough exercise is bad for her. It is bad for her children, too. Melina doesn't know if the doctor is right or wrong.

1.6. Choose True or False

- | | | |
|--|------|-------|
| 1. Melina has children. | True | False |
| 2. Melina is from Ethiopia. | True | False |
| 3. American food is the same as Somali food. | True | False |
| 4. People walk more in Somalia. | True | False |
| 5. More people in America are overweight. | True | False |
| 6. Her children like French fries. | True | False |
| 7. Melina loses weight in America | True | False |
| 8. Melina doesn't walk very much | True | False |
| 9. Melina goes to the doctor | True | False |
| 10. Melina needs to do more exercise. | True | False |

The doctor says:

- | | | |
|-----------------------|--------------|----------|
| 11. Eat less | a. junk food | b. water |
| 12. Exercise | a. more | b. less |
| 13. Too much sugar is | a. good | b. bad |
| 14. Too much fat is | a. good | b. bad |

1.7. SPEAKING ACTIVITY:

1. How can Melina get more exercise? _____

2. What kinds of foods can she eat that are good for her? _____

3. Do you agree with her doctor? _____

4. Do you think most Americans are healthy? Why or why not? _____

PRESENT CONTINUOUS

We use present continuous mainly to talk about things that are happening at the time of speaking.

Remember: I **am** working ... You **are** working ... He **is** working

To make questions and negative sentences we use the verb TO BE as the auxiliary

AM I working?

I **AM NOT** working

ARE (you, we, they) working?

You, we, they **ARE NOT** working

IS (he, she, it) working?

He, she, it **IS NOT** working

1.8. Conjugate in Present Continuous the corresponding verbs. (2% of the grade)

1. You _____ (work) hard today.
2. I _____ (look) for Christine, Do you know where she is?
3. It _____ (get) dark. Should I turn on the light?
4. They _____ (live) with friends until they find a new house.
5. The company _____ (lose) money.
6. It _____ (start) to rain. Do you have an umbrella?
7. I _____ (not listen) to the teacher.
8. Let's go out now. It _____ (not snow) any more.
9. They _____ (not study) Tourism, They _____ (study) Medicine.
10. My teacher _____ (not / speak) Spanish.

1.9. Write a question in present continuous in each number. (1% of the grade)

1. What / Peter / do / these days?

2. Why / the surgeon / make / such decision?

3. What / the nurse / do?

4. Where / the patient / spend / the night?

5. diabetes / increase / in your country?

1.10. SPEAKING ACTIVITY: Hobbies and passions. (6% of the grade)

In pairs discuss the following questions.

1. What are your hobbies?
2. Is there any activity you consider “your passion”?
3. Why do you like your hobbies so much?
4. How often do you do these hobbies?
5. How long are you doing these hobbies, and how did you start with them?
6. What hobbies did you use to have, but now do not?
7. Is it important to have hobbies? Why/why not?

1.11. WRITING ACTIVITY: Write down YOUR answers to the last questions as a paragraph.

(6% of the grade)

UNIDAD 2.

EXPRESIONES EN TIEMPOS PASADOS.

Objetivo: Narrar hechos pasados utilizando una variedad de estructuras gramaticales que den coherencia y cohesión a la narración e identificar elementos esenciales para la comprensión de ideas generales y particulares de una narración de eventos pasados.

READING ONE

Ben's day.

When I woke up this morning, I found my dog, Fox, waiting for me. He wanted me to take him for a walk. I was too hungry, so first I had breakfast. I had a glass of milk and a piece of toast. Then I washed my teeth and put on a tracksuit and a heavy coat, because it was really cold outside. Fox was already impatient. We both went out, and walked to the park near home. He ran and jumped, and pursued some passersby. He also destroyed some pieces of furniture somebody left on the road. I sat on a bench all the time, wishing I could be inside my warm bed. When my hands were frozen, I decided it was time to go back home. Fox didn't want to, but I pulled hard and I managed to take him back. When we arrived at the front door, I realized I didn't have my keys with me, so we stayed out in the cold for more than an hour. Fox was happy, but I was late for work.

1. What did Ben do before going to the park? _____
2. Who was happy to stay outside? _____
3. What did Ben do in the park? _____
4. What did Fox do in the park? _____
5. What did Ben have for breakfast? _____
6. What was the weather like? _____
7. What was Ben wearing? _____
8. When did Ben decide it was time to go home? _____
9. What is a synonym for PURSUE? a. jog b. follow c. eat d. pull
10. What is PASSERSBY? _____

SIMPLE PAST

We use the simple past to talk about finished actions in the past, often with a time expression (yesterday, last week, in 2001, five years ago, etc.).

Remember: We make the simple past positive form of

REGULAR verbs with the base form of the verb + ed. The form is the same for all subjects:

I walk**ed** She walk**ed** They walk**ed**

Some verbs are **IRREGULAR** and they change their form: I went She **slept** We **hit**

To make questions and negative sentences we use the auxiliary DID + the base form of the verb

DID I walk?

I **DIDN'T** walk

Where **did** (you, we, they) sleep?

You, we, they **DIDN'T** sleep

Where **did** (he, she, it) go?

He, she, it **DIDN'T** working

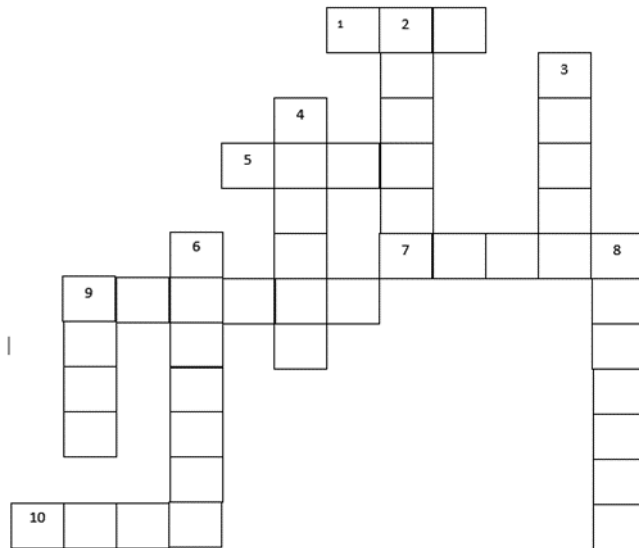
2.1. Solve the clues to complete the crossword. (2% of the grade)

ACROSS

- The children ___ all the candies.
- Who ___ the song called "My way"?
- I ___ to call you, but you were out.
- I ___ all night but I didn't finish the report.
- He ___ for his burger and left the restaurant.

DOWN

- Sarah ___ Medicine in UAEM
- Peter ___ her girlfriend a long letter
- They ___ for the bus for an hour but it didn't come
- The train ___ on time.
- I ___ my coffee on the floor of the bus.
- Phil ___ to Dubai on business.



2.2. Put the verbs into the story in the correct form in simple past. (2% of the grade)

feel put look go run scream not believe blow say arrive
not wait

The Simpsons _____ to France for their holiday last year. When they _____ at their holiday town, they realized that something was wrong. But what was it? The town _____ nice, and the children seemed happy, but for some reason they _____ that the place was dangerous. The villagers _____ that there were ghosts but the Simpsons _____ in ghosts. They opened the front door and _____ their cases down. At that moment, a woman _____ and a cold wind _____ through the house. The Simpsons _____ to find out what or who it was. They turned and _____ back to the car and drove away from that town forever.

2.3 Find and correct the mistake in each sentence. (2% of the grade)

1. Jean Marie lives in Paris all his life, she died last year.

2. I see the lawyer last Monday.

3. The car didn't stopped.

4. Did you rang Charlie yesterday?

5. I losed my wallet.

6. Who did build the Eiffel Tower?

7. Where stayed you in Los Angeles?

8. Where did you be last Monday at 7 pm?

2.4 SPEAKING ACTIVITY: First Dates

In pairs discuss the following questions. (7% of the grade)

1. How many first dates did you have?
2. How do you feel about first dates?
3. What is a common first date like in your country?
4. What is the best/worst first date experience you had?
5. What makes a good first date in your opinion?
6. What do you like the most about a girl / boy?

2.5 WRITING ACTIVITY: Describe your last date. (7% of the grade)

Where did you go? What did you do? Did you enjoy it? etc.

VOCABULARY

Human Body

One of the first things you need to know when working in English is the parts of the body. You will need to learn the names of the internal (inside the skin) and external body parts. You will also need to learn the words for the functions of each of these body parts. Here are the basics to get you started.

Head. Inside the head is the **brain**, which is responsible for thinking. The top of a person's **scalp** is covered with **hair**. Beneath the hairline at the front of the **face** is the **forehead**. Underneath the forehead are the **eyes** for seeing, the **nose** for smelling, and the **mouth** for eating. On the outside of the mouth are the **lips**, and on the inside of the mouth are the **teeth** for biting and the **tongue** for tasting. Food is swallowed down the **throat**. At the sides of the face are the **cheeks** and at the sides of the head are the **ears** for hearing. At the bottom of a person's face is the **chin**. The **jaw** is located on the inside of the cheeks and chin. The **neck** is what attaches the head to the **upper body**.

Upper Body. At the top and front of the upper body, just below the neck is the **collar bone**. On the front side of the upper body is the **chest**, which in women includes the **breasts**. Babies suck on the **nipples** of their mother's breasts. Beneath the **ribcage** are the **stomach** and the **waist**. The **navel**, more commonly referred to as the **belly button**, is located here as well. On the inside of the upper body are the **heart** for pumping **blood** and the **lungs** for breathing. The rear side of the upper body is called the **back**, inside which the **spine** connects the upper body to the lower body.

Upper Limbs (arms) The **arms** are attached to the **shoulders**. Beneath this area is called the **armpit** or **underarm**. The upper arms have the **muscles** known as **triceps** and **biceps**. The joint halfway down the arm is called the **elbow**. Between the elbow and the next joint, the **wrist**, is the **forearm**. Below the wrist is the **hand** with four **fingers** and one **thumb**. Beside the thumb is the **index** finger. Beside the index finger is the **middle** finger, followed by the **ring** finger and the **little** finger. At the ends of the fingers are **fingernails**.

Lower Body. Below the waist, on left and right, are the **hips**. Between the hips are the reproductive organs, the **penis** (male) or the **vagina** (female). At the back of the lower body are the **buttocks** for sitting on. They are also commonly referred to as the **rear end** or the **bum** (especially with children). The internal organs in the lower body include the **intestines** for digesting food, the **bladder** for holding liquid waste, as well as the **liver** and the **kidneys**. This area also contains the woman's **uterus**, which holds a baby when a woman is pregnant.

Lower Limbs (legs)

The top of the leg is called the **thigh**, and the joint in the middle of the leg is the **knee**. The front of the lower leg is the **shin** and the back of the lower leg is the **calf**. The **ankle** connects the **foot** to the leg. Each foot has five **toes**. The smallest toe is often called the **little toe** while the large one is called the **big toe**. At the ends of the toes are **toenails**.

2.6. Complete by using the human body vocabulary.

1. Your tonsils can get swollen when you have a sore

a. thigh b. toe c. throat

2. The _____ is a joint that connects the upper arm and the forearm.

a. elbow b. ankle c. wrist

3. My Dad's little _____ was lost in the accident.

- a. thumb b. toe c. shoulder
4. The patient lost so much weight his _____ were sunken in.
a. calves b. ears c. cheeks
5. We'll put a cool cloth on your _____ to get your fever down.
a. forehead b. tongue c. knees
6. Another word for "belly button" is
a. nipple b. navel c. uterus
7. The newborn is getting his _____ changed in the nursery.
a. buttocks b. nappy c. shin
8. She may never walk again because her _____ was so badly injured.
a. uterus b. spine c. finger
9. The _____ on his knee was scraped off when he hit the road.
a. joint b. gum c. skin
10. Your grandfather will be able to walk better after his _____ surgery.
a. chin b. arm c. hip

READING TWO

Hannah and Jamie

Hannah met Jamie in the summer of 2004. It was Hannah's 21st birthday and she and her friends went to a club. They wanted to dance, but they didn't like the music so Hannah went to speak to the DJ. "This music is awful", she said. "Could you play something else?" The DJ looked at her and said "Don't worry; I have the perfect song for you."

Two minutes later he said: "The next song is by Coldplay. It's called Yellow and it's for a beautiful girl who is dancing over there." Hannah knew that the song was for her because she was wearing a yellow dress. When Hannah and her friends left the club the DJ was waiting at the door. "Hi, I'm Jamie," he said to Hannah. "Can I see you again?" So Hannah gave him her phone number.

Next day Jamie phoned Hannah and invited her to dinner. He took her to a very romantic French restaurant and they talked all evening. After that Jamie and Hannah saw each other every day. Every evening when Hannah finished work they met at 5.30 in a coffee bar in the High Street. They were madly in love.

One evening in October, Hannah was at work. As usual she was going to meet Jamie at 5.30. It was dark and it was raining. She looked at her watch. It was 5.20! She was going to be late! She ran to her car and got in. At 5.25 she was driving along the High Street. She was going very fast because she was in a hurry.

Suddenly, a man ran across the road. He was wearing a dark coat so Hannah didn't see him until it was too late. Although she tried to stop, she hit the man. Hannah panicked. She didn't stop and she

drove to the coffee bar as fast as she could. But when she arrived Jamie wasn't there. She phoned him, but his mobile was turned off, so she waited for ten minutes and then went home.

Two hours later a police car arrived at Hannah's house. A policewoman knocked at the door. "Good evening, Madam," she said, "Are you Hannah Davis? I'd like to speak to you. Can I come in?"

2.7. Answer the following questions.

1. Where did Hannah meet Jamie? _____
2. What was Hannah celebrating when they met? _____
3. What was Jamie doing when he saw her? _____
4. Which song did he play for her? _____
5. How did he get her number? _____
6. Where did they go on their first date? _____
7. Why did Hannah run to her car that evening? _____
8. What did she do after she hit the man? _____
9. How long did she wait for Jamie? _____
10. What do you think happened with Jamie? _____

PAST CONTINUOUS

The past continuous is formed from the **past tense of be** with the **-ing** form of the verb:

We use the past continuous to talk about the past:

A. for something which continued before and after another action:

The children **were doing** their homework when I got home.

B. the past continuous is very common at the beginning of a story:

The other day I **was waiting** for a bus when ...

Last week as I **was driving** to work ...

C. for something that happened before and after a particular time:

It was eight o'clock. I **was writing** a letter.

D. to show that something continued for some time:

My head **was aching**.

Everyone **was shouting**.

E. with verbs which show change or growth:

The children **were growing** up quickly.

Her English **was improving**.

Remember: to make questions and negative sentences we use the auxiliary

WAS or **WERE** + the **-ing** form of the verb

WAS I sleeping?
WERE you eating?

I (he, she, it) **WASN'T** sleeping
You (we, they) **WEREN'T** eating

2.8 Conjugate in Past continuous the verbs in parenthesis

1. I _____ (play) tennis when I sprained my wrist.
2. They _____ (eat) dinner the last time I saw them.
3. The kids were noisy when we _____ (try) to watch a film.
4. We _____ (think) about moving out.
5. He _____ (do) this homework until you bothered him.
6. I _____ (live) in Boston when we met.
7. I _____ (wait) for my girlfriend when I suddenly became upset.
8. We _____ (not/speak) about Tom when he walked in.
9. I _____ (not/smoke) a cigarette when my father opened the door.
10. My friend _____ (not/drive) a truck when I saw him yesterday.

VOCABULARY - Illness Symptoms

- a) Sick- tired, body hurts,
- b) Headache- head hurts, can't sit up
- c) Cold- runny nose, tired, headache, congestion
- d) Cough- sore throat, coughing, hurts to swallow
- e) Fever- your body feels cold or very hot, chills, sweating
- f) Flu (gastroenteritis or stomach flu) stomach ache, abdominal cramps nausea, vomiting, diarrhea, a fever, muscle ache, chills

1. My throat is sore. I have a _____ (cough/sick).
2. My body feels hot. I have a _____ (headache/fever).
3. My stomach hurts. I have the _____ (body/flu).

READING THREE

A rainy day.

Yesterday it was raining and thundering all day. Emily was playing inside the house. She wanted to be outside with her friends. They use to play every afternoon after doing their homework. She wasn't playing outside because it was raining cats and dogs. She was feeling tired of being trapped inside the house.

Emily was trying to keep busy inside the house. She was reading one of her favorite books when the electricity went out. What a horrible day! She thought. Then she decided to practice her sewing, but it was getting dark. So she sat by the window and watched the rain.

While Emily was watching the rain, the phone rang. It was her mother to say she was coming home, she was bringing a new game. Shortly after the call, her mother arrived. They ate ice cream and played the game.

While they were playing, the rain stopped! But Emily didn't even notice because she was having such a good time with her mom!

2.10. Answer the following questions according to the passage.

1. Was yesterday a sunny day? _____
2. What do you think is "to rain cats and dogs"? _____
3. Why wasn't Emily playing outside this time? _____
4. Did she enjoy staying inside? _____
5. What did she do while it was raining? _____
6. What was she doing when the electricity went out? _____
7. Why didn't she practice her sewing? _____
8. What did they do when her mother arrived? _____

SIMPLE PAST

PAST CONTINUOUS

We often use the simple past and past continuous together. This happens when a long action (in past continuous) is interrupted by another shorter action (in simple past)

Harry was having a shower when his guests arrived

- (1. Harry was having a shower **-long action** 2. his guests arrived **-short action**)

The phone rang while I was cooking

- (1. I started cooking **-long action** 2. the phone rang **-short action**)

2.11. Choose the best option to complete the sentences.

1. When I saw Dave, he _____.
a. is working b. worked c. was working
2. You _____ your teeth when, suddenly she came into the bathroom.
a. was brushing b. brushed c. were brushing
3. _____ when the telephone rang?
a. Were you sleeping b. Did you sleep c. Were sleeping
4. Dave, when _____ the ESL Cafe on the Web?
a. were you begin b. began c. did you begin
5. As they _____ down the road, they found an owl.
a. was walking b. walked c. were walking
6. What time _____ yesterday morning?
a. you got up b. did you get up c. were you getting up
7. While I _____ to work, I saw an accident.
a. drove b. was driving c. did drive
8. _____ well on this quiz?
a. Did you b. Were you c. Did you do
9. I _____ when a plate crashed.
a. cooking b. cooked c. was cooking
10. We were running to the station exactly when the train _____.
a. was leaving b. left c. leaving

2.12 Conjugate the verbs in the correct form simple past or past continuous. (2% of the grade)

1. When I _____ (see) the children, they _____ (sing) in the garden.
2. When I _____ (arrive) at the office, Martin _____ (answer) a call.
3. They were _____ (watch) TV when the light _____ (go) out.
4. I _____ (not call) you at 9.00, I _____ (put) the children to bed.
5. It _____ (rain) when I _____ (look) out of the window.
6. My friend _____ (break) his ankle when they _____ (play) football.
7. While I was _____ (talk) to the director, we _____ (hear) a loud noise.
8. What _____ (you/do) when I _____ (ring) you?
9. Where _____ (he/live) when we _____ (study) High School?
10. When they _____ (get) to the park, it _____ (rain)

2.13. WRITING ACTIVITY: The earthquake. (7% of the grade)

What were you doing when the earthquake stroke? Where were you? What about your family and friends? How did you feel? Does anyone you know suffered from any injury? etc.

VOCABULARY

How to say you are ill	How to say you are feeling OK
I'm ill. I feel really rough. I'm shattered (meaning tired out or exhausted) I'm on my last legs (to be very tired, especially after a lot of physical activity or work. It also means to be going to die soon - 'the old man is on his last leg'). I feel / look poorly / peaky / rough / bloody awful. I feel / look like death warmed up (very ill or appearing very sickly - Poor thing! She looks like death warmed up)	I am alive and kicking (to continue to be well, healthy or successful - Don't worry about your grandfather; he is alive and kicking) I feel good (used to talk about emotional state) I feel great / well He is a picture of (good) health (to be in a very healthy condition - The doctor told him that he is a picture of good health) She is hale and hearty (to be in a good health - In spite of her old age, she looks hale and hearty)

Health problems

I have a headache / toothache / backache / stomachache / earache...

I have a pain in my back / tooth / head...

I have a broken / sprained / twist an ankle / wrist.

I have a flu / cold / runny nose / fever / high temperature / sore throat

I feel sick. I'm feeling nauseous.

I have a bruise / cut / graze / wound.

UNIDAD 3.

LA COMPARACIÓN.

Objetivo: Identificar y expresar descripciones y opiniones en las que se comparen situaciones, objetos y personas.

READING ONE

The Football Game

Yesterday my brother and I went to see a football game. We watched our two favorite teams, the Eagles and the Hawks. It was the second week of the season and the day was much colder than the week before. We arrived at the stadium at 11:30 am, which is a little earlier than usual. We were excited because I love the Hawks and he loves the Eagles.

The seats were good, but I wanted something closer to the field. However, we sat and enjoyed the game. Well, we enjoyed it until we started arguing. My brother and I both think our team is better than the other team. He always says to me that the Eagles are faster, stronger, and smarter than the Hawks. I never agree. On this day, he was wrong. The Hawks played a lot better than the Eagles. They looked stronger and tougher than the Eagles. They won by 15 points.

One thing I didn't like was that the food and drinks were much more expensive than other places, and tasted much worse. I was surprised that a hot dog cost \$7, which is more expensive than the \$3 I pay outside the stadium. Also, the hot dog was smaller than normal hot dogs. So I was a little sad about my meal, but I planned to get something tastier after the game.

Driving home I talked about how much better my team was than the Eagles. My brother was getting angry, and I noticed he was driving a lot faster than usual. We were lucky he didn't crash. Finally he saw a police car so he started to drive slower. We arrived home around 7:00 pm, which is later than normal. Usually we get home at about 6:00 pm.

Overall, it was a great day. I love going to the game with my brother. Even though we argue, I wouldn't want to watch the game with anyone else!

3.1. Answer the questions

1. How was the weather like? _____
2. Do they like the same team? _____
3. Did he like food in the stadium? _____
4. How much is a hot dog outside the stadium? _____
5. Why did his brother get angry? _____
6. Why did his brother slow down? _____
7. Who won the game? a. Hawks b. Eagles
8. How much did a hot dog cost? a. \$4 b. \$3 c. \$7 d.
9. What time did they arrive home? a. 7:00 pm b. 6:00 pm c. 1:30 pm
10. What is the brother's favorite team? a. Eagles b. Hawks

COMPARATIVE ADJECTIVES

Comparative is the name for the grammar used when comparing two things.

The two basic ways to compare are using **as .. as** or **than**.

When comparing with **as .. as**, the adjective does not change. When comparing with **than**, however, some changes are necessary, depending on the number of syllables the adjective has:

1-syllable adjectives: add **-er** to the adjective

My sister is much **taller than** me.

It's **colder** today **than** it was yesterday.

Note: If the word ends: consonant-vowel-consonant, then the last consonant is usually doubled in the comparative. Examples: big-bigger, fat-fatter, hot-hotter.

2-syllable adjectives ending in -y: change the -y to -ier

She's looking **happier** today.

This grammar topic is **easier** than the last one.

Why is everyone else **luckier** than me? †

Beware: Do not confuse adjectives and adverbs. 2-syllable adverbs ending in -y must be compared with the word more. Example: I drive more quickly (**quicker**) than my brother.

Other **2-syllable adjectives**: use more with the unchanged adjective

The shops are always **more** crowded just before Christmas.

Is there anything **more** boring **than** reading about grammar?

My sister is **more** careful with her writing **than** I am with mine.

Note: The comparative of some shorter 2-syllable adjectives can be formed with -er. Examples: simple-simpler, clever-cleverer, narrow-narrower. To be sure which comparative method to use, you will need to consult a good dictionary.

EXCEPTIONS :

bad --> worse

good --> better

far --> farther/further

3.2 Write the comparative forms of the following verbs

1. Dogs are _____ (intelligent) than rabbits.
- 2) Lucy is _____ (old) than Ellie.
3. Russia is far _____ (large) than the UK.
4. My Latin class is _____ (boring) than my English class.
5. In the UK, the streets are generally _____ (narrow) than in the USA.
6. London is _____ (busy) than Glasgow.
7. Julie is _____ (smart) than her sister.
8. Amanda is _____ (ambitious) than her classmates.
9. My garden is a lot _____ (colourful) than this park.
10. His house is a bit _____ (comfortable) than a hotel.

3.3. Write the correct comparative form of the adjectives according to the sentence.

1. A tortoise is not (= fast) _____ a rabbit.
2. There is nothing (+ good) _____ success.
3. This exercise is (= easy) _____ the others.
4. My mother is (+ young) _____ my father.
5. Today, the weather is (+ bad) _____ yesterday.
6. For some people, reading is (- interesting) _____ using a computer.
7. Old people are (+ wise) _____ young people.
8. The school is (= far) _____ the market.
9. These shoes are (+ big) _____ your feet.
10. Our house is (- expensive) _____ my friend's.

3.4. Complete with the comparison as... as in affirmative or negative form.

1. My mom is _____ your mom. (not / strict)
2. Your mobile phone is _____ mine. (not / trendy)
3. Matrix II was _____ Matrix I. (not / interesting)
4. This yoghurt _____ the one I bought yesterday.
(not / taste / good)
5. I can do _____ you (many / press-ups)
6. I _____ you do. (not / earn / much / money)

VOCABULARY

Health advice:	Medicine
Exercise regularly.	eye drops
Eat healthy food.	cream
Brush your teeth regularly.	syringe
Sleep early (= don't stay up late!)	syrup
Have regular medical check up.	bandage
Relax.	dose (of medicine)
Go on a diet.	drugs
	shot / injection (give some an injection)
	medicine (take medicine)
	pain-killer
	pill
	plaster
	tablet
	tranquilizer

READING TWO

The Flu Vaccination

Why should people get vaccinated against the flu?

Influenza is a potentially serious disease that can lead to hospitalization and sometimes even death. Every flu season is different, and influenza infection can affect people differently, but millions of people get the flu every year, hundreds of thousands of people are hospitalized and thousands or tens of thousands of people die from flu-related causes every year. An annual seasonal flu vaccine is the best way to help protect against flu. Vaccination has been shown to have many benefits including reducing the risk of flu illnesses, hospitalizations and even the risk of flu-related death in children.

How do flu vaccines work?

Flu vaccines cause antibodies to develop in the body about two weeks after vaccination. These antibodies provide protection against infection with the viruses that are in the vaccine.

The seasonal flu vaccine protects against the influenza viruses that research indicates will be most common during the upcoming season. Traditional flu vaccines (called “trivalent” vaccines) are made to protect against three flu viruses; an influenza A (H1N1) virus, an influenza A (H3N2) virus, and an influenza B virus. There are also flu vaccines made to protect against four flu viruses (called “quadrivalent” vaccines). These vaccines protect against the same viruses as the trivalent vaccine and an additional B virus.

What is the flu shot?

The flu shot is a vaccine given with a needle, usually in the arm. The seasonal flu shot protects against the three or four influenza viruses that research indicates will be most common during the season.

There are many vaccine options to choose from, but the most important thing is for all people 6 months and older to get a flu vaccine every year. If you have questions about which vaccine is best for you, talk to your doctor or other health care professional.

Who should get vaccinated this season?

Everyone 6 months of age and older should get a flu vaccine every season. This recommendation has been in place since February 24, 2010 when CDC’s Advisory Committee on Immunization Practices (ACIP) voted for “universal” flu vaccination in the United States to expand protection against the flu to more people.

Vaccination to prevent influenza is particularly important for people who are at high risk of serious complications from influenza.

3.5. Answer the following questions.

1. What is the influenza? _____
2. How do vaccines work? _____
3. Which are the traditional flu vaccines? _____
4. How many people get the flu every year? _____
5. Who should get the flu shot? _____

Get Better

What can you do to get better if you are sick?

1. stay at home and rest
2. visit the doctor
3. stay clean and wash your hands
4. do not share food
5. cover your mouth when you sneeze
6. drink lots of water
7. take medicine
8. do not smoke or drink alcohol

3.6. WRITING ACTIVITY: Illnesses and advices

What do you do to get better when you are sick?

What do people in your country do when they are sick?

Do you stay home when you are sick? Why or why not?

If you get the flu, what do you take?

Is there any home remedy you know that has worked?

UNIDAD 4.

EXPRESIONES EN FUTURO.

Objetivo: Expresar e identificar anhelos, proyectos, predicciones y consecuencias lógicas en el futuro.

READING ONE

Hypertension

What's hypertension?

Hypertension is a chronic medical condition in which the blood pressure in the arteries is persistently elevated. Hypertension is also sometimes called high blood pressure. High blood pressure usually does not cause symptoms. Long-term high blood pressure, however, is a major risk factor for many illnesses such as coronary artery disease, stroke, heart failure, atrial fibrillation, peripheral vascular disease, vision loss, chronic kidney disease, and dementia.

Types of hypertension

High blood pressure is categorized into two major types:

Primary (essential) high blood pressure

Secondary high blood pressure.

According to statistics, about 90–95% of cases are primary hypertension. This type is defined as high blood pressure due to nonspecific lifestyle and genetic factors. Lifestyle factors that increase the risk include excess salt in the diet, excess body weight, smoking, and alcohol use. The remaining 5–10% of cases are categorized as secondary high blood pressure. This type of hypertension is defined as high blood pressure due to an identifiable cause, such as chronic kidney disease, narrowing of the kidney arteries, an endocrine disorder, or the use of birth control pills.

How is hypertension measured?

Blood pressure is expressed by two measurements, the systolic and diastolic pressures, which are the maximum and minimum pressures, respectively. For most adults, normal blood pressure at rest is within the range of 100–130 millimeters mercury (mmHg) systolic and 60–80 mmHg diastolic. For most adults, high blood pressure is present when the resting blood pressure is persistently at or above 130/90 or 140/90 mmHg. Different numbers apply to children. High arterial blood pressure affects between 16 and 37% of the population globally. In 2010 hypertension was believed to have been a factor in 18% of all deaths (9.4 million globally).

Treatment

Lifestyle changes and medications can lower blood pressure and decrease the risk of health complications. Lifestyle changes include weight loss, decreased salt intake, physical exercise, and a healthy diet. If lifestyle changes are not sufficient then blood pressure medications are used. Up

to three medications can control blood pressure in 90% of people. The treatment of moderately high arterial blood pressure with medications is associated with an improved life expectancy.

4.1. Read the text and answer the questions

1. Hypertension has clear symptoms.

- a. True b. False

2. Hypertension can be a long-term medical condition.

- a. True b. False

3. The causes of secondary high blood pressure cannot be identified.

- a. True b. False

4. Changes in eating habits can lower high blood pressure.

- a. True b. False

5. What is hypertension? _____

6. What types of hypertension are there? _____

7. What is the difference between Primary and Secondary high blood pressure? _____

8. What is the range of normal blood pressure? _____

9. How many people die from hypertension? _____

10. What is the treatment for hypertension? _____

FUTURE FORMS

SIMPLE FUTURE	GOING TO	PRESENT PROGRESSIVE
prediction, assumption spontaneous action	planned action in the future. logical consequence (sth. is going to happen)	planned action in the near future
will + infinitive	to be (am, are, is) + going to + infinitive	to be (am, are, is) + infinitive + -ing
The sun will shine tomorrow.	We are going to fly to LA in summer	I am going to a party tonight.
The sun will not shine tomorrow.	We are not going to fly to LA in summer.	I am not going to a party tonight.

Will the sun shine tomorrow?	Are we going to fly to LA in summer?	Am I going to a party tonight?
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4.2. Complete with a future form.

1. The train _____ at 11:45. (to leave)
2. We _____ dinner at a nice restaurant on Saturday, but we haven't booked a table yet. (to have)
3. My ski instructor believes it _____ in the mountains tomorrow evening. (to snow)
4. On Sunday at 8 o'clock I _____ my friend. (to meet)
5. They _____ to London on Friday evening at 8:15. (to fly)
6. Wait! I _____ you to the station. (to drive)
7. The English lesson _____ at 8:45. (to start)
8. I _____ my sister in April. (to see)
9. Look at the clouds - it _____ in a few minutes. (to rain)
10. Listen! There's someone at the door. I _____ the door for you. (to open)

4.3. Complete with the correct option.

1. I _____ my friends for dinner after work tomorrow.
a. will meet b. am meeting c. am going to meet
2. I haven't made any plans for Easter. I _____ at home.
a. am going to stay b. will probably stay c. am staying
3. 'The phone;s ringing.'
'OK, I _____ it.
a. 'll answer b. am going to answer c. am answering
4. I _____ for my exam on Sunday afternoon.
a. will revise b. am going to revise c. am revising
5. _____ to London tomorrow night.
a. am flying b. am going to fly c. will fly
6. I _____ home after this lesson.
a. am going to go b. am going c. will go
7. I'm going home. I _____ you tomorrow. Bye!
a. will see b. am going to see c. am seeing
8. What _____ at the weekend?
a. will you do b. are you doing c. are you going to do
9. Can you lend me five hundred dollars? I _____ you back on Friday.
a. am going to pay b. am paying c. will pay

10. _____ get married before you're 30?

- a. Will you b. Do you think you will c. Are you getting d. Are you going to get

4.4 WRITING ACTIVITY: YOUR FUTURE

What do you think you will be doing in 10 more years?

Will you be married? Will you have children?

Where will you work and live?

Will you study any specialty?

UNIDAD 5.

OBLIGACIÓN, PROHIBICIÓN Y PERMISO.

Objetivo: Utilizar y comprender expresiones de obligación, prohibición y permiso..

READING ONE

Mesothelioma

Malignant mesothelioma is a rare form of cancer that develops from the protective lining that covers many of the body's internal organs, the mesothelium. It is usually caused by exposure to asbestos which is a set of six naturally occurring silicate minerals exploited commercially for their desirable physical properties.

Mesothelioma's most common site is the pleura (outer lining of the lungs and internal chest wall), but it may also occur in the peritoneum (the lining of the abdominal cavity), the pericardium (a sac that surrounds the heart), or the tunica vaginalis (a sac that surrounds the testis).

Most people who develop mesothelioma have worked on jobs where they inhaled asbestos, or they have been exposed to asbestos dust and fiber in other ways. It has also been suggested that

washing the clothes of a family member who worked with asbestos can put a person at risk for developing mesothelioma. Unlike lung cancer, there is no association between mesothelioma and smoking, but smoking greatly increases the risk of other asbestos-induced cancers.

The symptoms of mesothelioma include shortness of breath due to pleural effusion (fluid between the lung and the chest wall) or chest wall pain, and general symptoms such as weight loss. The diagnosis may be suspected with chest X-ray and CT (X-ray computed tomography) scan, and is confirmed with a biopsy (tissue sample) and microscopic examination. A thoracoscopy (inserting a tube with a camera into the chest) can be used to take biopsies. It allows the introduction of substances such as talc to obliterate the pleural space (called pleurodesis), which prevents more fluid from accumulating and pressing on the lung. Despite treatment with chemotherapy, radiation therapy or sometimes surgery, the disease carries a poor prognosis. Research about screening tests for the early detection of mesothelioma is ongoing.

5.1. Read and answer the questions.

1. What is malignant Mesothelioma? _____

2. Which are the most common location for Mesothelioma? _____

3. What are the symptoms of mesothelioma?

4. How can doctors confirm mesothelioma? _____

5. The mesothelium is a protective lining that covers the body's internal organs.

a. True b. False

6. Mesothelioma is caused by smoking.

a. True b. False

7. Diagnosis includes only X-ray and CT scan.

a. True b. False

8. Treatment is 100% effective.

a. True b. False.

MODAL VERBS FOR PERMISSION, PROHIBITION AND OBLIGATION

When we want to express permission, prohibition (not allowing something), obligation or no obligation we use modal verbs.

Permission – can, may, could

'Can' is most often used to ask for or give permission but 'may' and 'could' are also possible even though they are not used as often as 'can'.

Can I borrow a pen?

You can sit here, the seat is free.

Could I open the window?

May I ask a question?

Prohibition

'Can't' and 'mustn't' (must not) are used to show that something is prohibited (not allowed)

You can't go into that restaurant without a tie.

You can't drive in this country unless you are over eighteen.

You mustn't use your phone in class.

Obligation

'Must' is used to express obligation.

I must hand in my thesis by tomorrow.

5.2. Choose the correct modal verb.

1. You _____ cigarettes in British Columbia unless you are 19 years of age. That is the law.

a. cannot buy b. musn't not buy c. can

2. A good sense of humor is important, even at work. You _____ serious all the time.

a. mustn't be b. can't be c. may not be

3. At my school, students don't wear uniforms. We _____ whatever we want.

a. can to wear b. can wear c. must wear

4. You don't have to leave a 20% tip after eating in a restaurant, you _____ 10 %

a. must leave b. have to leave c. can leave

5. The sign says "No parking". That means you _____

a. cannot leave your car here. b. mustn't leave your car here. c. cannot to leave your car here.

6. Watch out for that car, Timmy! You _____ both ways before you step into the street.

a. must look b. can look c. may look

7. I'm really out of shape. I _____ going to the gym regularly.

a. has to start b. have to start c. must be starting

8. There's no hurry. You _____ that report by Friday.

a. can finish b. must to finish c. mayn't finish

5.3 Complete with must, mustn't, have to, not have to, may, could, couldn't,

1. You _____ use this product without protection.

2. You _____ go to the ceremony if you don't feel like it. It'll be very boring anyway.

3. We took too much risk. We _____ that decision.

4. He _____ the bus because his brother picked him up at the station.

5. You _____ come at the dinner, it doesn't matter you are late.

6. We _____ find a hotel so we stayed in the car. It was so uncomfortable!
7. You _____ forget to take your medicine.
8. We _____ sleep till late because it was a holiday.

READING TWO

Smoking

What is smoking?

Smoking is one of the most common forms of recreational drug use. It is a habit which consists of breathing in a smoke from a burned substance. This substance contains the active alkaloid nicotine which is absorbed into the bloodstream. It may cause various diseases and dysfunctions. Tobacco smoking is the most popular form of smoking. It is practiced by over one billion people globally, of whom the majority are in the developing world. Less common drugs for smoking include cannabis and opium. Some of the substances are classified as hard narcotics, like heroin, but the use of these substances is very limited as they are usually not commercially available.

History of smoking

The practice of smoking can be dated to as early as 5000 BC, and has been recorded in many different cultures across the world. Early smoking evolved in association with religious ceremonies; as offerings to deities, in cleansing rituals or to allow shamans and priests to alter their minds for various religious purposes. After the European exploration and conquest of the Americas, the practice of smoking tobacco quickly spread to the rest of the world.

Smoking and health problems

Smoking has negative health effects, because smoke inhalation inherently poses challenges to various physiologic processes such as respiration. Diseases related to tobacco smoking have been shown to kill approximately half of long term smokers when compared to average mortality rates faced by non-smokers. A 2007 report states that, each year, about 4.9 million people worldwide die as a result of smoking. It is among the leading causes of many diseases such as lung cancer, heart attacks, erectile dysfunction, and birth defects. The health hazards of smoking have caused many countries to institute high taxes on tobacco products, run ads to discourage use, limit ads that promote use, and provide help with quitting for those who do smoke

5.4. Choose the correct option.

The active alkaloid nicotine is not absorbed into the bloodstream.

- a. True b. False

Cannabis and opium smoking are the most popular forms of smoking.

- a. True b. False

Smoking was originally associated with religious practices.

- a. True b. False

The practice of smoking tobacco spread after the conquest of the Americas

- a. True b. False

Nearly 50% of long term smokers face death as a result of diseases caused by the habit of smoking.

- a. True b. False

ANEXO A
MEDICAL VOCABULARY

word part of speech	meaning	example sentence
abnormal adj	not normal for the human body	This amount of weight loss is abnormal for women your age.
ache noun/verb	pain that won't go away	I can't sleep because my knees ache in the night.
acute adj	quick to become severe/bad	We knew the baby was coming right away because the woman's labour pains were acute.
allergy noun allergic adj	a body's abnormal reaction to certain foods or environmental substances (eg causes a rash)	Your son is extremely allergic to peanuts.
ambulance noun	emergency vehicle that rushes people to a hospital	We called the ambulance when Josh stopped breathing.
amnesia noun	a condition that causes people to lose their memory	I can't remember the accident because I had amnesia.
amputation noun amputate verb	permanent removal of a limb	We had to amputate his leg because the infection spread so quickly.
anaemia noun anaemic adj	occurs when the body doesn't have enough red blood cells	I have low energy because I am anaemic.
antibiotics noun	medication that kills bacteria and cures infections	My throat infection went away after I started the antibiotics.
anti-depressant noun	medication that helps relieve anxiety and sadness	The anti-depressant helped me get on with life after Lucy died.
appointment noun	a scheduled meeting with a medical professional	I've made you an appointment with a specialist in three week's time.
arthritis noun	a disease that causes the joints to become swollen and crippled	My grandmother can't knit anymore because the arthritis in her hands is so bad.
asthma (attack) noun	a condition that causes a blockage of the airway and makes it difficult for a person to breathe	I carry an inhaler when I run because I have asthma.
bacteria noun	a disease-causing organism	To prevent the spread of bacteria it is important that nurses wash their hands often.
bedsore noun	wounds that develop on a patient's body from lying in one place for too long	If you don't get up and take a walk, you will develop painful bedsores.

benign adj	not harmful (not cancerous)	We're hoping that the tests will show that the lump in your breast is benign.
biopsy noun	removal of human tissue in order to conduct certain medical tests	The biopsy ruled out a number of illnesses.
blood count noun	the amount of red and white blood cells a person has	You will be happy to know that your blood count is almost back to normal.
blood donor noun	a person who gives blood to a blood bank or other person	Blood donors have to answer questions about their medical history.
blood pressure noun	the rate at which blood flows through the body (high/low)	High blood pressure puts you at risk of having a heart attack.
brace noun	a device that holds injured body parts in place	You will probably always have to wear a brace on your ankle when you jog.
breech adj	position of an unborn baby in which the feet are down and the head is up	We thought it was going to be a breechbirth, but the baby turned himself around.
broken adj	a bone that is divided in two or more pieces as a result of an injury	We thought it was just a sprain, but it turned out his leg was broken.
bruise noun bruised adj	injured body tissue that is visible underneath the skin	The woman was badly bruised when she came into the emergency room.
Caesarean section, C-section noun	procedure that involves removing a baby from its mother through an incision in the woman's lower abdomen	The baby was so large that we had to perform a Caesarean section.
cancer noun	disease caused by the uncontrollable growth of cells	There are many different options when it comes to treating cancer.
cardiopulmonary resuscitation (CPR) noun	restoring a person's breath and circulation	You saved your brother's life by performing CPR.
cast noun	a hard bandage that is wrapped around a broken bone to keep it in place	My leg was in a cast for graduation.
chapel, chapeline noun	a place where loved ones can go to pray for a patient's recovery; a priest who visits patients in the hospital	If you want a place to pray, the chapel is on the third floor.
chemotherapy noun	type of treatment used on cancer patients	My mother has already had three rounds of chemotherapy.
chickenpox noun	a virus commonly contracted by children, characterized by itchy spots all over the body	It is best to get chickenpox as a child so that you don't get it worse as an adult.

coroner noun	a person who determines the cause of death after a person dies	We only call the coroner if we think a death is suspicious.
critical condition noun	requiring immediate and constant medical attention	You can't see her right now; she's in critical condition.
crutches noun	objects that people with injured legs or feet use to help them walk	I'd rather hop on one foot than use crutches.
cyst noun	a sac in the body-tissue filled with fluid (sometimes diseased)	We're going to remove the cysts just to be on the safe side.
deaf adj	unable to hear	The accident left the patient both deaf and blind.
deficiency noun	a lack of something necessary for one's health	The tests show that you have an iron deficiency.
dehydrated adj	in need of water	It is easy for the elderly to become dehydrated in this heat.
dementia noun	loss of mental capacity	It is hard to watch a loved one suffering with dementia.
diabetes noun	type of disease typically involving insulin deficiency	People with diabetes have to constantly check their blood sugar levels.
diagnosis noun	medical explanation of an illness or condition	The doctor would prefer to share the diagnosis with the patient himself.
discomfort noun	experiencing pain	This pain medication should relieve some of your discomfort.
disease noun	a medical disorder that is harmful to a person's health	I understand that this disease runs in your family.
dislocated adj	when a bone is temporarily separated from its joint	You will have to wear a sling because of your dislocated shoulder.
emergency noun	a medical problem that needs immediate attention	It is important that children know which number to dial in case of an emergency.
ER (emergency room) noun	the hospital room used for treating patients with immediate and life-threatening injuries	The child was rushed into the ER after he had a severe allergic reaction to a bee sting.
external adj	on the outside	This cream is for external use only. Do not get it near your ears, eyes, or mouth.
false negative noun adj	a test that incorrectly comes back negative	We had two false negative pregnancy tests, so we didn't know we were having a baby.

family history noun	medical background of a person's family members	The doctor was concerned about my family history of skin cancer.
fatal adj	causing death	The doctor made a fatal error when he wrote the wrong prescription.
fever noun feverish adj	higher than normal body temperature	He is very feverish, and his temperature is near danger point.
flu (influenza) noun	many types of respiratory or intestinal infections passed on through a virus	People who have the flu should not visit hospital patients.
fracture noun fractured adj	broken or cracked bone	Your wrist is fractured and needs a cast.
germ noun	a micro-organism, especially one that causes disease	Flowers are not allowed in the ward to avoid the risk of germs being brought in.
genetic adj	a medical condition or physical feature that is passed on in the family	The disease is part genetic and part environmental.
growth noun	a ball of tissue that grows bigger than normal, either on or under the skin	That growth on your shoulder is starting to worry me.
heart attack noun	instance in which blood stops pumping through the heart	People who smoke are at greater risk of having a heart attack.
HIV noun	the virus that infects the human T-cells and leads to AIDS	HIV can be passed down from the mother to her fetus.
hives noun	bumps that appear on the surface of the skin during an allergic reaction	I broke out in hives after I ate that potato casserole.
illness noun ill adj	general term for any condition that makes a person feel sick for a certain period of time	Her illness went away when she started eating better.
immune system noun	the parts of the body that fight diseases, infections, and viruses	You can't have visitors because your immune system is low.
immunization noun immunize verb	an injection that protects against a specific disease	Babies are immunized three times in their first year.
incision noun	cut in the body made during surgery	I had to have stitches to close the incision.
inconclusive adj	unclear	We have to do more x-rays because the first ones were inconclusive.
infant noun	young baby	The nurse will demonstrate how to bathe an infant.

infection noun infected adj	diseased area of the body (viral or bacterial)	The wound should be covered when you swim to prevent it from becoming infected.
inflamed adj	appearance (red and swollen) of an injured body part	My right ankle was so inflamed it was twice the size of my left one.
injury noun	damage to the body	Her injuries were minor; just a few cuts and bruises.
intensive care unit (ICU) noun	section of the hospital where patients get constant attention and doctors rely on specialized equipment	She will remain in the ICU until she can breathe on her own.
internal adj	under the skin, inside the organs	The doctors will be monitoring her for any internal bleeding.
itchy adj	feeling discomfort on the skin's surface	If you are allergic to this medication your skin will get red and itchy.
IV noun	a tube that pumps liquids and medication into a patient's body	The toddler was so dehydrated that the doctor decided to get him on an IV.
lab results noun	tests that come back from a laboratory and help doctors make a diagnosis	The lab results have come in and you are free to go home.
lab (laboratory) noun	place where samples of blood/urine etc. are taken for testing	I'll take these samples down to the lab on my way out.
life support noun	a machine that keeps patients alive by helping them breathe	The woman has severe brain damage and is currently on life support.
life-threatening adj	when injuries and conditions are extremely serious	The victim was shot in two places but the bullet wounds are not life-threatening.
light-headed adj	feeling of dizziness and being off-balance, caused by lack of oxygen in the brain	If you are feeling light-headed again, lie down and call me.
malignant adj	expected to grow and get much worse (especially related to cancerous cells)	I'm afraid at least one of the tumours is malignant.
medical school (med. school) noun	place where someone trains to be a doctor	After eight years of medical school I can finally practice medicine.
newborn noun	an infant that is less than three months old	You have to support her neck because she is still a newborn.
numb adj	no feeling in a certain body part	The needle will make your lower body feel numb.

OR (operating room) noun	the place where major surgeries and operations take place	You must wear a face mask and gloves while you are in the OR.
operation noun operate on verb	a medical procedure that involves going inside a person's body in an attempt to fix a problem	The operation lasted seven hours, but it was successful.
pain noun	strong discomfort in certain areas of the body	We gave your husband some medicine to relieve some of the pain.
pain killer, pain reliever noun	type of medicine that takes away some or all of the discomfort of an illness or injury	You can take two pain killers every four hours.
paralyzed adj	unable to move certain areas of the body	We thought her legs were paralyzed for life, but she is learning how to walk.
patient noun	a person staying in a hospital or medical facility	The patients in Room 4 are not getting along.
pharmacist noun	a person who fills a doctor's prescription and gives people advice about medication	Ask the pharmacist if there is a generic brand of this medication.
pharmacy, drugstore noun	a place where people go to buy medication and other medical supplies	You should be able to buy a bandage at the pharmacy.
physician noun	doctor	Ask your family physician to refer you to a specialist.
poison noun poisonous adj	a substance that is very dangerous if it enters the human body	The child was bitten by a poisonous snake.
prenatal adj	of the time period leading up to giving birth	The woman was well prepared for labour because she took the prenatal classes.
prescription noun prescribe verb	the correct amount and type of medication needed to cure an illness or relieve symptoms	You will need to visit your doctor to get another prescription.
privacy noun private adj	being alone; personal (eg test results)	You will have to pay for a private hospital room if you don't want a room-mate.
radiation noun	high energy X-rays that destroy cancer cells	If the radiation doesn't kill all of the abnormal cells, the cancer will come back.
residency resident noun	part of a doctor's training that takes place in the hospital; a student working under a doctor	John is a resident under Dr Brown.
routine check-up noun	a doctor's appointment to check a person's general health	I'd like to see you a year from now for a routine check-up.

scrubs noun	plain uniform (usually green, white, or blue) worn by medical professionals	I have some extra scrubs in my locker.
scrub up verb	carefully wash hands before and after seeing a patient	I have to scrub up and get ready for surgery.
second opinion noun	input from a second doctor about an illness or symptom	I went to another doctor to get a second opinion about these headaches.
seizure noun	sudden violent movements or unconsciousness caused by electrical signal malfunction in the brain	People who suffer from epilepsy are prone to seizures.
shock noun	body not getting enough blood flow	The woman was in shock after being pulled from the river.
side effects noun	other symptoms that might occur as a result of a certain medication or procedure	One of the side effects of antidepressants is a loss of appetite.
sore adj	painful	I have a sore throat and a runny nose.
spasm noun	the uncontrollable tightening of a muscle	Ever since I injured my leg I've been having muscle spasms in my upper thigh.
specialist noun	a doctor that is an expert in a certain kind of medicine	My family doctor is sending me to a specialist.
sprain noun/verb	an injury (less serious than a break) to a joint (ankle, wrist, knee etc)	I sprained my knee playing soccer.
stable condition noun	a patient is stable if their medical condition is no longer changing rapidly	You can see your husband now; he is in a stable condition.
sting noun/verb	sharp, temporary pain	It may sting when I insert the needle.
stress noun stressed adj	worry that causes muscles to tighten and blood pressure to rise	You need to take some time off work and relieve some of your stress.
swelling noun swollen adj	ligaments (parts that hold the joints together) growing bigger and rounder after an injury to a joint	I knew my ankle was sprained because it was so swollen.
symptoms noun	pain or physical changes that occur because of an illness or disease	You have all of the symptoms of a diabetic.
temperature noun	amount of heat measured in a body; higher than normal temperature	We brought Jesse to emergency because he was running a (high) temperature.

tender adj	painful when touched or used	The incision was tender after the surgery.
test results noun	medical information that helps doctors understand a patient's condition or body	The test results came back negative. You aren't pregnant.
therapy noun	treatment aimed at improving a person's mental or physical condition	I was able to go back to work a few weeks after starting the therapy.
transplant noun	moving of an organ from one human to another	The heart transplant saved your life.
ultrasound noun	a test that examines the body's internal organs and processes using sound waves (often used during pregnancies)	The ultrasound shows that we are expecting a baby boy.
umbilical cord noun	the lifeline from the mother to the fetus (when cut at birth this forms the belly button)	I had an emergency C-section because the umbilical cord was wrapped around the baby's neck.
unconscious adj	alive, but appearing to be asleep and unaware of the surroundings	I hit my head on the steering wheel and was still unconscious when the ambulance arrived.
urine sample noun	a small amount of the body's liquid waste that is tested for different medical reasons	The urine sample tells us how much alcohol is in your blood.
vein noun	the thin tubes that transport blood around the body and back to the heart	I'm just looking for the best vein in which to insert the needle.
virus noun	a dangerous organism that causes the spread of minor and major diseases	The virus is contractable through the exchange of bodily fluids.
visiting hours noun	time of day when friends and family are allowed to visit patients in hospital	I'm afraid you'll have to come back during visiting hours.
vomit noun/verb	discharge of a person stomach contents through the mouth	The pregnant woman can't stop vomiting.
ward noun	a section of a hospital or health facility where patients stay	I should warn you that we're entering the mental health ward.
wheelchair noun	a chair on wheels used for transporting patients from place to place	If you get in the wheelchair I'll take you down to see the garden.
wound noun wounded adj	injury to body ("flesh wound" means not deep)	The wounded soldiers are being airlifted to the hospital.
x-ray noun/verb	a photograph of a person's bones and organs	The technician took x-rays of my shoulder to make sure it wasn't broken.

ANEXO B

ADJECTIVES

A aggressive alert alive ancient anxious arrow attractive average
B bad beautiful beige better big bitter black blue
brown bumpy busy
C careful cheap chestnut clear cold combative cool cotton crazy
crooked crystal
D dangerous dead delicious dim drab dry dull dusty
E elderly excited expensive
F fancy fat few filthy fresh fuzzy
G giant goodgraceful granite green
H handsome happy hard harsh hollow hot huge hungry
L large lazy light long low
M massive mellow melodic miniscule modern new
N noisy
O oakoctagonal old orange oval
P petite pink plain plastic poor puny purple
Q quiet
R rainy red rich right round
S sad safe salty sane scared shallow sharp shiny short shrill
shy skinny small soft solid sore sour square steepsticky strong superior
sweet swift
T tan tart teak teeny terrible tiny tired tremendous triangular
U ugly unusual
W weak weary wet whispering white wild wooden woolen wrong
Y yellow young

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