



6 Symptoms

LANGUAGE

1 Grammar

Choose the correct option to complete the sentences.

- 1 Who *prescribed* you / *did prescribe* you / *do prescribe* you that medication?
- 2 *Do you can* / *Can you* / *You can* move your fingers?
- 3 Has he *been* / *was* / *is* like this for a long time?
- 4 *Is the swelling* / *The swelling is* / *Do the swelling* going down?
- 5 You won't try to move, *will you* / *won't you* / *do you*?
- 6 *How long are you* / *How long have you been* / *What are you* waiting for your appointment?
- 7 The pain is in your arm, *hasn't* / *is* / *isn't* it?
- 8 *Could you to tell* / *Could you tell* / *Tell me* where it hurts?

2 Key words from the unit

Complete the sentences with the words from the list.

- 1 She suffered _____ and vomiting.
- 2 _____ is an external symptom.
- 3 She had a _____ abdomen.
- 4 _____ are a typical symptom of chicken pox.
- 5 A deep cut needs _____ to heal properly.
- 6 A _____ can cause itching.
- 7 He found a _____ above his ankle.
- 8 Her extreme _____ are difficult to live with.

stitches
nausea
mood swings
rash
bruising
swollen
lump
spots

READING AND VOCABULARY

Signs and symptoms are the tools for making a diagnosis, but what is the difference between the two?

The *signs* of an illness are the things that a doctor or nurse can see and measure. Signs are things like spots and bleeding. Temperature, heart rate, blood pressure and respiration rate are all signs because you can measure them. *Symptoms* are the things which a patient experiences, but others can't always see. Dizziness and nausea are examples of symptoms.

The symptoms which make a patient seek medical help in the first place are called the presenting symptoms. Medics describe them in terms of being either *strong*, *mild* or *weak*. Sometimes the symptoms of serious illnesses like cancer and diabetes are weak. They stay weak for a long time and the illness remains undiagnosed.

Many illnesses have the same symptoms. These symptoms are called *non-specific*. Fatigue is an example of this. It's a symptom of many kinds of illness, both chronic and acute, and of both physical and mental disorders.

Doctors ask patients about the onset of the symptoms, what they feel like, what relieves them and what makes them worse. The more detail they have, the faster they can make a diagnosis.



3 Comprehension

Decide whether these statements are true (T) or false (F) according to the text.

- 1 You need signs and symptoms for a diagnosis. _____
- 2 You can't see symptoms. _____
- 3 Patients presenting symptoms are either strong, mild or weak. _____
- 4 Killer diseases can have weak symptoms. _____
- 5 Non-specific symptoms help a lot with diagnosis. _____
- 6 Too much information slows up diagnosis. _____

4 Vocabulary

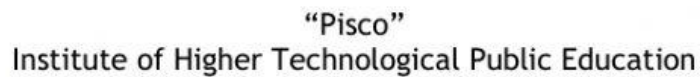
A nurse wants to know about symptoms and asks the questions a–g.
Write the number of the correct symptom 1–7 after each question.
The first is done for you.

- 1 diarrhoea
 - 2 spots
 - 3 ~~numbness~~
 - 4 fever
 - 5 swelling
 - 6 nausea
 - 7 dizziness
- a Can you feel this? 3
 - b Do you have them on your back too? _____
 - c How high is it? _____
 - d When you have an attack, do you fall over? _____
 - e Was there any blood in it? _____
 - f Do you still feel sick? _____
 - g How long has it been this big? _____

5 Further vocabulary practice

Underline the correct words in *italics* to complete the sentences.
The first one is done for you.

- 1 I have aches and pains / *in pain* / *painful* all over my body.
- 2 My pulse is up to 150 per minute and I feel *dizzy* / *dizziness* / *to be dizzy*.
- 3 I've got an *itchy* / *itchiness* / *itch* rash on the back of my hand.
- 4 My leg is cut and *bruising* / *bruised* / *bruise* from the accident.
- 5 He feels *nauseous* / *nausea* / *nauseating* and needs to sit down.
- 6 She has a small *lump* / *lumpy* / *lumps* on her breast.
- 7 Her spine is *deform* / *deformed* / *deformity*.



6 Writing a symptom report

Example Report

NOTES

Follow-up: Tuesday 11.00 : No symptoms, vital signs normal
14.00: Discharged

[illegible]