

L'anglais de l'infirmier

UNITÉ D'ENSEIGNEMENT 6.2
Semestres 1 à 6



CD
inclus



+

fichiers MP3
à télécharger
GRATUITEMENT

Tout l'anglais en IFSI, semestre par semestre

- Le vocabulaire médical
- Des rappels de grammaire
- + de 20 mises en situation (dialogues, illustrations, cas, etc.)
- + de 150 exercices (QCM, schémas à compléter, compréhension, etc.)

Vuibert

L'anglais de l'infirmier

UNITÉ D'ENSEIGNEMENT 6.2

Coordonné par Warren Vidal

Brigitte Beitz






Rachel Hofer

Christine Schaller













Warren Vidal

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Grammar	Grammaire		Dessin ou photographie à commenter		Article (compréhension + discussion)
Vocabulary	Vocabulaire				
	Sur CD et mp3		Schéma à compléter		Dialogue

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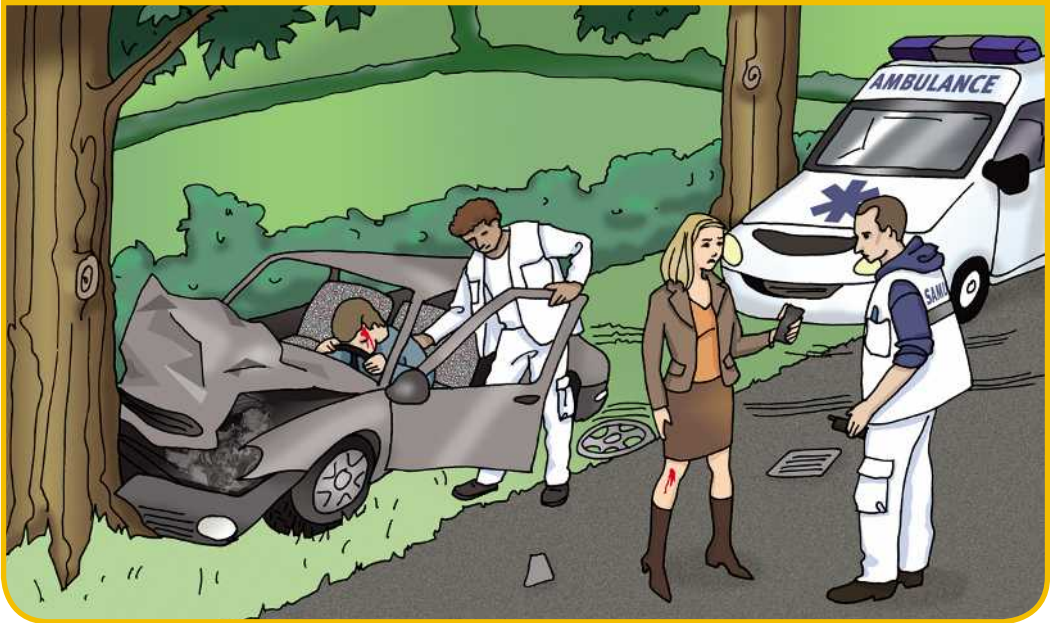
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Traumatic process

Semestre
1

ÉTUDE DE CAS

Exposé du cas



Questions

- | | | |
|-------------------------------|-------------------------------------|-----------------------------------|
| 1. What do you see? | 6. Are they talking together? | 10. Does it take place in a city? |
| 2. How many people are there? | 7. Are they old or young? | 11. What happened? |
| 3. Are they men or women? | 8. Is the car yellow? | |
| 4. Are they fit? | 9. Where does the scene take place? | |
| 5. What are they doing? | | |

Vocabulaire

car crash	accident de voiture
driver	chauffeur
head	tête
eyes	yeux
leg	jambe
hand	main
ambulance man/woman	ambulancier/ambulancière
to be unconscious	être inconscient
to bleed	saigner
to close	fermer
to hurt	blessé, faire mal
to take care of	s'occuper de

Dialogue



Listen to the dialogue.

Paul Hello! What's your name?

Melissa Melissa.

Paul Where does it hurt?

Melissa My leg and arm hurt but I think my friend is unconscious!

Paul Don't worry, my colleague is taking care of him. Tell me what happened.

Melissa A deer jumped out of the forest on the road, my friend tried to avoid it and we crashed into a tree!

Paul Come and sit in the ambulance, we have to take you and your friend immediately to hospital because his state seems serious.

→ Traduction page 29

L'ESSENTIEL DU COURS

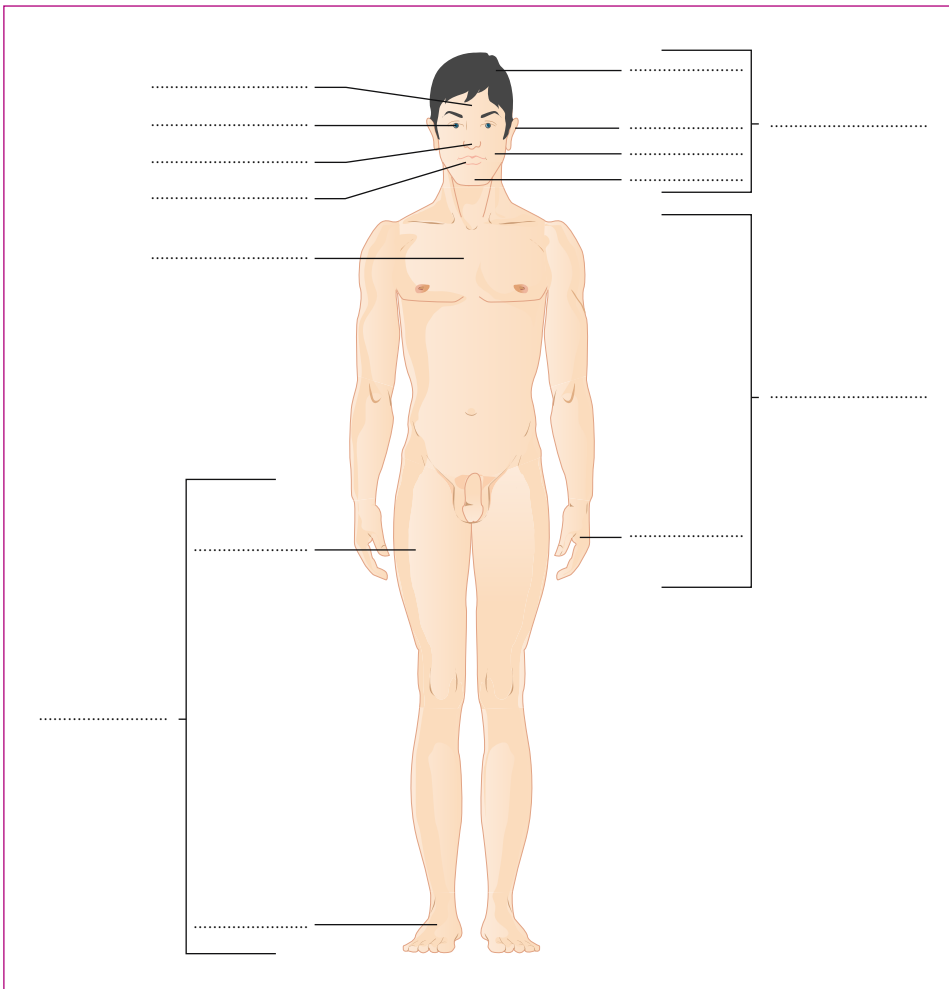
Exercice 1. The body

Complete the following sketches with the vocabulary below.

forehead
eye
nose
mouth
chest

thigh
leg
foot
hand
arm

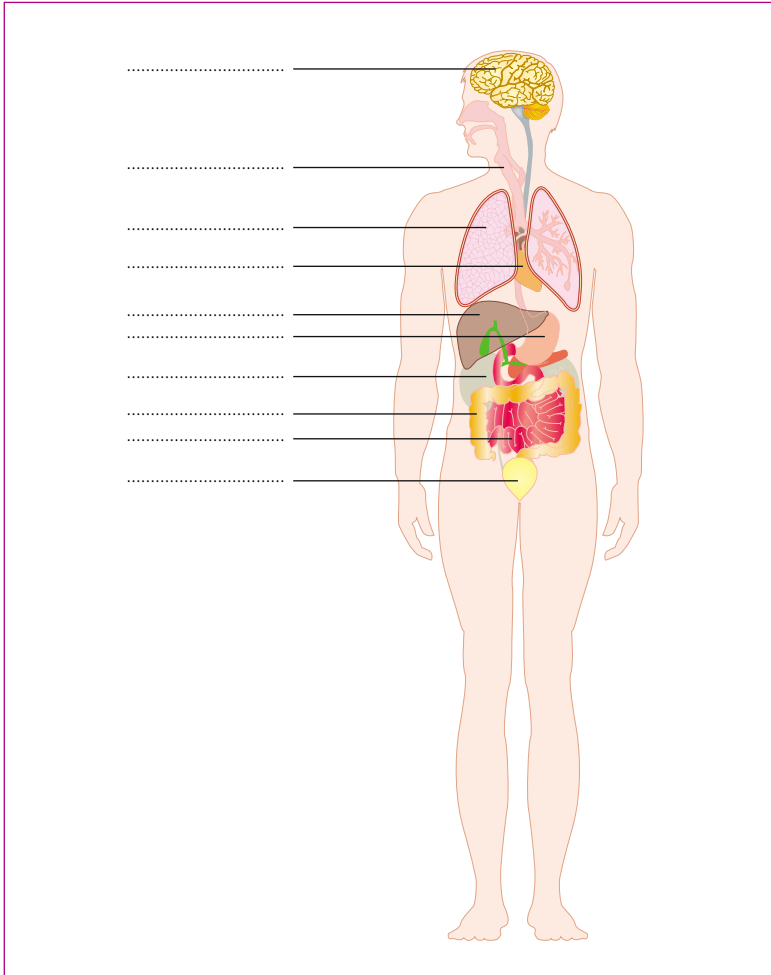
hair
ear
cheek
chin
head



brain
trachea/windpipe
lung
heart

liver
stomach
kidney
small intestine

colon
bladder



→ Réponses page 25

GRAMMAR

Present tenses

→ Most English verbs have **two present tenses**. Forms like *I wait*, *she thinks* are called **present simple**; forms like *I am waiting* or *she's thinking* are called **present continuous**. The two present tenses refer to different kinds of time.

Present simple

■ Use

→ We use the present simple to talk about permanent situations, or about things that happen regularly, repeatedly (habits) or all the time.

Examples: Water boils at 100° Celsius.
I play tennis every Saturday.
Sophie works in a bank.

■ Construction

Affirmative	Question	Negative
I work	Do I work?	I do not (don't) work
You work	Do you work?	You do not (don't) work
He/she/it works	Does he/she/it work?	He/she/it does not (doesn't) work
We work	Do we work?	We do not (don't) work
You work	Do you work?	you do not (don't) work
They work	Do they work?	They do not (don't) work

→ **He** refers to a **male**. **She** refers to a **female**. **It** refers to an **animal**, a **vegetal** or an **object**.

→ Add **-s** to the infinitive to form the third person singular of most verbs.

Example: to work → she works.

→ Change **y** to **i** and add **-es** to form the third person singular of the verbs ending in consonant + **y**.

Examples: to cry → he cries; to hurry → she hurries.

→ Add **-es** to the infinitive to form the third person singular of the verbs ending in **-s**, **-z**, **-ch**, **-sh** or **-x**.

Examples: to miss → she misses; to watch → he watches; to buzz → it buzzes; to fix → he fixes.



Present continuous

■ Use

→ We use the present continuous (or present progressive) to talk about actions that are happening at or around the time of speaking. The action is not complete. We also use the present continuous for temporary situations.

Examples: The water is boiling, can you turn it off?
My brother is living at home for the moment.
Rachel wants to live in France, so she is learning French.
Look! It is snowing.

■ Construction

→ You need to use **BE in the present simple** to form the present continuous.

Affirmative	Question	Negative
I am (I'm) working	Am I working?	I am (I'm) not working
You are working	Are you working?	You are not (aren't) working
He/she/it is ('s) working	Is he/she/it working?	He/she/it is not (isn't) working
We are ('re) working	Are we working?	We are not (aren't) working
You are ('re) working	Are you working?	You are not (aren't) working
They are ('re) working	Are they working?	They are not (aren't) working

Exercice 2. Let's practise grammar!

Put the verb into the correct form, present simple or present continuous.

- Hello! My name is Kate. I (*live*) in London. My best friends Laura and Paul (*live*) in London too. Laure is a nurse. She (*work*) in a surgical ward. Paul is a teacher. He (*teach*) maths.
- For her job, Laure (*wear*) a nurse uniform but today it's her day off so she (*wear*) a nice red dress and black shoes.
- Paul is very busy this morning, he (*mark*) his pupils' homework.
- I often (*go*) to the cinema on Friday evenings with Paul and Laura but this evening they (*watch*) television.
- It (*snow*) outside. I (*not/watch*) television but I (*read*) a book. My cat (*sit*) on my knees.

6. I (be) an auxiliary nurse but I (study) to be a graduate nurse. At the moment, I (do) a training in a paediatric ward. It is difficult but very interesting. Laura (help) me a lot with my studies!

→ Réponses page 25

Exercice 3. Road traffic injury prevention



Listen to the article and discuss.

World report on road traffic injury prevention

A road traffic injury is a fatal or non-fatal injury incurred as a result of a collision on a public road involving at least one moving vehicle. Children, pedestrians, cyclists and the elderly are among the most vulnerable of road users.

■ Road traffic injuries are a major but neglected public health challenge that requires concerted efforts for effective and sustainable prevention. Of all the systems with which people have to deal every day, road traffic systems are the most complex and the most dangerous. Worldwide, an estimated 1.2 million people are killed in road crashes each year and as many as 50 million are injured. Projections indicate that these figures will increase by about 65% over the next 20 years unless there is new commitment to prevention. Nevertheless, the tragedy behind these figures attracts less mass media attention than other, less frequent types of tragedy.

■ The *World report on road traffic injury prevention* is the first major report being jointly issued by the World Health Organization (WHO) and the World Bank on this subject. It underscores their concern that unsafe road traffic systems are seriously harming global public health and development. It contends that the level of road traffic injury is unacceptable and that it is largely avoidable. [...]

■ About 1.24 million people die each year on the world's roads and between 20 and 50 million sustain non-fatal injuries. Young adults aged between 15 and 44 years account for 59% of global road traffic deaths. [...] Road traffic injuries remain an important public health problem despite progress in a number of countries. To reduce the number of road traffic injuries, the pace of legislative change and enforcement need to be hastened and more attention paid to vulnerable road users, such as pedestrians, cyclists and motorcyclists.

Source: www.who.int

→ Traduction page 29

QCM

Tick the correct answer.

1. What helps to maintain a broken bone?

- a. A drug
- b. A scalpel
- c. A splint
- d. A compress

2. How can you see a fracture?

- a. With a catheter
- b. With an X-ray
- c. With glasses
- d. With a knife

3. What do you need to move when you have a cast on your leg?

- a. Drugs
- b. A wheelchair
- c. An ambulance
- d. An armchair

4. Who do you have to call when you have an accident?

- a. The police
- b. The geriatric ward
- c. The surgeon
- d. The emergency services

5. What do you need to relieve you from a headache?

- a. A wheel chair
- b. A doctor
- c. An admission form
- d. A painkiller

6. A cast is:

- a. An organ
- b. A piece of furniture
- c. A disease
- d. A medical treatment to hold broken bones in place

7. A disabled person is:

- a. A surgeon
- b. A drug addict
- c. A person unable to walk
- d. A nurse

8. The organ situated in your head is called:

- a. The liver
- b. The stomach
- c. The colon
- d. The brain

9. Which part of the body enables you to swallow?

- a. The arm
- b. The mouth
- c. The hair
- d. The foot

10. A pillow is:

- a. An organ
- b. A sickness
- c. A cushion on a bed
- d. A medical instrument

11. Find a synonym for sickness:

- a. A drug
- b. A disease
- c. A finger
- d. A ward

12. In a hospital, the ENT is on:

- a. The paediatric ward
- b. The geriatric ward
- c. The maternity
- d. The surgical ward

→ Réponses page 26

ENTRAÎNEMENTS

1. Circle the odd one out.

1. nose – ear – hip – forehead
2. elbow – ankle – neck – cheek
3. heart – lung – rib – brain
4. knee – rib – spine – skin
5. flu – fracture – cancer – yellow fever

2. Find the word that matches each definition.

1. It is an organ which digests the food. It is situated under the diaphragm.
2. It is a medical instrument used by surgeons to operate a patient.
3. It is a part of the body situated in the face. Without it you can't see.
4. It is an object situated in a patient room. If needs be, the patient can press it to call the nurse.
5. It is a part of the body situated between the hand and the head. You use it to hug people!

3. Match the words and the definitions.

- | | | |
|-------------------|---|--|
| 1. Measles | • | • A. A form of radiation that is used to take photographs of the bones. |
| 2. X-ray | • | • B. The pressure exerted by the blood against the walls of the arteries. |
| 3. Blood pressure | • | • C. A respiratory infection caused by a virus. It is highly contagious and it mainly affects children. |

4. In pairs, describe your habits and your family's. Use the present simple saying, for instance, "Every morning, I wake up at 6... Every Tuesday, my daughter goes to the swimming pool..."



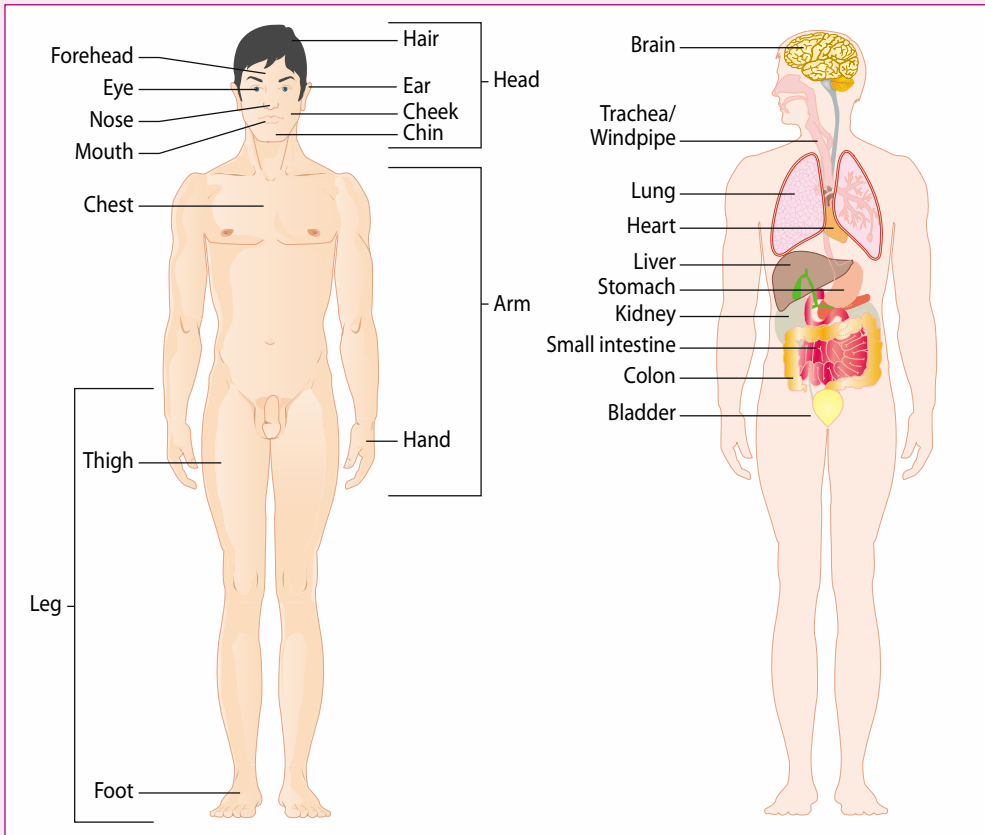
5. Listen to the dialogue.

- | | |
|-------------------|--|
| Receptionist | Good morning! Jane speaking, how can I help you? |
| Caller | Good morning! Can I speak to a nurse, please? |
| Receptionist | Hold the line please, I'll put you through to the Emergency Department. |
| Nurse at the E.D. | Good morning, can I help you? |
| Caller | Yes! I took a painkiller early this morning and I'm having an allergic reaction! |
| Nurse | Tell me your symptoms! |
| Caller | I feel dizzy and I'm having urticaria! |
| Nurse | All right. Don't panic! Stop taking this drug and go to your GP so he can prescribe another one. |
| Caller | Ok, thank you very much! |

CORRIGÉS

L'essentiel du cours

Exercice 1



Exercice 2

1. Hello! My name is Kate. I **live** in London. My best friends Laura and Paul **live** in London too. Laure is a nurse. She **works** in a surgical ward. Paul is a teacher. He **teaches** maths.

2. For her job, Laure **wears** a nurse uniform but today it's her day off so she **is wearing** a nice red dress and black shoes.

3. Paul is very busy this morning, he **is marking** his pupils' homework.

4. I often **go** to the cinema on Friday evenings with Paul and Laura but this evening they **are watching** television.

5. It **is snowing** outside. I **am not watching** television but I **am reading** a book. My cat **is sitting** on my knees.

6. I **am** an auxiliary nurse but I **am studying** to be a graduate nurse. At the moment, I **am doing** a training in a paediatric ward. It is difficult but very interesting. Laura **helps** me a lot with my studies!

TRADUCTIONS

Étude de cas

Vous travaillez comme infirmier(ère) en psychiatrie dans un hôpital. Votre unité accueille des personnes présentant des troubles de l'humeur et de la personnalité.

Vous prenez soin de M. C., âgé de 40 ans, souffrant de crises d'angoisse aiguës. Depuis plusieurs mois, il a des insomnies. Il mange peu, il est prostré et fatigué. Les signes s'aggravent obligeant M. C. à cesser son travail.

À l'admission, il est très agité, veut mourir, et il hurle qu'il va devenir fou.

Vous devez sur prescription médicale lui administrer une ampoule de clorazépate dipotassique (Tranxène®) 50mg/2,5ml en IM.

1. La règle des 5 B (Bon médicament, Bonne dose, Bonne voie, Bon moment, Bon patient) est un aide-mémoire des bonnes pratiques à mettre en œuvre avant d'administrer un médicament.

Bon médicament	Prescription médicale horodatée et signée.
	Nom du médicament.
	Date de péremption.
	Durée du traitement.
	Précautions d'emploi.
Bonne dose	Dosage, posologie et dose.
Bonne voie	Voie d'administration, forme et présentation.
Bon moment	Heure de prise
Bon patient	Identité du patient.
	Administration du médicament.

Pensez à vous laver les mains avant de préparer les médicaments, surveillez les effets secondaires et notez dans le dossier de soins ce que vous avez administré au patient.

2. – Essayez d'isoler M. C.

- Ne le laissez pas seul et assurez-vous de sa sécurité.
- Proposez-lui des techniques respiratoires pour qu'il retrouve calme et sérénité.
- Ayez une attitude rassurante, empathique et compréhensive.
- Utilisez vos cinq sens : regard, toucher, parole.
- Aidez le patient à verbaliser ses sentiments.
- Acceptez ce que ressent M. C.
- Administrez le traitement et vérifiez son efficacité (diminution de l'angoisse).
- Vérifiez sa tension artérielle, ses battements de cœur, sa glycémie capillaire et sa saturation en oxygène.

LEXIQUE

acoustic meatus: méat acoustique

adrenal gland: glande surrénale

ageing: vieillissement

age-related macular degeneration (AMD): dégénérescence maculaire liée à l'âge (DMLA)

(to) avoid: éviter

awareness: prise de conscience

(to) be cross-eyed: souffrir de strabisme

(to) be prone to: avoir tendance à faire/ sujet à qqch

behaviour: comportement

blindness: cécité

blood component: composant sanguin

(to) carry out: réaliser, effectuer

(to) check: vérifier

cost: le coût

(to) cure, to heal: guérir

deafness: surdit 

ear: oreille

eardrum: tympan

elderly people: personnes  g es (les)

epiglottis:  piglotte

(to) fuel: encourager, soutenir

(to) get rid of: se d barrasser de qqch ou de qqn

(to) have a wash: faire sa toilette

hearing impairment: d ficience auditive

hearing: ou e

high-income countries: pays   revenu  lev 

impairment: d ficience

(to) impede: entraver, g ner

incus: enclume

(to) involve: impliquer

kidney: rein

leader: dirigeant

lens: cristallin

loss of consciousness, fainting: perte de connaissance

low- and middle-income countries: pays   revenu faible et interm diaire

malleus: marteau

(to) monitor: surveiller

nostril: narine

nursing staff: personnel soignant

(to) occur: se produire, appara tre

physiotherapy: kin sith rapie

platelets: plaquette

privacy: intimit 

(to) provide: fournir

red blood cells: globules rouges

(to) seek, (to) research for: chercher, rechercher

(to) set up: monter, installer

(to) share: partager

short-sightedness: myopie

(to) shout: crier

sight: la vue

skill: les comp tences

(to) slow down: ralentir

(to) stand up: se lever

(to) stand: se tenir debout

stapes:  trier/stap s

stigma: stigmatisation

(to) strengthen: renforcer, consolider

(to) sum up: résumer

(to) support: soutenir, venir en aide à qqn

(to) tackle: s'attaquer à

tongue: langue

tonsil: amygdales

training: formation, stage

unbalanced diet: régime alimentaire déséquilibré

(to) undergo: subir

ureter: uretère

uvula: luette

visual deficiency/defect/impairment: déficit visuel

(to) warn: prévenir, avertir

wash basin: lavabo

white blood cells: globules blancs

widow: veuve

workforce: main d'œuvre

worldwide: mondial

zimmer/walking frame: déambulateur

L'anglais de l'infirmier

UNITÉ D'ENSEIGNEMENT 6.2

Semestres 1 à 6

Ouvrage coordonné par Warren Vidal



RÉFÉRENCE **iFSi** vous donne tous les éléments pour :

- acquérir les connaissances indispensables
- vous projeter dans des situations professionnelles concrètes
- vous autoévaluer et vous préparer aux épreuves

À chaque UE son ouvrage de référence :



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