

# **English for Health Care**

## **Purposes: textbook**

**КУПИТИ**

The textbook is intended for students at the second (master's) training level, majoring in the specialties 229 «Public Health», 222 «Medicine», 228 «Pediatrics», 221 «Dentistry». The original and adapted professional texts are accompanied by exercises aiming to reinforce the English grammar usage and improve the lexical inventory of students, to develop their understanding of the framework of health care systems in different countries, and to prepare them for effective communication in a foreign language environment. Particular attention is paid to the essential professional vocabulary and medical terminology.

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# ENGLISH

## FOR HEALTH CARE PURPOSES

### TEXTBOOK

The textbook is recommended for publication  
by the Academic Council of Poltava State  
Medical University  
(minutes No. 2, 13 October 2021)

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# Introduction

Due to the rapidly expanding use of English not only as a *lingua franca* but also as an essential communication tool in the global integration of clinical knowledge, the English language training of health care professionals has become a priority task in higher medical education. This book was written in the context of current trends in internationalised higher education and the training of specialists working in the modern English language health care setting. The material is presented in British English with appropriate explanations of US and globalised usage. Each unit presents grammar and uses exercises and illustrative material to consolidate and activate the professional spoken and written use of vocabulary and specialised terminology. Extracts from original professional literature demonstrate the use of medical terminology. Theoretical aspects are introduced within the most common syntactic constructions in modern spoken and written medical discourse. Considerable attention has been paid to the mechanisms of terminology, relying on the Latin and Greek word elements on which Western medical terminology is based. The abbreviations prevalent in medical English are explained as are the challenges in using a foreign language professionally, including differences between British and US English, translator's "false friends", and the associated paronymic and polysemic phenomena.

The textbook focuses on essential issues including, but not limited to the history of public health and epidemiology; evolution of the concepts of health and patient's rights; organization and financing models of health care systems; the features of health care systems in Ukraine, the UK, the US, and the EU countries; the basics of statistical research and methods of biostatistics; the fundamentals of medical and environmental law and bioethics; diseases of the 21st century and the concept of disease prevention in the public health system. Due attention is given to the essentials of document management and types of medical documents in the health care system; the mechanisms of history taking, examination of patients, and making the diagnosis; basic principles of evidence-based medicine. The suggested texts describe the types and phases of clinical trials; the framework of modern scientific databases and indexing platforms; the review procedures in international scholarly journals; the algorithm of drafting a CV; major types, structural and stylistic features of business letters; communication skills in health care, as well as the peculiarities of interprofessional communication in a foreign language environment.

The authors express their profound gratitude to the reviewers – for their essential recommendations and suggestions: **Liana H. Budanova**, Doctor of Pedagogical Sciences, Professor, Head of the Department of Foreign Languages, National University of Pharmacy, Kharkiv; **Olena V. Horodiienko**, Candidate of Philological Sciences, Associate Professor, Associate Professor of the Department of Foreign Languages, Zaporizhzhia State Medical University; **Larysa L. Korol**, Candidate of Pedagogical Sciences, Associate Professor, Head of the Department of General and Slavic Linguistics and Foreign Languages.

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## Вступ

В умовах поглиблення інтеграційних процесів і поширення англійської мови не тільки як *lingua franca*, а і як важливого засобу інтеграції медичних знань, пріоритетним завданням вищої медичної освіти стає англомовна підготовка здобувачів освіти на другому (магістерському рівні), які навчаються за спеціальностями 229 «Громадське здоров'я», 222 «Медицина», 228 «Педіатрія», 221 «Стоматологія». Пропонований підручник укладено з урахуванням сучасних тенденцій інтернаціоналізації вищої школи, що передбачає підготовку фахівців, які працюватимуть в англомовному медичному просторі. У підручнику за тематичним принципом подано фрагменти текстів з оригінальних сучасних фахових англомовних джерел, що полегшує опрацювання фахової термінології. Виклад матеріалу відповідає британському варіанту англійської мови. Тексти супроводжуються розлогою мережею завдань, які закріплюють розмаїтий матеріал: граматику, загальнонавчальну та загальнонаукову лексику, вузькофахові термінології. Теоретичний матеріал подано у вигляді схем і таблиць, які ефективно унаочнюють найуживаніші в сучасному науковому дискурсі граматичні категорії. Ілюстративний матеріал дібрано для подальшого вдосконалення комунікативних навичок в усному й писемному мовленні. Особливу увагу приділено механізмам термінотворення з опорою на словотворчі елементи латинського та грецького походження, які становлять основний термінологічний фонд національних європейських медичних термінологій, а також особливостям функціонування термінів у британському й американському варіантах англійської мови, «фальшивим друзям» перекладача і пов'язаними з ними явищам паронімії та полісемії.

Висвітлено історичні аспекти розвитку охорони здоров'я та епідеміології; ключові етапи еволюції понять «здоров'я» і «права пацієнта»; представлено моделі організації та фінансування національних систем охорони здоров'я; особливості систем охорони здоров'я в Україні, Великобританії, США і країнах ЄС; основи статистичних досліджень, медичного й екологічного права та біоетики. Належну увагу приділено основам документообігу і типам медичної документації; механізмам збору анамнезу, обстеження пацієнтів і постановки діагнозу; основним принципам доказової медицини. У запропонованих текстах окреслено типи та фази клінічних випробувань; розглянуто сучасні реферативні й наукометричні бази даних; процедури рецензування в міжнародних наукових журналах; надано алгоритм складання резюме; основні типи, структурно-стилістичні особливості ділових листів, а також особливості міжпрофесійного спілкування в англомовному просторі практичної охорони здоров'я.

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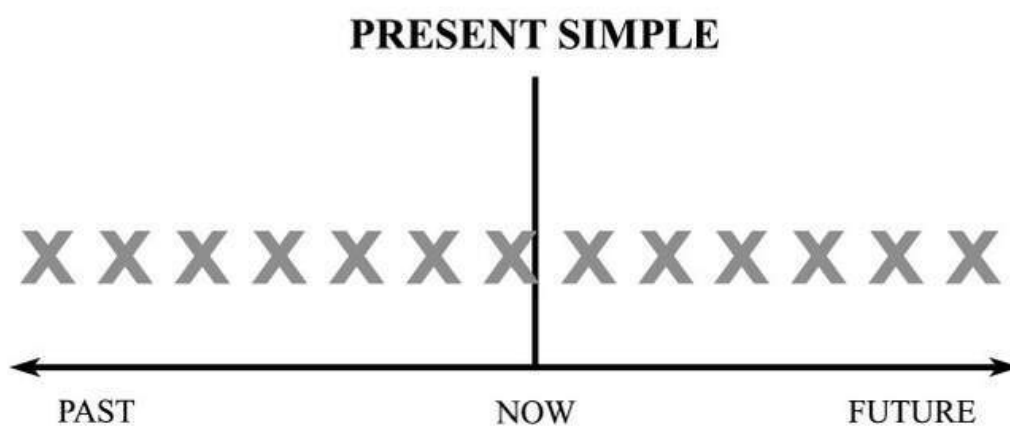
# Unit 1

The history of public health. The evolution of the concept of "health". Models of organization and financing the health care system

## GRAMMAR REVISION

### PRESENT SIMPLE (INDEFINITE) TENSE

The **Present Simple** tense describes general truths, repeated actions and routines (e.g. daily activities and habits). These are general actions, events and states — continuing and not time-limited.



It is called “simple” because its basic form consists of a single word – the infinitive without the particle “to” (*bare infinitive*):

#### Singular:

1 <sup>st</sup> person	I <u>treat</u> diabetic patients.
2 <sup>nd</sup> person	You <u>treat</u> diabetic patients.
3 <sup>rd</sup> person	She <u>writes</u> two letters every week. He <u>studies</u> immune reactions. Dr. Smith <u>examines</u> patients every day.

#### Plural:

1 <sup>st</sup> person	We <u>teach</u> medical students to diagnose carefully.
2 <sup>nd</sup> person	You both <u>write</u> English well.
3 <sup>rd</sup> person	They <u>study</u> dentistry at the University. Helen and John <u>consult</u> patients with disabilities.

**NB!** When the subject is the 3rd person singular (he, she, it or their equivalents: “the student”, “the doctor”, “the nurse”, “Mary”, “Prof. Smith”, “treatment”, “blood pressure” etc.):

1) add “**s**” to the end

*E.g.:* write > **writes**, run > **runs**, see > **sees**, play > **plays**, train > **trains**.

2) add “**es**” to the end when the base form ends in the vowel “o”

*E.g.:* go > **goes**, do > **does**

or if it has a sibilant sound: — ss, ch, x, tch, sh, zz

*E.g.:* teach > **teaches**, watch > **watches**, guess > **guesses**, mix > **mixes**

3) change the final “y” to “**-ies**” after a consonant + y

*E.g.:* study > **studies**, worry > **worries**, carry > **carries**, fly > **flies**)

**Examples:**

- She **speaks** English fluently.
- Treatment of diabetes **includes** control of blood glucose levels.
- The right ventricle **pumps** deoxygenated blood into pulmonary circulation.
- Prof. Johnson **delivers** lectures in clinical neurology.
- She **teaches** medical students.
- John always **watches** the patient’s reaction to treatment.
- This elderly person **catches** a cold every winter.
- Jane **studies** Ukrainian.
- He **modifies** the treatment after one week.
- This equipment **purifies** the water.

**The Present Simple tense describes:**

— Something that happens all the time or repeatedly:

- Nurses **take** care of patients.
- Oral hygienists **provide** information about dental care.
- Endocrinologists **treat** diabetes and thyroid and pituitary gland diseases.

— A fact or something that is true or generally accepted:

- Water **boils** at 100 °C.
- Sugar **dissolves** in water.
- Cigarettes **cause** lung cancer.

— A permanent or long-lasting situation:

- I **work** as an endocrinologist in the diabetes program of our hospital.
- I **conduct** medical forensic evaluations.
- I **deliver** consultations and **undertake** minor operations.

— Frequency of action – with such adverbs as “*always*”, “*often*”, “*sometimes*”, “*rarely*”, “*never*”, “*every week*”, “*twice a year*”:

- I **begin** to operate at 8.30 every morning.
- You always **go** to work at 6.30 am.
- He rarely **visits** the dentist.
- He always **operates** best in the mornings.
- Dr. Taylor **does** endodontics two times a week.
- We **visit** the dentist twice a year.

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- You both always **catch** 'flu at the same time of year.
- They **take** exercise every day.

— Timetables and schedules:

- The train **arrives** at 5 o'clock every day.
- The conference **starts** tomorrow at 9.30 (*describing the future situations*)

### Verb "to be" – the Present Simple Tense:

#### Singular:

1 <sup>st</sup> person	I <b>am</b> a doctor.
2 <sup>nd</sup> person	You <b>are</b> the doctor.
3 <sup>rd</sup> person	John <b>is</b> a medical student from the USA. He <b>is</b> in his second year at the University. This lady <b>is</b> a long-term patient. She <b>is</b> in the geriatric ward.

#### Plural:

1 <sup>st</sup> person	We <b>are</b> paramedics.
2 <sup>nd</sup> person	You <b>are</b> experienced doctors.
3 <sup>rd</sup> person	They <b>are</b> good doctors but still inexperienced. John and Helen <b>are</b> dental students.

### Verb "to have" – the Present Simple Tense:

#### Singular:

1 <sup>st</sup> person	I <b>have</b> a book.
2 <sup>nd</sup> person	You <b>have</b> an abnormal heart rate.
3 <sup>rd</sup> person	John <b>has</b> a medical dictionary from the USA. He <b>has</b> difficulty with medical Latin. Anna <b>has</b> Alzheimer's disease. This lady <b>has</b> an appointment with the specialist. It <b>has</b> the same result. That treatment <b>has</b> a different result.

#### Plural:

1 <sup>st</sup> person	We <b>have</b> three patients with the same symptoms.
2 <sup>nd</sup> person	You <b>have</b> no cause to worry.
3 <sup>rd</sup> person	They <b>have</b> two patients in the surgical ward. James and Laura <b>have</b> the same genetic disorder. These parents <b>have</b> concerns about their daughter's behaviour.

## PRESENT SIMPLE TENSE: NEGATIVE FORM

I We You They	<b>do not</b>	<b>work</b>	at the hospital.
He She It (the doctor, the nurse, etc.)	<b>does not</b>		

### Examples:

- I **am not** the only English speaker in my department.
- I **do not take** this medication.
- You **do not have** a regular heart rate.
- John **is not** the only patient reporting these symptoms.
- He **has no** difficulty with medical Latin.
- He **does not** treat dental diseases.
- Anna **does not have** Alzheimer's disease.
- She **does not have** another appointment with the specialist.
- This lady **is not** allergic to anything.
- My brother **does not** study at the university.
- It **is not** the same result.
- That alternative treatment **does not have** a different result.
- We **do not have any** patients with the same symptoms.
- You **do not have any** cause to worry.
- They **do not have** good results with this medicine.
- James and Laura **do not have** the same symptoms.

**NB!** In spoken and informal written English, contracted forms “don’t”, “doesn’t” are used.

### Ex. 1. Change into the negative:

1. I work at the polyclinic.
2. The doctor knows all the symptoms of the disease.
3. My friend works at the therapeutic department.
4. He always measures patient's blood pressure before discharge from the hospital.
5. On admission, we usually examine the heart and lungs of the patient.
6. They look for new methods of treatment.
7. She often prescribes this painkiller to her patients.
8. Neurologists investigate the disorders of brain and spinal cord.



## UNIT 1

## PRESENT SIMPLE TENSE: INTERROGATIVE FORM (QUESTIONS)

**General questions** (closed questions) require answers "yes" or "no":

<b>Do</b>	I We You They	work	at the hospital?
<b>Does</b>	He She It (the doctor, the nurse, etc.)		

**Examples:**

- **Do I go** this way to get to the therapeutic department?
- **Do you work** as a radiologist?
- **Do you have** a history of epilepsy in your family?
- **Does he work** at this hospital?
- **Does she** always **react** in this way?
- **Does this** medication **help** you?
- **Do we take** this medicine before or after food?
- **Do you both have** allergies?
- **Do they both work** in that department?

**Special questions**

(open or specific questions) require a statement for an answer:

<i>Interrogative pronoun:</i> What / Which / When / Where / Why / How	<b>do</b>	I We You They	do / go / study / work?
<i>The extensions of "how":</i> How long / How often / How many / How much	<b>does</b>	He She It (the doctor, the nurse, etc.)	

**Examples:**

- **What do I need** to know?
- **Where do you have** pain? **When do you have** pain?
- **Where does it hurt**?
- **Where do you study**?
- **Why do you think** you have an allergy?
- **How does your back feel** today?
- **How long does this pain last** each time it occurs?

- **How many episodes does he have** per month?
- **How much money does the operation cost?**
- **How often do you go** to the dentist?

**NB!**

When we put questions to the subject (questions starting with “who” or “what”), the auxiliary verb (“do/does”) is NOT USED. The direct word order (the same as in the statement) is preserved:

- **Who studies** English?
- **Who treats** this patient?
- **What makes** a person healthy?
- **Which specialist** is available today?
- **What happens** in this operation?
- **Which leg hurts?**

**Ex. 2.** Create a closed question for these answers:

1. You work at the polyclinic.
2. The doctor knows all the symptoms of the disease.
3. She often prescribes this painkiller to her patients.
4. We look for new methods of treatment.
5. They always speak to their patients during examination.

**Ex. 3.** Create a specific question for these answers. Use the interrogative word given in brackets:

1. He always measures blood pressure before he discharges patients. (**When?**)
2. My friend works in the X-ray department. (**Where?**)
3. On admission, they usually examine the heart and lungs of the patient. (**What?**)
4. Neurologists investigate the disorders of brain and spinal cord. (**Who?**)
5. My sister visits the dentist twice a year. (**How often?**)
6. The lecture on basic Neurology lasts 80 minutes. (**How long?**)
7. Dr. Johnson treats hypersensitivity reactions. (**Who?**)
8. They work in shifts. (**How?**)

**IMPERATIVE MODE**

**The imperative mood** expresses orders, advice, suggestions and invitations.

Formation: the bare infinitive. The subject of the verb is unspoken — 2nd person (“you”).

**The imperative mood is used for:**

- 1) order or instruction:
  - **Take** two tablets every evening.
  - **Do not take** alcohol with this medicine.
  - **Stop** what you are doing!
- 2) advice & warning:
  - **Use** this book if you want to learn the detail of anatomy.
  - **Consult** this dentist for the best advice on teeth straightening.

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- **Don't use** alternative medicine without taking advice.
  - **Be careful. Take care of your health.**
- 3) suggestion:
- **Let us (let's) start** our meeting.
  - **Let's review** this case file.
- 4) invitation:
- **Come in and sit down, make** yourself comfortable.
  - Please **start** the meeting without me.

The imperative effect in the affirmative can be increased by adding "do":


- Do follow this health regime.
- Do come in. Do sit down.

**Ex. 4. Read and translate the sentences:**

1. Prepare the patient for surgery. Give her a pre-anaesthetic.
2. Please write your name on paper. Write neatly please.
3. Don't leave until I have given you the prescription.
4. Don't speak anything but English. Practise those phrases on colleagues.
5. Bring the patient to the consulting room. Bring her notes as well.
6. Don't rub your eye. Leave it well alone.
7. Press on the wound to stop the bleeding. Keep the pressure on for 10 minutes.

**Ex. 5. Make imperative phrases from these statements.**

1. You must submit your homework in time.
2. You should listen to your patient.
3. You ought not to be noisy on the ward. You must not disturb their sleep.
4. You cannot ignore bleeding, however slight it may be.
5. You mustn't touch sterile instruments with bare hands.
6. You mustn't contaminate the sample.
7. You need to pay attention to keeping this wound clean.

	<b>The imperative is used in prescription writing:</b>	
	<b>Latin</b>	<b>English</b>
	Recipe:	Take:
	Misce.	Mix.
	Da.	Dispense.
	Signa.	Sign.
	Sterilisa!	Sterilise!
	Verte!	Turn over!
	Repēte!	Repeat!



**Ex. 6. Identify and explain the use of the imperative in these prescriptions:**

**Take:** Gel «Metrogyl Denta» 20.0  
*Sign. Apply to gums twice per 24 hours.*  
*After application do not rinse mouth and do not eat for 15 minutes.*

**Take:** Lincomycin hydrochloride 0.25  
*Dispense such doses in number 20 in capsules*  
*Sign. By 1 capsule twice a day.*

**Take:** Ascorbic acid solution 5% 2 ml  
*Dispense such doses in number 10 in ampoules*  
*Sign. Administer intravenously 1 ml once a day.*  
*Dilute ampoule content in 15 ml of 5% sterile glucose solution and administer for 3—5 minutes.*

**Take:** Liquid Aloe extract 1 ml  
*Dispense such doses in number 10 in ampoules*  
*Sign. For electrophoresis in parodontosis.*

**Take:** Eucalyptus leaves 20.0  
 Sage leaves  
 Chamomile flowers by 40.0  
 Mix to form a herbal blend  
 Dispense.  
*Sign. 1 tablespoonful infuse in a glass of boiling water.*

**READING AND TRANSLATION PRACTICE**

health — здоров'я  
 public health — громадське здоров'я  
 World Health Organisation (WHO) —  
 Всесвітня організація охорони здоров'я  
 (ВООЗ)  
 healthcare — охорона здоров'я  
 to prevent — запобігати  
 disease — хвороба  
 to promote — сприяти  
 society — суспільство  
 to improve — покращувати

population — населення  
 surveillance — нагляд  
 inoculation — щеплення  
 survival — виживання  
 life expectancy — тривалість життя  
 aging — старіння  
 morbidity — захворюваність  
 mortality — смертність  
 accessibility — доступність  
 tax revenues — податкові надходження  
 insurance — страхування

**MEDLIT**  
медична література

**КУПИТИ**