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# Medical English

for

## Academic Purposes

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TEXTBOOK

RECOMMENDED

by the Academic Council of Higher State  
Educational Establishment of Ukraine «Ukrainian  
Medical Stomatological Academy» as a textbook  
for PhD students and staff of higher medical  
educational establishments

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*Recommended by the Academic Council of Higher State Educational Establishment of Ukraine «Ukrainian Medical Stomatological Academy» as a textbook for PhD students and staff of higher medical educational establishments (minutes No. 12, of 21 June 2017)*

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This book is intended to support courses in professional English for PhD students and academic staff at higher medical educational establishments. The original and adapted professional texts are accompanied by exercises to reinforce the English grammar usage, improve academic writing and develop the communication skills of postgraduate students and teaching staff. Particular attention is paid to the essential professional vocabulary and medical terminology required for research and teaching practice.

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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 scientific knowledge, the English language training of researchers and teaching staff in medical universities has become a priority task in higher medical education. This book supports the professional development of Ph.D. students and of academic and clinical teachers of English-speaking medical students. The authors believe that this in turn will promote academic mobility, scientific cooperation and the training of foreign students to international standards, and thus contribute to the development of higher medical education in Ukraine.

The book was written in the context of current trends in internationalised higher education and the training of specialists working in the modern English language educational and scientific environment. The authors created their own concept for the material which 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 oral and written use of vocabulary and specialised terminology. The exercises approximate to tasks used in Cambridge English and IELTS International examinations (Writing and Speaking Modules). 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 scientific discourse.

Considerable attention has been paid to the mechanisms of terminology, 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.

Taking into account that the ability to use an academic and professional level of English is now a strategic prerequisite for the further advancement of higher medical education in Ukraine, special attention has been paid to developing the academic and scientific language skills for writing abstracts and summaries which are accessible to a modern international readership.

The authors wish to express their deep appreciation to the editor and consultant, **Mr. Anthony Robinson**, FCMI CMgr CELTA, visiting lecturer in English and International Communication, for his valuable insights which improved this book significantly.

The authors express their profound gratitude to the reviewers – for their essential recommendations and suggestions: **Bohdan I. Shunevych**, Candidate of Philological Sciences, Doctor of Pedagogical Sciences, Professor, Director of Educational and Research Institute of Psychology and Social Protection, Lviv State University of Life Safety; **Oleksandr M. Rak**, Candidate of Philological Sciences, Associate Professor, Head of the Department of Foreign Languages, Higher State Educational Establishment of Ukraine «Bukovinian State Medical University»; and **Inna O. Palamarenko**, Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Foreign Languages, O.O. Bogomolets National Medical University, Kyiv,

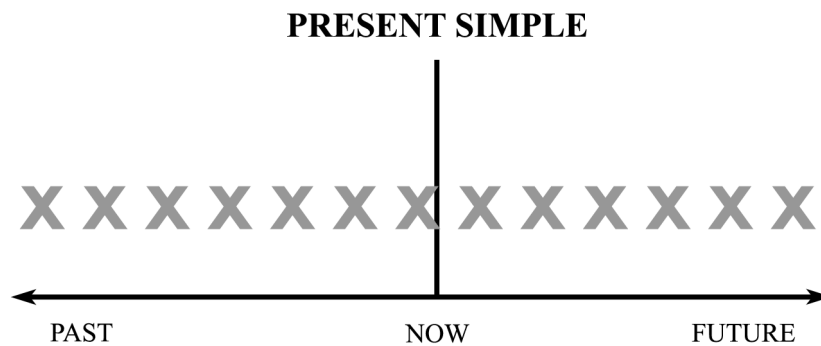
A special gratitude extends to **Prof. Viacheslav M. Zhdan**, Honoured Doctor of Ukraine, Rector of the Higher State Educational Establishment of Ukraine «Ukrainian Medical Stomatological Academy», Doctor of Medical Sciences; and **Prof. Igor P. Kaidashev**, Vice-Rector for Research and Development, Doctor of Medical Sciences.

# Unit 1

## 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 <b>teach</b> medical students.
2 <sup>nd</sup> person	You <b>teach</b> foreign students.
3 <sup>rd</sup> person	She <b>writes</b> two letters every week. He <b>studies</b> immune reactions. Dr. Smith <b>teaches</b> endocrinology.

#### Plural:

1 <sup>st</sup> person	We <b>teach</b> medical students to diagnose carefully.
2 <sup>nd</sup> person	You both <b>write</b> English well.
3 <sup>rd</sup> person	They <b>study</b> dentistry at the Academy. Helen and John <b>teach</b> medical students in Year 1.

**NB!** When the subject is the 3<sup>rd</sup> 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 **teach** medical students at Medical Academy.
- I **deliver** practical classes in biochemistry.

— 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.

## UNIT 1

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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 teacher.
2 <sup>nd</sup> person	You <b>are</b> a 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 Academy. 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> teaching staff.
2 <sup>nd</sup> person	You <b>are</b> experienced teachers.
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.