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# English for Healthcare Professionals

A toolkit for developing language skills  
and genre knowledge

*For classroom or self-study use (from A2 to B2)*  
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SECOND EDITION



Giappichelli

# PART ONE

## Unit 1









### Introducing healthcare professionals

*Before we start...*

#### Conversations in the hospital waiting room



*Connect each word to the corresponding picture*

1. Ankle		5. Queue	
2. Housework		6. Rest	
3. Joint		7. Ward	
4. Pregnant		8. Tracksuit	

1

**Mrs. Allen:** Good morning, is this the waiting room of the Geriatrics ward?

**Tom:** Yes!

**Mrs Allen:** Oh, thank you! I am a little confused by your presence here. I expected to see only old people like me!

**Tom:** Haha! You're not old, Mrs...?

**Mrs Allen:** ...Allen, but you can call me Patricia. Darling, I am 85 years old. How old are you?

**Tom:** Wow, you look much younger! I am 25. Oh, I didn't introduce myself. I'm Tom.

**Mrs Allen:** Tom, what are you doing here, then?

**Tom:** I am waiting for my grandma. She's in the doctor's office, at the moment. I always come with her because she can't come here on her own.

**Mrs Allen:** Oh, I see. How old is she?

**Tom:** She's 83, a bit younger than you, but not as independent...

**Mrs Allen:** Well, I'll tell you my secret. I live a very healthy life. I always wake up early in the morning, at 7 o'clock, but I sleep at least eight hours. Still today, I try to get as much rest as possible. I have a very rich breakfast, with yoghurt, fruit and cereal. Sometimes I change my routine and I have some coffee and biscuits.

**Tom:** Oh, here's my first mistake. I never have breakfast. I don't have time to make breakfast in the morning so I usually eat something when I get to the office...And neither does my grandma!

**Mrs Allen:** You should. It's very important. Then I spend the morning doing everyday housework, I have lunch – usually some meat and vegetables and then relax.

**Tom:** Lucky you, Patricia! I never have time to relax. I work 10 hours a day!

**Mrs Allen:** I can understand that. But you can't work so much, you need to relax sometimes. I spend my afternoon watching my favourite soap opera on TV; then I usually water my plants and I always have some tea at 5. My friends and relatives always come over to visit me. And now, it's time for my real secret!

**Tom:** What is it?

**Mrs Allen:** Walking. Before sunset, I put on my tracksuit and go out, even when it rains. I have some long walks, at least one hour a day. It helps keep your body healthy; your muscles never lose their tone, your joints are always supple, and it stimulates your circulation!

**Tom:** That's true. I rarely walk to work, but I go to work by bike sometimes!

**Mrs Allen:** Biking is good for your health, too! But you should bike to work regularly, darling!

## 2

**Barbara:** Are you ready, dad? We're up next.

**Mr Brown:** Oh really? I'm not paying attention to the queue.

**Barbara:** Dad, there's nobody else here. This lady has just arrived and the boy over there is waiting for his grandmother.

**Mr Brown:** Alright, then. Help me stand up, please.

**Barbara:** Ok... Here we are!

**Mr Brown:** I'm getting old, Barbie!

**Barbara:** Come on, dad, don't start again!

**Mr Brown:** I have difficulty standing up, my joints are always aching, my legs sometimes can't hold me. I'm losing my strength and it is difficult to accept for a former soldier like me.

**Barbara:** I know, dad. But don't worry, you're getting better. The physiotherapist says that you're making so much progress he can't believe it.

**Mr Brown:** He's only trying to encourage me. I'm also putting on weight...

**Barbara:** It's normal at your age! I'm putting on weight too!

**Mr Brown:** ...But you're pregnant, Barbara!

**Barbara:** Yes, and try to think of this. You're having a grandson soon. Aren't you excited?

**Mr Brown:** Of course, I am. Speaking of which, how do you feel these days?

**Barbara:** I'm always tired, my ankles are always swollen...and my back! I can rarely sleep a whole night.

**Mr Brown:** Well, Barbara. You're going to sleep even less when your baby is born!

## Exercises

1. Read the waiting room dialogues above, look at the picture and try to describe the speakers.

Physical appearance		Personality	
old	young	outgoing	introverted
long hair	short hair	talkative	quiet / reticent
curly hair	straight hair	funny	serious
dark eyes	light eyes	smart / clever	silly / dull
old-style	fashionable	active	lazy
plump / robust	thin / slim	sporty	hard-working
tall	short	careful	careless

2. Now, work in pairs and describe your partner using these words. You can also use modifiers, such as 'a bit', 'quite', 'a little' ... Example: Jessica is young, she's got long, blond hair and blue eyes. She's a bit plump, but always fashionable and elegant. At the beginning she looks introverted, but when you get to know her better, you'll find out she's talkative and funny ...

### 1. Healthcare professionals





1. Connect each figure to a healthcare professional from the list below:

Anaesthetist – Cardiologist – Geriatrician – Lab technician – Midwife – Neurologist – Paediatrician – Paramedic – Pharmacist – Physiotherapist – Porter – Radiographer – Receptionist – Scrub nurse – Speech therapist – Surgeon



## Exercise

2. Connect each member of the hospital team to the most appropriate definition. The first one has been done for you as an example.

a. <b>Anaesthetist</b>	1. manages medical conditions affecting infants, children, and adolescents
b. <b>Cardiologist</b>	2. performs experiments in scientific research; analyses samples of liquids and tissues and gives results
c. <b>Geriatrician</b>	3. fills out prescriptions, dispenses medicinal drugs and sometimes prepares them
d. <b>Lab technician</b>	4. sets up the OR, sterilizes <b>surgical tools</b> and hands  tools to the doctor during surgery
e. <b>Midwife</b>	5. transports patients, drugs, specimens, documents etc. to and from different hospital units
f. <b>Neurologist</b>	6. restores movement functions in patients by methods such as massage and exercises
g. <b>Paediatrician</b>	7. treats disease or injury via operative or manual methods physically changing body tissue
h. <b>Paramedic</b>	8. treats patients with diseases and defects of the <b>heart and blood vessels</b> 
i. <b>Pharmacist</b>	9. produces and interprets scans and screenings of the body to identify injuries and diseases
j. <b>Physiotherapist</b>	10. treats diseases in older people and problems specific to aging; rehabilitates the elderly
k. <b>Porter</b>	11. helps people with physical or psychological problems in communicating, e.g. stuttering
l. <b>Radiographer</b>	12. deals with patients on their first arrival; arranges reservations, appointments etc.
m. <b>Receptionist</b>	13. prepares patients for surgery by giving them drugs that put them to sleep and resuscitate them
n. <b>Scrub nurse</b>	14. treats diseases of the <b>brain</b> and spinal cord, peripheral nerves and muscles 
o. <b>Speech therapist</b>	15. is not a doctor but gives emergency medical care to ill or <b>injured</b> people outside a hospital 
p. <b>Surgeon</b>	16. helps women during pregnancy, labour and delivery and takes care of babies after birth

## 2. Reading comprehension – The healthcare system

**Health** is a state of complete physical, mental and social well-being given by the absence of disease or infirmity, according to the World Health Organization. It is usually preserved by means of **Medicine**, the science which seeks to ensure health through the diagnosis, treatment, and prevention of a disease.

Medicine is conducted in **healthcare systems**, which offer medical services to prevent, diagnose, and treat health problems (Tessuto 2020). Health care centres can be public or private.

Health care is provided by **healthcare professionals**, such as doctors (or physicians), nurses, radiographers (or radiology technicians), midwives, obstetricians, physiotherapists (or physical therapists), speech therapists and other therapists, laboratory technicians, biologists etc. There are also people who organize activities in healthcare providing centres.

In the United Kingdom, a national system called National Health Service (NHS) – which is actually separated according to the four countries, i.e., England, Scotland, Wales and Northern Ireland – provides care and treatments for people who are ill.

The NHS is founded on some main principles:

- healthcare must be comprehensive, universal, and free – most health services are free for UK residents, although in England patients have to pay prescription charges;
- it is based on a clinical need and not on the possibility to pay.

The main functions of the NHS include:

- helping patients get the treatment they need;
- helping find a General Practitioner (GP), an Accidents & Emergencies (A&E) department, pharmacies, dentists, or other urgent care services;
- informing, educating about, preventing diseases and promoting a healthy lifestyle.

The NHS highly influences the drug market because it establishes the fair price of drugs.

It coordinates and collaborates with local health systems and, by doing so, it ensures:

- stronger governance and accountability;
- the adoption of standards of best practice;
- the contribution to a national improvement;
- a better use of data and information collected at local level.

### True or False?

1. Based on your reading so far, say whether the following sentences are true (**T**) or false (**F**).

1. The term ‘health’ refers only to a physical well-being.
2. The main purpose of medicine is to maintain health.
3. Healthcare professionals do not include physicians.
4. There are several different professionals in healthcare.
5. Patients in England never have to pay anything for public healthcare services.
6. Assigning a GP to a person is one of the functions of the NHS.
7. The NHS is not involved in establishing prices of medications.
8. The NHS ensures higher standards and the control of regional health assistance.

**Doctors of Medicine (MD), or physicians,** are the professionals who work to ensure the health of people. They visit patients, analyse signs and symptoms, get to a diagnosis, and suggest the best treatment for the disease or injury.

Doctors need a long and complex education to know about some basic academic disciplines (e.g., physiology, anatomy, etc.) and have competence in applied practice.

In the United Kingdom and most English-speaking countries, MDs get a 'first degree' in Medicine, called *Bachelor of Medicine and Bachelor of Surgery*, which consists in 4-6 years of study and clinical training. However, to practise as a MD, a postgraduate research degree in Medicine is required after writing a thesis or publishing academic material.

In most European countries, practising doctors get a Master's degree or equivalent which generally last six years and often involve a *numerus clausus* system. After that, extra training and education are usually required to work with patients.

In the United States, before obtaining their Bachelor's degree, students must pass two exams, called *Steps*, and this usually requires 4 years. Afterwards, they must complete at least one internship year and pass Step 3.

To receive a speciality in medicine, doctors can choose to do additional specialized training (*residencies*) or they can provide medical care (*general practice*) and work as **GP (General Practitioners)**.

A GP manages acute, non-life-threatening illnesses in the early stages that need urgent intervention. Their competence allows them to treat patients at different levels of complexity. GPs can also treat chronic health problems, provide preventive care, e.g., immunisation, perform pre-hospital emergency care and simple surgical procedures.

Similarly, **nurses** need a specific education and professional training. In the United Kingdom, there is the **Nursing and Midwifery Council (NMC)**, an organization which establishes standards for the education and training of **nurses and midwives** and allows them to practice.

To be registered at the NMC, nurses must follow an approved education programme first, which usually takes place at universities.

Universities often offer separate courses to prepare nurses for adults or for children. These three or four-year programmes include courses in medical sciences (scientific subjects, human biology, pharmacology, etc.) and more specific disciplines, such as Nursing Practice, and training to manage patients in the short and long term. They often allow to practice their profession immediately after their degree (usually a BA), and passing a specific examination.

Before starting a nursing career, some people start as Nursing Assistants, or as **Certified Nursing Assistants (CNA)**. They provide basic patient care, like moving, feeding, bathing them, taking vital signs or doing simple treatments.

"It's not always a glamorous work", says a CNA. "But you give a dignified care to patients; you see the reality of working in healthcare and you help patients who can't take care of themselves".

CNAs can work in nursing homes or long-term care facilities; sometimes they work in the patient's own homes. To work as a CNA, you usually need a diploma and then attend a nursing assistant training program and pass an exam which may ask about specific sanitary practices<sup>1</sup>.

In the United Kingdom, '**Newly qualified nurses**' start from a pay grade 5. After working in a specific ward, 'beginner' nurses can apply for grade 6, as **Nursing specialist** or **Senior nurse**, who are more qualified.

<sup>1</sup> <https://www.rasmussen.edu/degrees/nursing/blog/what-is-a-cna/>.

A grade 7 nurse usually possesses a Master's level degree, as in the case of **Advanced Nurse Practitioners (ANPs)**, who can conduct detailed assessments, make diagnoses and prescribe medicine, or **Operating Department Assistants**, who can prepare patients for surgery and assist the surgical team.

The highest levels in nursing career are those of **Nursing Officer**, also referred to as **Matron**, or **Chief Nurse** for men, who have experience, qualification and management skills and manage a whole nursing staff<sup>2</sup>.

The titles of Doctors of nurses practice (DNP), and PhD can certify contribution to academic research.

**Midwives** are healthcare professionals who help women during pregnancy and labour; after the childbirth, they take care of babies

in the early postnatal period. They will only refer to doctors specialized in Obstetrics if there are medical complications for both mother and child. Their main responsibilities include:

- 1) monitoring and examining women during pregnancy and assisting them in labour;
- 2) providing antenatal care, e.g., screening tests;
- 3) identifying high risk pregnancies and make referrals to doctors;
- 4) monitoring the condition of the foetus;
- 5) supporting mothers in case of miscarriage, termination, stillbirth, neonatal abnormality and neonatal death;
- 6) supporting and advising on the daily care of the baby, including breastfeeding and bathing;
- 7) ensuring continuity of care and social support<sup>3</sup>.

## Exercise

Complete the following sentences with the right words from the text:

1. The professionals who visit patients and analyse signs and symptoms are called doctors of medicine or .....
2. A .....consists in 4-6 years of study and clinical training.
3. In most European countries, to become a qualified doctor you need to get a .....
4. To work as a doctor in the United States you need to pass three .....
5. Doctors can choose to be General Practitioners or to specialize by attending .....
6. A ..... can treat patients at different levels of complexity and can perform simple surgical procedures.
7. If you are a ..... you can provide basic patient care, and can work in nursing homes and in patients' homes but you don't need a university degree.
8. Nurses as ..... or ..... get a grade 6 pay.
9. The highest level in nursing career is that of Nursing Officer, who is called ..... if it's a woman, or ..... if it's a man.
10. The healthcare professionals who take care of pregnant women and their babies are called .....

<sup>2</sup> <https://www.nurses.co.uk/careers-hub/nursing-pay-guide/>.

<sup>3</sup> <https://www.prospects.ac.uk/job-profiles/midwife>.



## Grammar spot

### 1. Simple Present

We use the *Simple Present*

a) to talk about:

- routines, habits, regular activities, and tasks:
  - *When I go to work, I wear my uniform.*
  - *A receptionist makes appointments for patients.*
- scientific facts and facts that are always true:
  - *Greenhouse gases increase global warming.*
- permanent state:
  - *I live in the village where I was born.*
- timetables:
  - *The bus to London leaves at 8.30 p.m.*

b) with time expressions (*in the morning/afternoon/evening, at night; every morning/day/month, etc.; once a day/week, etc., twice a day/week, etc., three/four/five...times a day/week, etc.; on Mondays/Tuesdays, etc.*):

- *I drink coffee three times a day.*

#### The verb to be

We use the verb to be to talk about:

- **age:** *My friend's grandmother is 90 years old.*
- **nationality:** *We are from India. We are Indians.*
- **personality:** *A: What's the new sister like? B: Uh, she is strict but talkative.*
- **health:** *A: How are your twins? B: They are fine now, thank you!*
- **profession:** *My husband is a neurologist.*
- **time/dates:** *A: What time is your appointment? B: It's on Tuesday the 23<sup>rd</sup> at 9 o'clock.*
- **weather:** *A: What's the weather like there in Rome? B: It's sunny!*
- **price:** *A: How much is the new microscope? B: It's 200 pounds.*

#### Simple Present of the verb to be

TO BE					
AFFIRMATIVE		NEGATIVE		INTERROGATIVE	NEGATIVE-INTERROGATIVE
Formal	Informal	Formal	Informal	Never contracted	Contracted
I am	I'm	I am not	I'm not	Am I?	Aren't I?
you are	you're	you are not	you aren't	Are you?	Aren't you?
he/she/it is	he/she/it's	he/she/it is not	he/she/it isn't	Is he/she/it?	Isn't he/she/it?
we are	we're	we are not	we aren't	Are we?	Aren't we?
you are	you're	you are not	you aren't	Are you?	Aren't you?
they are	they're	they are not	they aren't	Are they?	Aren't they?

- To form **affirmative** sentences, we put the subject before the verb to be:
  - *I am late. Mary's a nurse. Mark eats junk food. We're from Spain.*

- To form **negative** sentences, we put *not* after the verb *to be*. We **DO NOT** use the negative auxiliaries *do not* and *does not*:
  - *I'm not a paediatrician. Doctor Jordan isn't in his office. They aren't Miss Park's samples.*
- To form **interrogatives**, we put the verb *to be* before the subject. We **DO NOT** use the auxiliaries *Do* and *Does*:
  - *Are you a sister? Is your arm swollen?*
- To form **negative-interrogative sentences**, we put the verb *to be* before the subject. We **DO NOT** use the auxiliaries *do* and *does*:
  - *Aren't you French? Isn't Miss Curry in the waiting room?*

#### Short answers

to form <b>affirmative</b> short answers, we use:	to form <b>negative</b> short answers, we use:
Yes, I <b>am</b> .	No, I'm <b>not</b> .
Yes, you/we/you/they <b>are</b> .	No, you/we/you/they <b>aren't</b> .
Yes, he/she/it <b>is</b> .	No, he/she/it <b>isn't</b> .

#### Expressions with the verb to be

to be afraid	to be hungry	to be right	to be ill / sick
to be ashamed of	to be thirsty	to be wrong	to be fine / well
to be cold	to be early	to be sleepy	to be good at
to be hot	to be late	to be in a hurry	to be bad at

#### The verb to have

We use the verb *to have* (*got*) at the Simple Present to talk about:

- family members:** *I have (got) four brothers and three sisters.*
- possession:** *He has (got) a new expensive car.*
- health problems:** *I have got a cold / headache / temperature / pain in my leg, etc.*  
*I have the flu / a toothache / backache / earache, etc.*

#### Simple Present of the verb to have

TO HAVE					
AFFIRMATIVE		NEGATIVE		INTERROGATIVE	NEGATIVE-INTERROGATIVE
Formal	Informal	Formal	Informal	Never contracted	Contracted
I have	I've	I do not have	I don't have	Do I have?	Don't I have?
you have	you've	you do not have	you don't have	Do you have?	Don't you have?
he/she/it has	he's/she's/it's	he/she/it does not have	he/she/it doesn't have	Does he/she/it have?	Doesn't he/she/it have?
we have	we've	we do not have	we don't have	Do we have?	Don't we have?
you have	you've	you do not have	you don't have	Do you have?	Don't you have?
they have	they've	they do not have	they don't have	Do they have?	Don't they have?

- To form **affirmative** sentences, we put the subject before the verb *to have*:
  - *I have two operations this morning.*
- To form **negative** sentences, we put the auxiliary *do not* (*don't*)/*does not* (*doesn't*) before the verb *to have*:
  - *She does not have an appointment with the paediatrician.*

- To form **interrogatives**, we put the auxiliary *do/does* before the subject:
  - Do** you usually **have** a walk after your work shift? **Does** Mark **have** a serious fracture?
- To form **negative-interrogative sentences**, we put the auxiliary *don't/doesn't* before the subject:
  - Doesn't** he **have** a nap?

#### Short answers

to form <b>affirmative</b> short answers, we use:	to form <b>negative</b> short answers, we use:
Yes, I/you/we/you/they <b>do</b> .	No, I/you/we/you/they <b>don't</b> .
Yes, he/she/it <b>does</b> .	No, he/she/it <b>doesn't</b> .

#### Expressions with the verb to have

to have breakfast / lunch	to have a holiday	to have a walk
to have dinner / a meal	to have a shower / bath	to have a ride on a bicycle / horse, etc.
to have coffee / tea, to have a drink	to have a nap / rest	to have a swim
to have a break / snack	to have a chat / talk	to have a nice day
to have a picnic / party	to have a dream	to have fun / a good time

#### Exercises - Simple Present of *to be* and *to have*

- Choose the correct form of the verb *to be* or *to have*. The first one has been done for you as an example.
- You **are** late / You **have** late.
- Doctor Henryson **is** / **has got** a picture of his daughter.
- The patient in room n° 6 **is** / **has** cold. Bring him a blanket.
- A. Does he has** / **Does he have** lunch with his colleagues? B. Yes, **he does** / **he has**.
- Alice **is** / **has** a break, because she **is** / **has** hungry.
- You **not have** / **don't have** a bad cut on your hand.
- Nurse Williams is not coming today because she **has got** / **is** a cold and she has a runny nose.
- I think my baby is ill because she **is** / **has** always sleepy.

#### Simple Present forms

To form **affirmative**, **negative**, **interrogative**, and **negative-interrogative** sentences with *the Simple Present*, we use the following forms. Look at the table.

SIMPLE PRESENT		
<b>AFFIRMATIVE</b>		
SUBJECT	VERB BASE FORM	
<i>I/you/we/you/they</i>	<b>eat</b>	<i>junk food.</i>
Subject	Verb base form + -s (third person singular)	
<i>Adrian / Danielle / the dog</i>	<b>eats</b>	<i>junk food.</i>
<b>NEGATIVE</b>		
SUBJECT	DO NOT (DON'T)	VERB BASE FORM

<i>I/you/we/you/they</i>	<b>don't</b>	<b>do physiotherapy at the weekends.</b>
SUBJECT	DOES NOT (DOESN'T) (3 <sup>rd</sup> PERSON SINGULAR)	
<i>he/she/it</i>	<b>doesn't</b>	<b>do physiotherapy at the weekends.</b>
<b>NOT</b> He/She/It <del>doesn't</del> <b>does</b> physiotherapy at the weekends.		
<b>INTERROGATIVE</b>		
DO / DOES	SUBJECT	VERB BASE FORM
<b>Do</b>	<i>I/you/we/you/they</i>	<b>study foreign languages?</b>
<b>Does</b>	<i>he/she/it</i>	<b>study foreign languages?</b>
<b>NOT</b> Does he/she/it <del>studies</del> <b>study</b> foreign languages?		
<b>NEGATIVE-INTERROGATIVE</b>		
DON'T / DOESN'T	SUBJECT	VERB BASE FORM
<b>Don't</b>	<i>I/you/we/you/they</i>	<b>work hard?</b>
<b>Doesn't</b>	<i>he/she/it</i>	<b>work hard?</b>

### Short answers

to form <b>affirmative</b> short answers, we use:	to form <b>negative</b> short answers, we use:
Yes, I/you/we/you/they <b>do</b> .	No, I/you/we/you/they <b>don't</b> .
Yes, he/she/it <b>does</b> .	No, he/she/it <b>doesn't</b> .

### Spelling

When we use the *Present Simple* with the third person singular, we make some changes in spelling. Look at the table.

<b>Verbs ending in mute -e</b>	verb base form + -s	come → comes; like → likes; etc.
<b>Verbs ending in consonant + -y</b>	-y → i + -es	reply → replies; try → tries; study → studies; etc.
<b>Verbs ending in vowel + -y</b>	verb base form + -s	play → plays; etc.
<b>Verbs ending in -s / -ss / -sh / -ch / -o / -x / -z</b>	verb base form + -es	kiss → kisses; wash → washes; teach → teaches; go → goes; relax → relaxes; etc.

### Exercises - Simple Present

1. Write the third person of each infinitive verb. The first one has been done for you as an example.

0. to write ... he/she/it **writes**

1. to answer ... he/she/it _____	9. to keep ... he/she/it _____
2. to buzz ... he/she/it _____	10. to miss ... he/she/it _____
3. to catch ... he/she/it _____	11. to paralyse ... he/she/it _____
4. to deny ... he/she/it _____	12. to reply ... he/she/it _____
5. to enjoy ... he/she/it _____	13. to swab ... he/she/it _____
6. to fix ... he/she/it _____	14. to undergo ... he/she/it _____
7. to heal ... he/she/it _____	15. to verify ... he/she/it _____
8. to immobilize ... he/she/it _____	16. to wash ... he/she/it _____

2. Complete the sentences with the Simple Present of the verbs in brackets. The first one has been done for you as an example.

0. She answers the phone. (answer)
1. She \_\_\_\_\_ up at 6.00 in the morning and \_\_\_\_\_ the early bus (get / catch).
2. My brother \_\_\_\_\_ to work by train. (go)
3. Mark never \_\_\_\_\_ when he is on duty. (relax)
4. My friend \_\_\_\_\_ eating disorders. (study)
5. Doctors \_\_\_\_\_ operations on Sundays. (not perform)
6. The patient in room n° 5 \_\_\_\_\_ to take his pills. (not want)
7. \_\_\_\_\_ midwives \_\_\_\_\_ women with their childbirth? (help)
8. Why \_\_\_\_\_ you \_\_\_\_\_ me a hand with these pieces of equipment? (not give)

3. Complete the questions with the auxiliaries do / does and answer with true short answers. The first one has been done for you as an example.

- |  |               |
|--|---------------|
| 0. <u>Do</u> radiologists take x-rays?                               | Yes, they do. |
| 1. ___ your father work late every day?                              | _____         |
| 2. ___ you really want to be a nurse/physiotherapist/lab technician? | _____         |
| 3. ___ your colleague smoke at work?                                 | _____         |
| 4. ___ you visit your grandparents once a week?                      | _____         |
| 5. ___ you like living with your family?                             | _____         |
| 6. ___ your friends listen to music?                                 | _____         |
| 7. ___ you eat healthy food?   | _____         |
| 8. ___ your friend keep fit?   | _____         |

## 2. Adverbs of frequency

We use the Simple Present with the following adverbs of frequency:

always
often
usually / generally / normally
sometimes / occasionally
seldom / rarely
hardly ever
never / ever

We usually put adverbs of frequency

- **before** the main verb in simple tenses:
  - *She **always goes** to work by train.*
- **after** the verb to be:
  - *We **are always** satisfied when patients recover after a serious injury.*
- **after** modals and auxiliaries in compound tenses:
  - *I **would never apply** for that job.*
  - ***Have you ever been** to London? No, I **have never been** to London.*



**Remember:** we can put *generally, normally, occasionally* and *sometimes* at the beginning or end of sentences.

### Exercises - Adverbs of frequency

1. Rewrite the sentences by putting in the right position the adverb of frequency in brackets. The first one has been done for you as an example.

0. I get up late in the morning. (hardly ever) → ***I hardly ever get up late in the morning.***
1. Doctors suggest less invasive treatments. (usually)
2. He goes to work by car. (generally)
3. Nursing students eat at the hospital canteen. (often)
4. Have you worked night shifts? (ever)
5. We must wash our hands before performing operations. (always)
6. I eat junk food because I think eating well is important for our health. (rarely)
7. Inpatients feel uncomfortable in hospital. (sometimes)
8. She sings nursery-rhymes to children on wards. (never)

2. Joshua Mill is a student nurse. He describes his ordinary day. Complete the text with an adverb of frequency and a verb from the box. Use the Simple Present of the verbs. The first one has been done for you as an example.

My name **0.** 's Joshua Mill and I'm twenty-years-old. I get up at 6.30 **1.** \_\_\_\_\_.

I have a shower and then I get dressed. I **2.** \_\_\_\_\_ have breakfast together with my brother Mark.

I drink milk, while he **3.** \_\_\_\_\_ cereals. Soon after, I take the 7.30 bus to get to university.

I often **4.** \_\_\_\_\_ my old friend Alice on the bus.

She **5.** \_\_\_\_\_ nursing, too.

She would like to be a nurse, because she **6.** \_\_\_\_\_ to take care of people, in particular children.

I have **7.** \_\_\_\_\_ preferred to assist the elderly.

My grandparents live with my family. They **8.** \_\_\_\_\_ both eighty-years-old.

I **9.** \_\_\_\_\_ help them with bathing and dressing.

**10.** \_\_\_\_\_, I take them to the park near our house. We really enjoy spending time together.

They **11.** \_\_\_\_\_ that I will be a good nurse, because people **12.** \_\_\_\_\_ comfortable with me.

In my free time, I go to restaurants with my friends, but I **13.** \_\_\_\_\_ eat junk food: my grandmother always **14.** \_\_\_\_\_ that I eat healthy.

<b>a.</b> be	<b>b.</b> meet	<b>c.</b> be	<b>d.</b> recommend	<b>e.</b> say
<b>f.</b> study	<b>g.</b> feel	<b>h.</b> eat	<b>i.</b> like	<b>j.</b> every day
<b>k.</b> sometimes	<b>l.</b> always	<b>m.</b> usually	<b>n.</b> often	<b>o.</b> never

### 3. *There is / There are*

THERE IS and THERE ARE						
AFFIRMATIVE			NEGATIVE		INTERROGATIVE	NEGATIVE-INTERROGATIVE
Formal		Informal	Formal	Informal	Never contracted	Contracted
<b>Singular</b>	there is	there's	there is not	there isn't – there's not	is there?	isn't there
<b>Plural</b>	there are		there are not	there aren't	are there?	aren't there?

#### Short answers

to form <b>affirmative</b> short answers, we use:	to form <b>negative</b> short answers, we use:
Yes, <b>there is</b> .	No, <b>there isn't</b> .
Yes, <b>there are</b> .	No, <b>there aren't</b> .

- a) We use *there is* (singular) / *there are* (plural) to say that something exists in a specific place:
- **There's** only one ambulance at the entrance.
  - **There are** two surgeons in the operating theatre.
  - **There isn't** a bathroom on this floor.
  - **There aren't** any curtains in this room.



We can use *there + be* in other tenses.

- *Simple Past*:
  - **A: Were there** many victims in the road accident?
  - **B: No, there weren't**, but **there was** one injured person.
- *Future Simple*:
  - **There will be** many students at tomorrow's Anatomy exam.

#### Exercises – *There is / there are*

1. Choose the correct form of **there is** and **there are**. The first one has been done for you as an example.
0. **There is / There are** a stretcher in the corridor.
1. **There is / There are** one big pine tree in the hospital garden.
2. **Is there / Are there** any surgical tools in an operating theatre? Yes, **there is / there are**.
3. **There is / There are** a paramedic on the ambulance.
4. Yesterday **there was / there were** a loud noise on the Paediatric ward.
5. **There is / Is there** a big road accident. **There will be / Will there be** many injured.

# Unit 1 vocabulary

A&E (Accidents & Emergencies)	Independent	Routine
Aching	Individual care programme	Sanitary practice
Active	Infirmity	Scrub nurse
Advanced Nurse Practitioner (ANP)	Injury	Senior Nurse
Anaesthetist	Introverted v. outgoing	Short v. tall
Ankle	Joint	Signs
Applied practice	Lab technician	Silly / dull v. smart / clever
Bachelor	Labour	Specialty
Back	Leg	Speech therapist
Biking	Life-threatening	Sporty
Biologist	Management skills	Staff nurse
Breastfeeding	Master's degree	Stillbirth
Cardiologist	Matron / Chief Nurse	Strength
Care facility / care service	Medicine	Surgeon
Careful v. careless	Midwife	Surgical procedure
Certified Nursing Assistant (CNA)	Miscarriage	Swollen
Childbirth	Muscle	Symptoms
Chronic	Must	Talkative v. quiet / reticent
Circulation	Neonatal abnormality	Termination
Clinical need	Neonatal death	Tired
Clinical training	Neurologist	To allow
Consultant	Newly qualified nurse	To assist
Curly/Straight/long/short hair	Nurse	To bathe
Daily care	Nursing home	To develop
Dementia	Nursing officer	To examine
Development	Nursing Practice	To feed
Diagnosis	Nursing Specialist	To get better
Disease	Operating department assistant	To get old
Doctor	Paediatrician	To hold
Drug market	Paramedic	To identify
Education and training	Pharmacist	To monitor
Emergency care	PhD / doctoral degree	To provide
Fashionable v. old-style	Physician	To put on
Foetus	Physiotherapist	To require
Funny v. serious	Plump/robust v. thin/slim	To rest / to relax
Geriatrician	Porter	To seek (to)
GP (General Practitioner)	Postgraduate degree	To stand up
Hard-working v. lazy	Postnatal	To take care (of)
Have to	Pregnancy	Tone
Health	Pregnant	Treatment
Healthcare	Prenatal	Vital signs
Healthcare centre	Prescription charge	Walking
Healthcare professional	Prevention	Ward
Healthcare system	Preventive care	Weight
Healthy	Radiographer / Radiology technician	Well-being
Illness	Receptionist	Well-trained
Immunisation	Residency	
Improvement	Responsibility	













## Assessing the patients' health

Before we start...

### Dialogues at the hospital

Connect each word to the corresponding picture

1. Belly		5. Liver	
2. Couch		6. Rocking chair	
3. Crutch		7. Slip	
4. Kidney		8. Swelling	

1

**Mrs. Brown:** These young people today are always using technology...

**Mr Davies:** Excuse me?

**Mrs Brown:** Take a look around. The boy is listening to the music with his headphones on; the others are all chatting on their mobiles. Even children can use those things!

**Mr Davies:** You are right. I don't like them. My son convinced me to buy one, but I never use it.

**Mrs Brown:** Neither do I! I have it with me today just because I have to call my daughter later. She'll come pick me up, but I hate using them.

**Mr Davies:** I prefer chatting in person... Just like you and I are doing. It is more... intimate, don't you think?

**Mrs Brown:** Yes, I agree. I love speaking, as you can see!

**Mr Davies:** ...And I like listening to people. Speaking of which, what happened to your ankle?

**Mrs Brown:** Oh, it's a funny story. I slipped on a banana peel! And now, I'm using this crutch.

**Mr Davies:** Such a typical story! I can imagine. How long are you going to need it?



**Mrs Brown:** I suffer from osteoporosis, so I need more than one month. I don't mind using the crutch, I enjoy sitting on my rocking chair when I'm at home, but I hate the fact that I can't drive.

**Mr Davies:** Do you still drive?

**Mrs Brown:** Yes, I do! I love driving! It helps me relax and, most importantly, I can visit my grandchildren.

2

**Mrs Roy:** Good morning! My name is Claire Roy. I have an appointment with Doctor Huston.

**Receptionist:** Good morning Mrs Roy! You are a bit early. You may take a seat in the waiting room.

**Mrs Roy:** Thank you! Good morning everybody! I am here for a check-up on my ankle. It's hurting.

**Chris:** It is swollen, isn't it?

**Mrs Roy:** You're right! Doctor Huston wants to immobilize it, but sport competitions are beginning next month. There's an athletics track in Bristol and I'm taking part in a marathon.

**Chris:** Are you training with that swollen ankle?

**Mrs Roy:** Hm... I usually do it five times a week, but this month I'm only exercising twice a week, because my pain is coming back, and the swelling is not going away. And you? Is this your first visit here?

**Chris:** Yes! I'm suffering from anxiety these days because of the pandemic.

**Mrs Roy:** I know! Hard time for everybody.

**Chris:** My GP thinks the anxiolytics that I'm taking are ineffective. So, he has referred me to a specialist.

**Mrs Roy:** What do you usually feel?

**Chris:** I usually sleep seven hours a day, and I never wake up in the middle of night. But this week I'm sleeping four hours a day, and I'm waking up breathless. Sometimes, I suffer from palpitations, too. It's like a bad dream...

**Mrs Roy:** I hope you get well soon!

**Chris:** Let's hope! Oh, what a cute baby! Why those tears?

**Mrs Chamberlain:** Levi hardly ever cries, but today he's crying because of this inflammation on his hand. My older son usually takes him to the park, and they play there for the whole afternoon.

**Chris:** So maybe it's an insect bite.

**Mrs Chamberlain:** I think so and I hope the doctor will heal his hand!



3

**Doctor:** Good morning, Mr Evans. What can I do for you?

**Mr Evans:** ‘Morning doctor. I’m afraid my liver problems are getting worse.

**Doctor:** Why do you say so?

**Mr Evans:** My pain is getting stronger and stronger. I can feel it here, on the right side of my belly, just under the stomach.

**Doctor:** How often does it hurt?

**Mr Evans:** I’d say it always hurts. I’m afraid my problem has become chronic.

**Doctor:** Let me see. Can you please take off your jumper and shirt and lie on the couch?

**Mr Evans:** Of course.

**Doctor:** Hm well, does it hurt if I press here?

**Mr Evans:** Yes, a bit.

**Doctor:** Ok, stand up again, please. Can I take a look at your eyes? ...They look fine. Did you notice any changes in your stools and urine?

**Mr Evans:** Yes, the colour of the urine is particularly dark. Oh, and I have this on my arm.

**Doctor:** Well, this is a spider angioma, or spider naevi. It is a consequence of swollen blood vessels, but it’s quite superficial, that’s why you can see it on your skin. It’s typical of liver damage.

**Mr Evans:** Does it mean my situation is getting worse?

**Doctor:** I’m afraid so, Mr Evans, but don’t worry. I suggest you visit a specialist as soon as possible. We have a good hepatologist here at the Department of Gastroenterology. His name is Dr Colin Green.

**Mr Evans:** Where can I make an appointment?

**Doctor:** At the reception. It’s on the ground floor, just on the right side of the entrance. Ask for Rita and tell her I’m sending you.

**Mr. Evans:** Oh, thank you, doctor.