

English for health-care providers

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ARÁN



ENGLISH
FOR
HEALTH-CARE
PROVIDERS

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HEALTH-CARE PROVIDERS

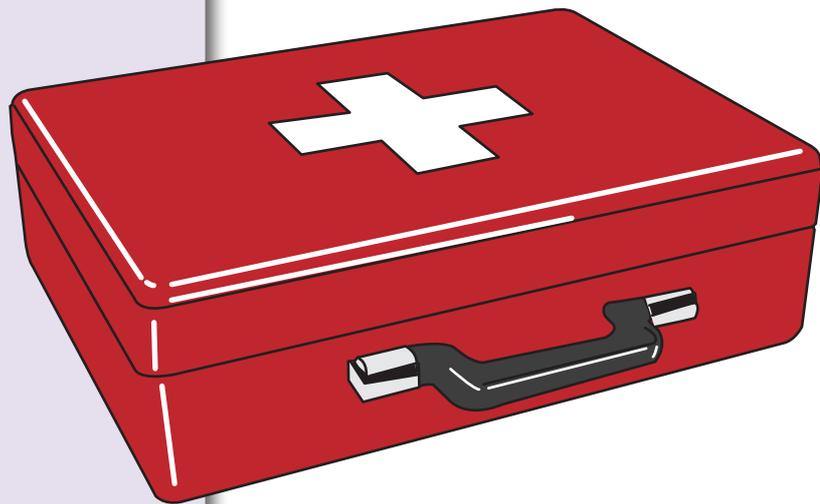
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First aid



2.2. Read the following health problems patients have and provide simple advice using “should” or “shouldn’t”

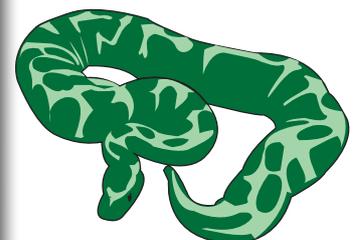
| Problem | Advice | Problem | Advice |
|-------------------|-------------------------------|--------------------|--------|
| I have... | | I have... | |
| ...a headache | <i>You should have a rest</i> | ...a fever | |
| ...a toothache | | ...the flu | |
| ...a stomach-ache | | ...a sore throat | |
| ...a cough | | ...a swollen ankle | |
| ...a cold | | ...a temperature | |

3. READING



Bites and stings

| | |
|----|--|
| | A bite is a wound received from the mouth of an animal or another human person. Animals may bite in self-defence. Other bite attacks may be apparently unprovoked. |
| 5 | Bites are usually classified by the type of creature causing the wound. Many different creatures are known to bite humans. These include spider, insects and vertebrates like dogs or cats. |
| 10 | Bite wounds can be characterised by generalised tissue damage, serious haemorrhage if major blood vessels are pierced, or infection by bacteria or other pathogens. Bite wounds can also be characterised by introduction of venom into the wound –by venomous animals such as some snakes– or introduction of other irritants into the wound, causing inflammation and itching. |



- c) People or animals.
- d) People or animals defending themselves.

3.3. Answer the following questions using information from the text

- a) Why do some animals bite human beings?
- b) What types of animals typically bite human beings?
- c) List at least four possible consequences of bite wounds.
- d) Is self-care enough for dog and cat bites?
- e) What are the physical consequences of common stings?



Grammar tip: Verbs in the Passive Voice

3.4. Read the following sentences from the text

- "Bites are usually classified by the type of creature causing the wound."
- "Many different creatures *are known* to bite humans."
- "...if major blood vessels *are pierced*..."
- "...Self-care *can be used* for dog and cat bites..."
- "...potentially dangerous bites *should be checked* by a doctor..."

The verbs in italics are in passive voice, used mainly when the focus is on the action, rather than on who or what is performing the action.

The passive voice is made with the verb "to be" plus the past participle form of a verb (see *Unit 4* for an explanation of regular and irregular past participle forms).

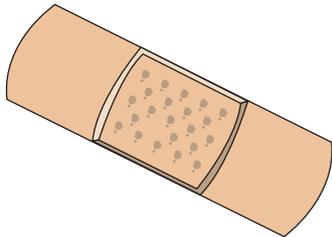
When rewriting verbs in the active voice in passive voice, note the following:

- a) The object of the active sentence becomes the subject of the passive sentence.
- b) The finite form of the verb is changed (to be + past participle).
- c) The subject of the active sentence becomes the object of the passive sentence (after the preposition by) or may be dropped.

| Active Voice | Passive Voice |
|--|---|
| John <i>writes</i> a letter | A letter <i>is written</i> (by John) |
| The thief <i>stole</i> the camera | The camera <i>was stolen</i> (by the thief) |
| The child <i>has returned</i> the book | The book <i>has been returned</i> (by the child) |
| Your friends <i>can visit</i> me anytime | I <i>can be visited</i> anytime (by your friends) |

Rewrite the following sentences using a passive voice:

- a) Doctors and nurses use PPE at all times when working.
- b) The chief physician advised the X-ray technician not to go into the X-ray suit without the leaded apron.
- c) The director posted the letter yesterday.
- d) I should always use gloves for my work.
- e) You should give patients all the explanations that patients want.



The first-aid kit

| | |
|----|--|
| | You never know when someone might get hurt: broken ankles, nasty gashes, and first-degree burns usually happen without warning. In the event of an injury, you may want to be prepared to administer the proper first aid treatment. That's why a first-aid kit is necessary for every home, every |
| 5 | vehicle, and every outing. In addition, if you are a parent, it is also your responsibility to provide a safe environment for you and those around you. |
| | |
| | What makes a good first-aid kit? If you buy a pre-made first-aid kit at the local drug store or discount store, it will probably have most of the items that are |
| 10 | necessary for immediate first aid treatment. These may not be sufficient for large injuries but they can be very useful for a first intervention. Another option is to make a home-made first-aid kit. In this case, it should be fairly easy and cheap to assemble such a kit, but a few tips should be considered. |
| | |
| 15 | In the first place, find an appropriate clean, rust-free container that is tough but easy to open. Then, find an accessible place to store the kit that is not only well signed but also out of reach of small children and pets. Finally, personalise the contents to suit your family or household. |
| | |
| 20 | As to the contents themselves, you should first make sure all items have a |

- c) Children’s painkillers and similar medicaments are useful in a first-aid kit, as children often have minor accidents at home.
- d) A list of emergency phone numbers will be of help in a first-aid kit in case urgent help is needed.

4. VOCABULARY



First aid scenarios

| First aid scenarios | Symptoms | |
|--|--|---|
| animal bite breathing problem broken bone burn choking dislocation drowning fainting food poisoning frostbite insect sting seizure shock splinter sprain strain sunburn unconsciousness | <p>Mental</p> confusion consciousness (loss) unconsciousness | <p>Skin and blood</p> bleeding blisters bruising burning pulse (weak, fast/rapid) pupils (dilated/enlarged) redness |
| | <p>Eyes</p> vision loss blurred vision double vision stares | <p>Muscles & body parts</p> convulsion deformation pain shivering stiffness sweating cold skin vomiting weakness |
| | <p>Breathing</p> rapid breathing irregular breathing hyperventilation | |

4.1. Tick the actions that you think you should do in case of an emergency and cross out the ones that you shouldn’t do at all

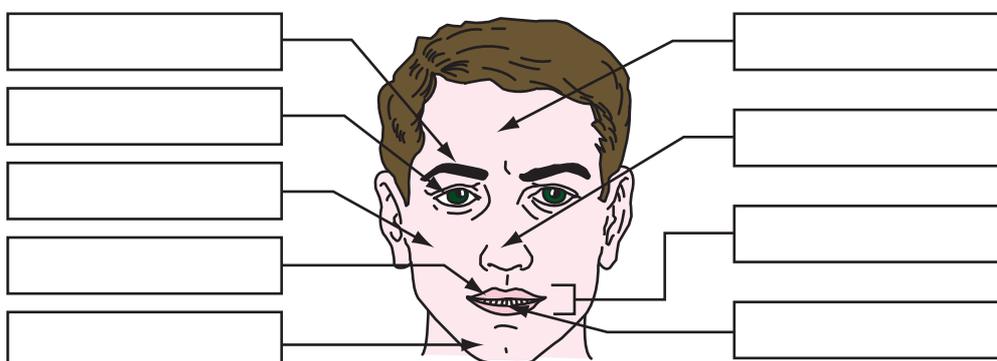
- a) You should call an ambulance if a person has fainted for no apparent reason and doesn’t wake up.
- b) You should use cotton for medical use on open bleeding wounds.
- c) You should move an injured person or get him/her out of his/her vehicle because he will be more comfortable lying on the floor.

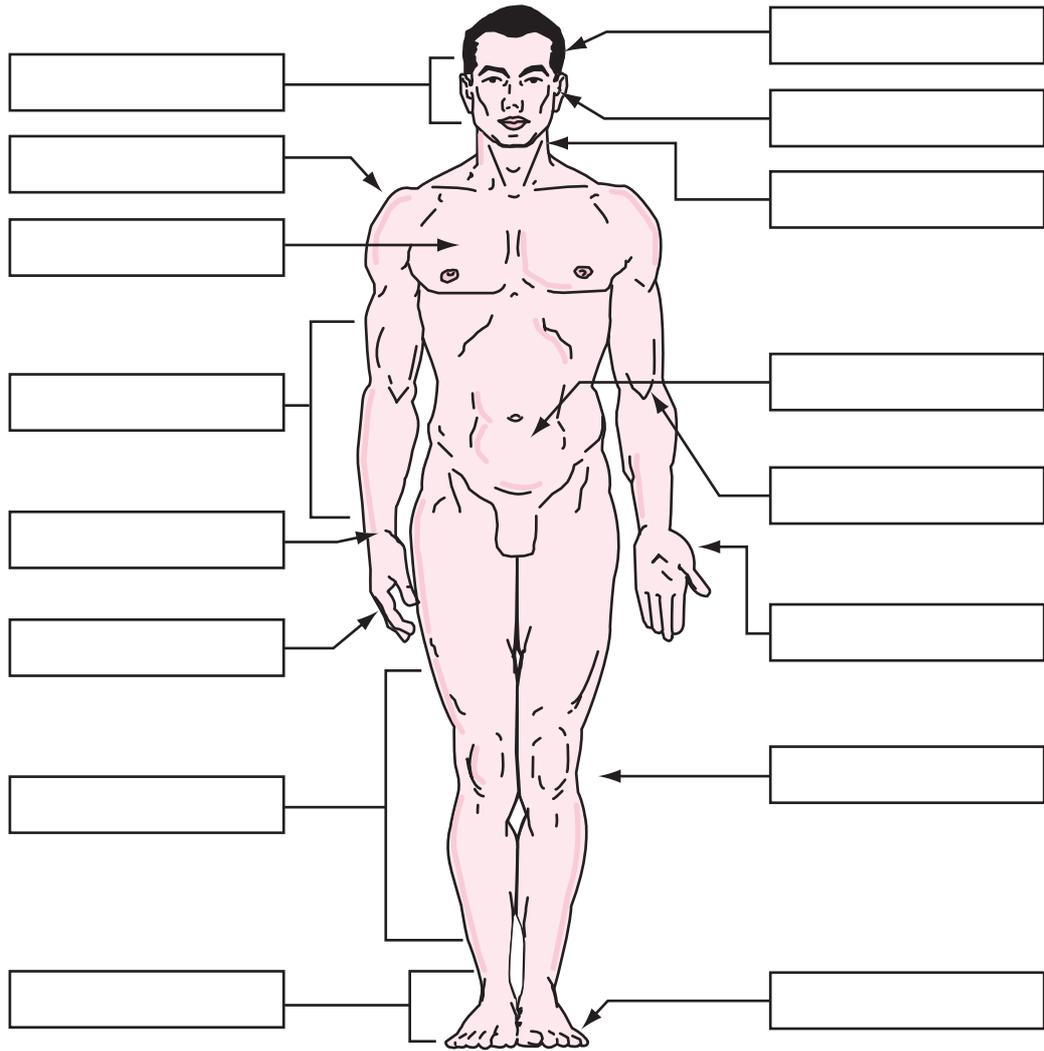
- d) You should cover the open wounds while waiting for an ambulance to arrive.
- e) You shouldn't drink alcohol to stay warm.
- f) You should try to clean a wound even if your hands are dirty and you don't have sterile gauze.
- g) You should give water to an injured person if he asks you to do so.
- h) You should try to remove any kind of plunged object into a person.

Human body I

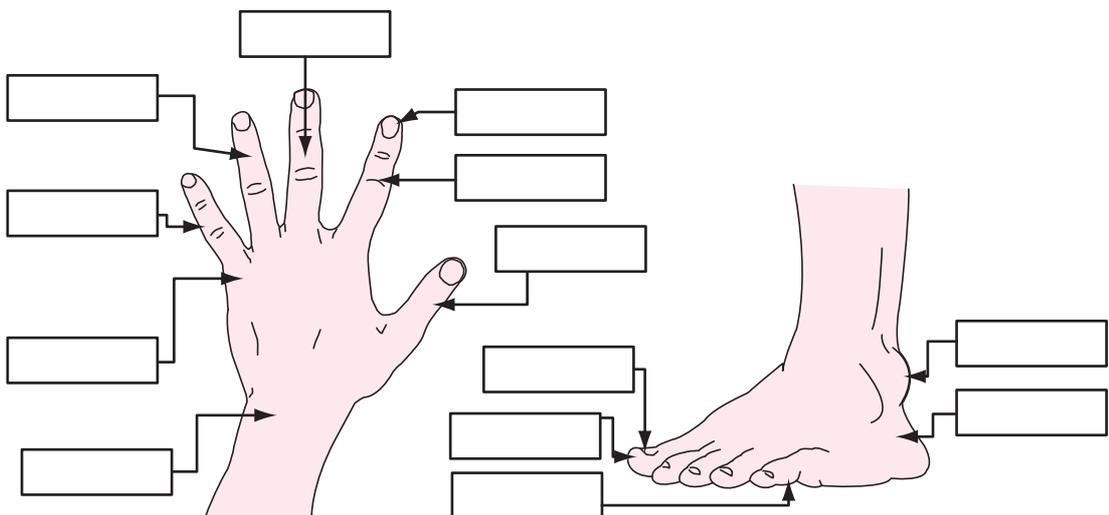
| Leg and foot | Hand | Trunk | Head | Eye |
|--------------|-------------------|----------|--------------|--------------|
| ankle | finger | abdomen | cheek | eye |
| buttock | fist | anus | chin | eyebrow |
| calf | fore/index finger | armpit | ear | eyelash |
| foot - feet | knuckle | back | face | eyelid |
| heel | little finger | breast | forehead | pupil |
| heel bone | middle finger | chest | hair | |
| knee | nail | groin | jaw | Mouth |
| shin | palm | hip | lips | canine tooth |
| thigh | ring finger | loins | neck | gum |
| toe | thumb | lumbar | nose nostril | hard palate |
| | | navel | throat | incisor |
| Arm | | nipple | | molar |
| elbow | | shoulder | | palate |
| forearm | | thorax | | premolar |
| upper arm | | waist | | tongue |
| wrist | | | | tonsil |
| | | | | tooth-teeth |
| | | | | uvula |
| | | | | wisdom tooth |

4.2. Label the following parts of the body and head with terms from the chart above

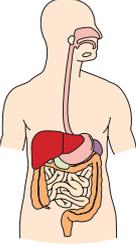
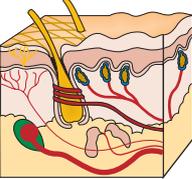
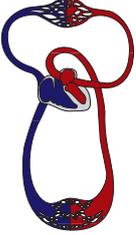




4.3. Label the following parts of a hand and foot with terms from the chart on the previous page



Human body II

| | | | |
|--|--|--|---|
| Organs, tissues, vessels  | appendix artery bladder brain gallbladder gland heart | kidney liver lung muscle nerve oesophagus pancreas | rectum small/large intestine spleen stomach trachea uterus vein |
| Skeleton & joints  | backbone/spine carpal clavicle/collarbone eye socket femur hip bone | humerus kneecap mandible pelvis phalanx radius | rib scapula shinbone shoulder blade skull sternum/breast bone |
| Skin and hair  | bags under the eyes beard/goaty beard birthmark blackhead cellulite crow's feet dermis/epidermis | dimple freckle frown line mole moustache scar shaved/waxed | Sideboard/sideburn spider vein spot tattoo varicose vein wart wrinkle |
| Fluids & waste  | bile (gall) blood breast milk earwax faeces gastric juice | mucus/snot saliva sebum/skin oil semen sweat | tear urine vaginal discharge vaginal secretion vomit |

4.4. Fill in the gaps with words from the chart above

- Teenagers often have _____, caused by excessive _____ accumulated in their sebaceous glands on their face.
- The doctor removed the _____ on her neck by freezing it.
- _____ are like _____ but smaller. However, they both look blue or red spider webs in legs and thighs.
- When you blow your nose, the colour of your _____ will give you a good indication of whether you have an an infection or not.

5. LISTENING



First Aid Manual



Go to <http://youtu.be/eXdk5B57OFY>

5.1. Watch the video and answer the following questions

- What do physicians believe many deaths can be prevented with?
- What should rescuers first check for?
- While additional help is sought for, what should rescuers do before exhaling into the victim's mouth?
- How many times should rescuers press on the middle of the victim's chest before checking any signs of breathing or pulse?
- What should rescuers do if there is a pulse but no breathing?



6. SPEAKING



6.1. Work in pairs. Decide what things should be in a first-aid kit

| | Yes | No | | Yes | No |
|-----------------------|-----|----|-----------------------|-----|----|
| Sticking plasters | | | Painkillers | | |
| Skin closures | | | Leather gloves | | |
| Bandages | | | Elastic bandage roll | | |
| Ear sticks | | | Antibiotic ointment | | |
| Tweezers and scissors | | | A peanut butter snack | | |
| Sponge | | | Oral syringe | | |

6.2. Work in groups. Choose one of the following topics. Discuss it in the group and prepare a collaborative report to the class

What should you do if you found...

- a) A person lying on the road with a severe injury to the head.
- b) A child at school with severe bleeding and a bone pushing through the skin.
- c) An elderly person that's fallen and can't move or get up.
- d) A girl taken out of a swimming pool, unconscious and with blue lips and ears.
- e) A boy whose shoulder bone is dislocated.

7. WRITING



Option a) Acting in accidents

What should you do if you see an accident? Describe the steps to take.

Option b) First-aid kit at home

Do you have a first-aid kit at home or at work? Describe it stating where it is kept, what it contains, and any situation that you have used it for in the past.

APPENDICES

1. IRREGULAR VERBS

2. GLOSSARY: HEALTH-RELATED TERMS

2.1. Abbreviations

2.2. Acronyms

2.3. General terms

3. FURTHER MATERIALS

3.1. Anatomical pathology

3.2. Audiologists

3.3. Clinical laboratory

3.4. Dental technicians

3.5. Diagnostic imaging

3.6. Dietetics

3.7. Emergency medical services

3.8. Environmental health

3.9. Medical records personnel

3.10. Nursing assistant

3.11. Oral hygienist

3.12. Orthotics

3.13. Pharmacy and parapharmacy

3.14. Radiotherapy

I. IRREGULAR VERBS

| Infinitive | Past simple | Past Participle |
|------------|-------------|-----------------|
| arise | arose | arisen |
| be | was, were | been |
| bear | bore | born |
| beat | beat | beat |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bet | bet | bet |
| bind | bound | bound |
| bite | bit | bitten |
| bleed | bled | bled |
| blow | blew | blown |
| break | broke | broken |
| breed | bred | bred |
| bring | brought | brought |
| build | built | built |
| burst | burst | burst |
| buy | bought | bought |
| cast | cast | cast |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| creep | crept | crept |

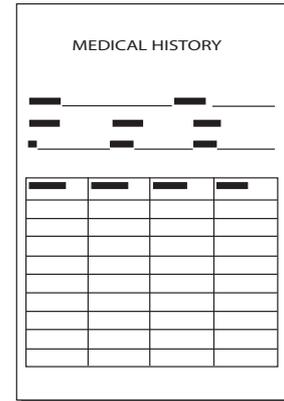
| Infinitive | Past simple | Past Participle |
|------------|-------------|-----------------|
| cut | cut | cut |
| deal | dealt | dealt |
| dig | dug | dug |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fit | fit | fit |
| fly | flew | flown |
| forbid | forbade | forbidden |
| forecast | forecast | forecast |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| forsake | forsook | forsaken |
| freeze | froze | frozen |
| get | got | gotten |
| give | gave | given |
| go | went | gone |

- GP** - General Practitioner
- HAI** - Hospital Acquired Infection
- HIV** - Human Immunodeficiency Virus
- I.C.U.** - Intensive Care Unit
- ICD** - International Classification of Disease
- IV** - Intravenous
- LSD** - Lysergic Acid Diethylamide
- MDMA** - 3,4-methylenedioxy-N-methylamphetamine
- MRI** - Magnetic Resonance Imaging
- NHS** - National Health Service (UK Public Health Service)
- NIH** - National Institutes of Health (US Public Health Service)
- PET** - Positron Emission Tomography
- PPE** - Personal Protective Equipment
- RICE Method** - Rest, Ice, Compression, Elevation
- STI** - Sexually Transmitted Infection

2.3. General terms

| | | |
|------------------|-----------------------|----------------------------------|
| a | | |
| abdomen | adhesive bandage | air sports |
| abdominal pain | adhesive strip | airborne |
| abdominal cramps | adhesive tape | airway/respiratory compromise |
| abdominal thrust | adjustable bed | airway support |
| abnormal | administration | alcohol |
| abrasion | admission to hospital | alcohol swabs |
| absorb | admission form | allergen |
| absorbent | adult diaper | allergic to something |
| ache | aerobic | allergic reaction |
| acne | aerobics | allergy |
| active | agent | allied health professions |
| acute | aggressive | all-purpose |
| ad lib | agility | altered |
| addictive | aid (n.) | Alzheimer's disease |
| additives | aid (v.) | ambulance |
| adhesive | ailment | ambulatory care |
| | air pollution | amnesia |
| | air quality | |

| | |
|----|--|
| | technicians work in admissions or medical records sections of hospitals and |
| 5 | clinics. They prepare, organise, analyze, and maintain patient records, reports, and correspondence, ensuring that complete, accurate records are kept for each patient in health-care facilities. They also develop a variety of statistical reports. Maintenance of this information is extremely important because it is used to evaluate patient care, diagnose and treat illnesses, and |
| 10 | plan health-care activities. |
| | |
| | The scope of duties required of medical records technicians depend on the facility that employs them. Amongst others, these typically include planning and developing information systems for efficient receipt, recording, storage, |
| 15 | and retrieval of medical data, reviewing medical records for completeness, accuracy, and compliance with requirements, or compiling medical and census data and prepare statistical reports. Medical records technicians also ensure that confidentiality of records is safeguarded and release information to persons and agencies according to regulations. |
| 20 | |
| | In large hospitals, record-keeping activities are usually under the direction of a Medical Record Administrator. In smaller hospitals, experienced Medical Record Technicians often manage the department, supervising clerical workers. Working conditions are usually pleasant, with much of the activity |
| 25 | taking place in the department. Medical Records Personnel also work in clinics, extended care facilities, large group medical practices, health maintenance organizations, and government agencies where conditions may vary. |
| | |
| 30 | Medical Record Technicians tend to specialize in areas such as admissions, ward, or outpatient records. Finally, since medical records are needed on a 24-hour basis, the workweek may include weekend or evening hours, or shift work (working different hours each week). |





Health centre
Audiologists
Pharmacy
Patients
Dietetics
Injuries
Orthotic
Audiology
Clinical laboratory
Anaesthesia
Dental
Clinical laboratory
Dietetics
Patients
Health centre
Dietetics
Orthotics
Audiologists
Alcohol
Pharmacy
Orthotics
Patients
Pharmacists
Pharmacy
Technicians
Orthotics
Drugs
Pharmacy
Injuries
Illness
Radiotherapy