

Medical English for Health Professionals – Premium

Tutors' Manual

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1. Introduction

The Medical English for Health Professionals courses are specifically designed to prepare for effective communication between doctors and patients and others involved in the medical workplace. Medical English for Health Professionals is available at three levels: **Basic** (A1-A2), **Intermediate** (B1-B1+) and **Advanced** (B2-C1). Each of these modules is organised in sections, each section based on common situations and tasks and focusing on functions and language required within different sectors of the medical profession. The three modules are designed to fill the following needs:

Basic

Medical professionals in non-English speaking countries who need to speak English to deal with or treat foreigners and to complete medical insurance reports. Functions include: greetings, asking for and giving information, giving simple instructions and advice, and explaining.

Intermediate

Medical professionals in non-English speaking countries who need to deal with and treat English-speaking patients, as well as attend training sessions in English. Functions include: greetings, taking a medical history, diagnosing, prescribing treatment, giving therapeutic information and documenting findings.

Advanced

Medical professionals in non-English speaking countries who need to write scientific articles in English and present posters at international conferences, who are preparing to work in an English-speaking country, or who are preparing to take the General Medical Council (GMC) PLAB (Professional and Linguistic Assessments Board) test in the UK or the USMLE (United States Medical Licensing Examination) test in the US. Functions at the Advanced level include those mentioned in the Intermediate level along with: diagnostic hypotheses and ordering diagnostic studies, writing articles and attending conferences.

See detailed module contents in the table in section 3, Module outlines, below.

The Medical English for Health Professionals modules correspond to approximately 25 to 30 hours of study time and are divided into six sections. In each section there is a focus on vocabulary, grammar, functional language and pronunciation, along with reading, writing, listening and speaking practice. In this Premium version of the course there are two speaking tutorials and two written tutorials. There is also an option to include extra speaking tutorials.

The total time tutors should spend on conducting and marking tutorials per module is 1 hour 30 minutes. This corresponds to 15 minutes on each writing tutorial and 30 minutes on each speaking tutorial (20-minute conversation and 10 minutes for feedback and admin).

In addition to the tutorials, the students will find a ten-item test at the end of each section (a total of six tests of this type). There is also a longer, more complete test at the end of the

module (Final test). The Final test is in four sections and tests vocabulary, grammar, functional language, listening and reading.

2. Assessment

Assessment of a student's progress on the Medical English for Health Professionals – Premium modules is as follows:

Module tests and tutorials	Marks
Section 1 test	10
Section 2 test	10
Section 3 test	10
Section 4 test	10
Section 5 test	10
Section 6 test	10
Final test	40
Tutorials	60 (10 marks for each writing tutorial and 20 marks for each speaking tutorial)
Total	160

Students need to score at least 60% (96/160) to pass the module.

Marks should be awarded in the tutorials based on the student's ability to communicate effectively at the corresponding level to complete the objectives of the tutorial. Remember that 6 out of 10 is a pass for the writing tutorials and 12 out of 20 is a pass for the speaking tutorials.

Written feedback and a mark both on the writing tutorials and on the speaking tutorials should be sent to the student by mail on the platform. The mark should also be inputted to the platform so that the marks display correctly for students and course administrators.

3. Module outlines

Medical English for Health Professionals – Basic (A1-A2)

Section	Functions	Skills	Language
1. Introduction Summary Practise greetings, spelling words and names, then practise saying numbers, days, months and dates.	Functions <ul style="list-style-type: none"> ● Greetings and basic social English ● Understanding and spelling words ● Saying dates and numbers 	Listening <ul style="list-style-type: none"> ● Understanding dates and numbers ● Listening and writing names as they are spelt ● Listen and understanding the letters of the alphabet 	Vocabulary <ul style="list-style-type: none"> ● Days, months, dates and numbers and ordinal numbers ● Pronunciation of the alphabet ● Common verbs: <i>be, help, spell, speak, ...</i> Grammar <ul style="list-style-type: none"> ● Basic question forms ● Present simple
2. Medical records Summary Practise vocabulary from a medical record, then practise asking for and giving information about a patient.	Functions <ul style="list-style-type: none"> ● Asking for information ● Completing a form ● Asking for details ● Giving basic information about yourself 	Listening <ul style="list-style-type: none"> ● Video: A medical check-up ● Listening and completing a form Speaking <ul style="list-style-type: none"> ● Pronunciation in questions ● Responding to answers 	Vocabulary <ul style="list-style-type: none"> ● A patient record: <i>date of birth, surname, gender, ...</i> ● Personal information: <i>occupation, address, regular exercise, ...</i> ● Medical history: <i>allergy, health, complaint, ...</i> ● Question words: <i>What, How old, ...</i> ● Abbreviations: <i>EHR, H&P, Hx, ...</i> Grammar <ul style="list-style-type: none"> ● Question forms ● Present simple negation ● Present continuous ● Contractions

Section	Functions	Skills	Language
3. A physical examination Summary Learn and practise vocabulary of parts of the body, then watch videos and practise language of giving instructions during a physical examination.	Functions <ul style="list-style-type: none"> ● Giving a patient instructions ● Describing the steps of a physical examination 	Listening <ul style="list-style-type: none"> ● Identifying parts of the body mentioned ● Understanding instructions given during a physical examination ● Pronunciation: Parts of the body Speaking <ul style="list-style-type: none"> ● Talking a patient through a physical examination 	Vocabulary <ul style="list-style-type: none"> ● Parts of the body: <i>ear, eye, throat, ...</i> ● Internal parts of the body: <i>lung, liver, spine, ...</i> ● Action verbs: <i>take off, lift up, open, ...</i> ● Items in the examination room: <i>prescription, bandage, drops, ...</i> Grammar <ul style="list-style-type: none"> ● Imperatives to give instructions ● <i>Going to</i> for intentions
4. Asking about symptoms Summary Study vocabulary and ways of describing symptoms, then practise asking a patient about symptoms.	Functions <ul style="list-style-type: none"> ● Greeting a patient ● Asking about symptoms ● Responding to a patient's answers 	Listening <ul style="list-style-type: none"> ● Video: In the doctor's surgery ● Understand a patient's answers Speaking <ul style="list-style-type: none"> ● Interviewing a patient 	Vocabulary <ul style="list-style-type: none"> ● Aches and pains: <i>pain, ache, hurt, ...</i> ● Symptoms: <i>sore throat, feel sick, ...</i> Grammar <ul style="list-style-type: none"> ● Adjectives, verbs and nouns ● Word order: Affirmative and negative sentences ● Present simple question forms: <i>do</i> and <i>does</i>

Section	Functions	Skills	Language
<p>5. Prescribing treatment</p> <p>Summary Practise asking a patient about symptoms, making a diagnosis and giving advice, then study time expressions and ways of talking about frequency.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Understanding a patient's description of symptoms ● Giving a diagnosis ● Giving instructions and advice 	<p>Speaking</p> <ul style="list-style-type: none"> ● Responding to a patient's questions ● Starting and closing a consultation <p>Listening</p> <ul style="list-style-type: none"> ● Understanding what the patient says 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Quantifying symptoms: <i>really tired, a bad headache, ...</i> ● Expressions of frequency: <i>three times a day, every six hours, ...</i> ● Time expressions: <i>next year, tomorrow, in six months, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Imperatives for instructions ● Questions with <i>how long</i> ● Questions about the past: <i>did</i> ● Expressing opinions: <i>I think you probably...</i>
<p>6. Outpatient service</p> <p>Summary Practise dealing with an outpatient, explaining what is necessary and completing a simple description on a patient record, then study ways of talking about necessity, and referring to the past, present and future.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Understanding a patient's needs ● Dealing with a request ● Saying that something is not possible ● Explaining and giving directions ● Saying goodbye 	<p>Speaking</p> <ul style="list-style-type: none"> ● Greeting and responding to the public <p>Reading</p> <ul style="list-style-type: none"> ● Understanding a simple description on a patient record <p>Listening</p> <ul style="list-style-type: none"> ● Video: Dealing with visitors to the outpatients service <p>Writing</p> <ul style="list-style-type: none"> ● Writing a diagnosis and advice for treatment 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● People at a hospital: <i>patient, nurse, paediatrician, ...</i> ● Describing where things are: <i>turn right, not far, ...</i> ● Sections of a patient record: <i>gender, address, treatment, ...</i> ● Vocabulary associated with treatment: <i>cotton, warm water, discard, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Explaining what is or isn't necessary: <i>need to</i> and <i>have to, don't need to, don't have to</i> ● Talking about the present, past and future: Past simple and continuous, <i>would like</i> and <i>will</i> ● <i>Can</i> and <i>will be able to</i>

Medical English for Health Professionals – Intermediate (B1-B1+)

Section	Functions	Skills	Language
<p>1. Introduction</p> <p>Summary Practise useful language you need when dealing with patients.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Welcoming and greeting people ● Explaining and giving instructions ● Asking questions and checking information ● Asking about symptoms ● Giving a diagnosis ● Giving a physical examination 	<p>Listening</p> <ul style="list-style-type: none"> ● Different medical situations ● Video: Dealing with patients <p>Speaking</p> <ul style="list-style-type: none"> ● Pronunciation: Stress in long words ● Pronunciation: Parts of the body <p>Reading</p> <ul style="list-style-type: none"> ● A medical quiz 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● People at a hospital: <i>surgeon, specialist, outpatient, ...</i> ● Parts of the body: <i>ear, eye, nose, throat, ...</i> ● Internal body parts: <i>lung, liver, spine, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Question forms ● <i>Will</i> for offers
<p>2. Taking a medical history</p> <p>Summary Practise useful language to ask questions and respond to answers when taking a medical history, and study question forms and expressions of time and frequency.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Asking about medical history ● Responding to the patient ● Giving instructions about treatment 	<p>Listening</p> <ul style="list-style-type: none"> ● Video: Taking a medical history ● Video: Asking about past medical history ● Understanding key information <p>Speaking</p> <ul style="list-style-type: none"> ● Stages of a consultation ● Taking a medical history 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Medical vocabulary review: <i>prescription, disease, pulse, ...</i> ● Medical histories: <i>painful, cough, swallow, ...</i> ● Travel <p>Grammar</p> <ul style="list-style-type: none"> ● Word order in questions ● Describing time and frequency ● Useful expressions: <i>first thing in the morning, at the moment, since the operation, ...</i>

<p>3. A physical examination</p> <p>Summary Review vocabulary of parts of the body, watch videos and practise language of giving instructions during a physical examination, then practise verbs, vocabulary of equipment and pronunciation.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Giving a patient instructions ● Explaining what you are going to do ● Asking a patient about symptoms ● Responding to what a patient says 	<p>Listening</p> <ul style="list-style-type: none"> ● Video: A physical examination ● Understanding questions ● Understanding a patient <p>Speaking</p> <ul style="list-style-type: none"> ● Word stress <p>Writing</p> <ul style="list-style-type: none"> ● Describing the stages of a physical examination 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Parts of the body: <i>hip, shoulder, elbow, ...</i> ● Action verbs: <i>take off, lie down, put out, ...</i> ● Examination equipment: <i>gown, gloves, scales, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Review: Question forms ● Imperatives to give instructions
<p>4. Diagnosing</p> <p>Summary Learn vocabulary of symptoms and diagnoses, watch a video of ending a consultation, practise describing causes and giving a diagnosis.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Understanding symptoms ● Giving a diagnosis ● Explaining treatment and its possible outcome ● Describing causes ● Ending a consultation 	<p>Listening</p> <ul style="list-style-type: none"> ● Understanding a description of symptoms ● Video: Diagnosing <p>Speaking</p> <ul style="list-style-type: none"> ● Pronunciation: Vowel sounds ● Pronunciation: Diagnostic tests <p>Writing</p> <ul style="list-style-type: none"> ● Writing about different consultation scenarios 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Common symptoms: <i>stiffness, lump, pain, ...</i> ● Symptoms and body systems: <i>skin: dryness, rashes, ...</i> ● Word building: <i>feel, feeling, bleed, blood, ...</i> ● Diagnostic tests: <i>CT, stool test, biopsy, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Describing cause: <i>caused by, because of, because, ...</i> ● Possibility: <i>probably, possibly, might, could</i>

<p>5. Prescribing treatment and giving therapeutic information</p> <p>Summary Practise prescribing treatment and giving therapeutic information, and study ways of expressing precaution, necessity, possibility and intention, and ways of specifying treatment.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Answering a patient's questions ● Prescribing treatment ● Giving therapeutic information and instructions ● Saying something is important ● Explaining to a parent or family member 	<p>Listening</p> <ul style="list-style-type: none"> ● Video: A doctor prescribing treatment ● Understanding key information in different case dialogues <p>Speaking</p> <ul style="list-style-type: none"> ● Prescribing treatment and giving therapeutic information 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Meaning from context: <i>sleepy, heavy smoker, cut down, ...</i> ● Treatment: <i>dressing, discharge, sponge, ...</i> ● Therapeutic information: <i>test results, antibiotics, treatment, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Intentions: <i>going to</i> and <i>will</i> ● Imperatives for instructions ● <i>Should</i> for expected outcome ● Need to for necessity ● Possibility vs. generally true: <i>may, might</i> and <i>can</i> ● Expressing importance: <i>important to, make sure, better not to, not forget, ...</i> ● <i>So that, in case</i> and <i>if</i> for conditions and precautions
<p>6. Writing a patient report</p> <p>Summary Practise reading and writing an HPI (history of present illness) report, study useful vocabulary, different verb forms and words used to link information or ideas in a report.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Understanding and writing a history of present illness ● Describing key information ● Linking events in an HPI 	<p>Writing</p> <ul style="list-style-type: none"> ● Linking information and ideas: <i>however, also, because, ...</i> ● Verb forms and meanings <p>Reading</p> <ul style="list-style-type: none"> ● Reading and understanding key information in an HPI (history of present illness) 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Common medical abbreviations: <i>A6E, BMI, Sx, ...</i> ● Chief complaints: <i>irritability, feeding, feverish, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Verb forms: Present simple, past simple, present perfect, past passive ● Present perfect for unfinished periods

Medical English for Health Professionals – Advanced (B2-C1)

Section	Functions	Functions and skills	Language
<p>1. Introduction</p> <p>Summary Review and practise useful language used in the medical profession.</p>	<p>Functions</p> <ul style="list-style-type: none"> • Understanding descriptions of common illnesses • Describing symptoms of common illnesses • Defining medical terms 	<p>Listening</p> <ul style="list-style-type: none"> • Descriptions of illnesses <p>Reading</p> <ul style="list-style-type: none"> • Interesting quotes • Brief descriptions of illnesses and conditions <p>Speaking</p> <ul style="list-style-type: none"> • Pronunciation: Word stress in common medical words • Pronunciation: Vowel sounds 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Parts of the body: <i>liver, lung, bladder, ...</i> • Common names for bones: <i>collarbone, jaw, skull, ...</i> • Symptoms, conditions and treatment: <i>prescription, injury, dosage, ...</i> • Scientific and medical words: <i>theory, tissue, disease, ...</i> • Common illnesses: <i>mumps, chickenpox, measles, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> • <i>Can</i> for possible outcomes • Describing cause: <i>cause, caused by</i>
<p>2. Taking a medical history</p> <p>Summary Study useful language to ask questions, prompt patients and understand responses when taking a medical history, and practise summarising a chief complaint.</p>	<p>Functions</p> <ul style="list-style-type: none"> • Describing injuries and body reactions • Using medical abbreviations • Making introductions and explaining what is going to happen • Confirming patient details • Taking a medical history • Asking follow-up questions • Responding to what the patient says • Asking appropriate questions 	<p>Listening</p> <ul style="list-style-type: none"> • Taking a medical history • Understanding important information in what the patient says • Listening for facts • Video: Details of a chief complaint <p>Speaking</p> <ul style="list-style-type: none"> • Pronunciation: Injuries and body reactions • Prompting and asking for more information • Role play: Interview a patient <p>Writing</p> <ul style="list-style-type: none"> • Completing notes while listening 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Review: Injuries and body reactions: <i>inflammation, sprain, swollen, ...</i> • Common medical abbreviations: <i>A&E, BMI, Sx, ...</i> • Using appropriate words: <i>left, forgotten, neglected, ...</i> • Phrasal verb review: <i>go through, miss out, come across, ...</i> • Adjectives: <i>throbbing, numb, rough, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> • Formal and informal language: being diplomatic and asking appropriate questions • Word order • Colloquial language: <i>have a chat, as we go along, ...</i>

<p>3. Diagnostic hypotheses and studies</p> <p>Summary Review diagnostic test vocabulary, practise describing diagnostic test protocol, clinical conditions and diagnostic tests, then practise writing a diagnosis and diagnostic study request.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Describing diagnostic tests for patients ● Describing clinical conditions and appropriate tests ● Following and summarising a training video ● Describing protocols ● Taking notes 	<p>Listening</p> <ul style="list-style-type: none"> ● Understanding statements related to protocols and procedures ● Understanding descriptions of clinical conditions ● Listening for gist: A training video about imaging requests ● Listening and taking notes <p>Reading</p> <ul style="list-style-type: none"> ● Reading for important information: A diagnostic imaging protocol ● Read and analyse a medical history <p>Speaking</p> <ul style="list-style-type: none"> ● Pronunciation: Vowel sounds <p>Writing</p> <ul style="list-style-type: none"> ● Terms used in a written medical history ● Writing a medical history and diagnostic study request 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Review of diagnostic test types: <i>biopsy, MRI scan, ultrasound, ...</i> ● Appropriate verbs for a protocol: <i>provide, ensure, adhered, ...</i> ● Illnesses and conditions: <i>measles, conjunctivitis, arthritis, ...</i> ● Synonyms: <i>acute – severe, mild – light, ...</i> ● Clothing: ● Appropriate vocabulary in a technical explanation: <i>outweigh, indicate, carry out, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Linking information in a medical history ● Collocations: <i>sudden onset, stabbing pain, thoracic region, ...</i>
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<p>4. Giving the patient information</p> <p>Summary Study useful strategies and language for giving patients and medical staff information, then practise giving bad news to a patient.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Taking and giving information to a patient ● Confirming information ● Giving instructions ● Explaining a condition and treatment to a patient ● Giving bad news ● Explaining a plan of action ● Being tactful 	<p>Listening</p> <ul style="list-style-type: none"> ● Listening for the gist of different conversations ● Video: Giving bad news <p>Speaking</p> <ul style="list-style-type: none"> ● Being tactful: Useful expressions ● Pronunciation: Connected speech ● Role play: Giving a patient bad news 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Vocabulary review: <i>puffy, dizzy, faint, ...</i> ● IV placement: <i>catheter, vein, prick, ...</i> ● Hospital vocabulary: <i>ward, shift, bedside, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Useful expressions: <i>get up to speed, in answer to your question, ...</i> ● Indirect forms: Being tactful ● Using <i>just</i> to soften statements
<p>5. Documenting findings</p> <p>Summary Practise strategies for reading reports and articles, study scientific and academic words, ways of linking ideas and information, modal verbs and verb forms found in a case report, then practise writing a case study.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Summarising an article ● Finding key information in an article ● Writing a case report 	<p>Reading</p> <ul style="list-style-type: none"> ● Read an article: Reading for gist ● Read and analyse a case report ● Understand meaning from context ● Reading for detailed understanding <p>Writing</p> <ul style="list-style-type: none"> ● Sequencing and linking events in a case report ● Write a case report 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Review: Medical vocabulary ● Scientific and academic words: <i>researchers, unlikely, according, ...</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Linking ideas and information ● Modal verbs: <i>can</i> and <i>may</i> for generally true vs. possibility ● Verb forms in a report: passive and active forms

<p>6. Medical presentations</p> <p>Summary Watch and analyse a short medical presentation, practise the use of the <i>-ing</i> form and infinitives, ways of contrasting information, expressing facts and opinions, concession and contrast, and how to use pauses and phrasing when speaking.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Following a presentation ● Making a presentation ● Giving opinions ● Contrasting ideas and information 	<p>Listening</p> <ul style="list-style-type: none"> ● Video: A medical presentation, listening for gist <p>Speaking</p> <ul style="list-style-type: none"> ● Pronunciation: Pausing and phrasing ● Structuring and delivering a presentation 	<p>Grammar</p> <ul style="list-style-type: none"> ● <i>-ing</i> forms and <i>to</i> + infinitive ● Linking ideas and information: <i>although, since, even if, ...</i> ● Expressing concession and contrast: <i>although, while, nevertheless, ...</i> ● Expressing facts and opinions: <i>arguably, undoubtedly, it is thought that ..., ...</i> ● Describing cause and effect: <i>as a result, because of, ...</i>
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4. Module guide for tutors

Medical English for Health Professionals (Basic)

Contents:

This module covers the following content:

1. Introduction

Practise greetings, spelling words and names, then practise saying numbers, days, months and dates.

- Greetings
- The alphabet
- Spelling words and names
- Saying numbers
- Saying days and dates
- Test 1

2. Medical records

Practise vocabulary from a medical record, then practise asking for and giving information about a patient.

- A patient record
- Video: Asking for patient information
- Asking questions to complete a medical record
- Question forms
- Medical abbreviations
- Talking about a patient
- Affirmation and negation
- **Writing Tutorial 1** (Write about you and about a patient.)
- Test 2

3. A physical examination

Learn and practise vocabulary of parts of the body, then watch videos and practise language of giving instructions during a physical examination.

- Vocabulary: Parts of the body
- A medical examination
- Video: Giving a patient instructions
- Vocabulary: Action verbs
- Pronunciation: Vowel sounds
- Vocabulary: In the examination room
- **Speaking Tutorial 1** (Talk about your work and practise asking questions.)
- Test 3

4. Asking about symptoms

Study vocabulary and ways of describing symptoms, then practise asking a patient about symptoms.

- Vocabulary: Aches and pains
- Vocabulary: Symptoms
- Word order: Describing symptoms
- Video: A patient describes symptoms
- Word order: Questions
- Questions and answers
- **Speaking Tutorial 2** (Talk about physical examinations and symptoms.)
- Test 4

5. Prescribing treatment

Practise asking a patient about symptoms, making a diagnosis and giving advice, then study time expressions and ways of talking about frequency.

- Symptoms and advice
- Video: Asking a patient questions
- Video: Making a diagnosis
- Prescribing treatment and giving instructions
- Useful phrases
- Talking about frequency
- Time expressions
- **Writing Tutorial 2** (Write a diagnosis and give advice.)
- Test 5

6. Outpatient service

Practise dealing with an outpatient, explaining what is necessary and completing a simple description on a patient record, then study ways of talking about necessity, and referring to the past, present and future.

- Vocabulary: People at a hospital
- Video: Dealing with a patient
- Useful expressions
- Explaining what is necessary
- Past, present and future
- Completing a patient record
- Writing practice

Final test

Check what you have learnt.

Feedback

Send us your feedback on this module.

Tutorials:

There are **two speaking tutorials** and **two writing tutorials** in this module.

Writing Tutorial 1 (Section 2. Medical records)

These are the instructions the student sees in the module:

2. Medical records

Writing Tutorial 1 (Write about you and about a patient.)

Write to your tutor

1. Look at the patient record. Write six sentences about the patient.

Patient record		
Last name Lee	First name Amanda	MR Number 321108395
Address 278 Long Avenue Brisbane, Australia	Postcode 46360	Phone number 564 658 1312
Date of birth (day/month/year) 03/09/1989	Gender Female	Occupation chemist
Know allergies gluten and penicillin		Habits Smoke: No Exercise: 4 times a week
Medication Ventolin		

For example:

The patient is a woman. She is a ... She is ... years old. She is from ... She doesn't ...

2. Write sentences about you and your work. Write about:

- your name and where you live
- your work, or work you would like to do
- your work history
- your English studies

For example:

My name is Ana. I am a nurse and I live in Andalucía. I work in a hospital. The name of the hospital is ... I have worked there for six years. I like my job. I work in the ... department of the hospital. I usually ...

I started studying English in ... I want to learn more English because ...

Write approximately 75 words.

Send the completed task to your tutor.

Mark: Award a mark out of 10.

Speaking Tutorial 1 (Section 3. A physical examination)

These are the instructions the student sees in the module:

3. A physical examination

Speaking Tutorial 1 (Talk about your work and practise asking questions.)

Speak to your tutor

Send your tutor an email suggesting a day and time for the speaking tutorial.

In this tutorial you will talk about you and your work, and practise asking questions.

On the phone

- Hello. This is ... I am phoning to do the speaking tutorial. How are you today?
- *Fine thanks. And you?*
- I'm fine too.

Talk about you

- My name is ... I am a...
- I live in I work in a ...
- I have worked there for ... years. I like my job. I work in the ... department of ...
- At work I normally ...
- I started studying English in ...
- I want to learn more English because ...

Ask questions

Ask your tutor questions to complete the patient record.

- What is your last name?
- What's your date of birth?
- And your address?
- What's your postcode?
- Do you have a phone number?
- What do you do?
- Do you have any allergies?
- Are you taking any kind of medication at the moment?
- Do you smoke?
- Do you do any regular exercise?

Patient record		
Last name	First name	MR Number 321108395
Address	Postcode	Phone number

Date of birth (day/month/year)	Gender	Occupation
Know allergies		Habits Smoke: Exercise:
Medication		

At the end of the tutorial

Say goodbye to your tutor.

Well thank you. It was nice speaking to you. I will speak to you again soon. Goodbye.

Mark: Award a mark out of 20.

Speaking Tutorial 2 (Section 4. Asking about symptoms)

These are the instructions the student sees in the module:

In this tutorial you will talk about what you do during a physical examination, ask questions about symptoms and make a diagnosis.

On the phone

- Hello. This is ... I am phoning to do the speaking tutorial. How are you today?
- *Fine thanks. And you?*
- I'm fine too.

Talk about what you do during a physical examination.

- First I ...
- Then I ...
- Next I ...

Ask questions about symptoms

Ask your tutor questions to make a diagnosis.

[The tutor should prepare a list of typical symptoms, for example for flu or food poisoning, and answer the learner's questions.]

For example:

- Do you have a temperature?
- Do your eyes hurt?
- Does your leg hurt?
- Is your ankle sore?
- Do you have a pain in your stomach?
- How long have you felt like this?

- Do you have any other symptoms?
- Do you have any allergies?

Talk about being ill

What are common medical problems that patients have?

Do you get ill very often?

Mark: Award a mark out of 20.

Writing Tutorial 2 (Section 5. Prescribing treatment)

These are the instructions the student sees in the module:

1. Write a diagnosis and advice or treatment for the situations, 1 to 4.

For example:

Situation: The patient often goes swimming and has an earache.

Diagnosis: *The patient has an ear infection, probably caused by water in the ear.*

Advice or treatment: *Put drops in the ear every six hours.*

Situation 1: The patient has a headache, feels tired and has a temperature.

Situation 2: The patient's daughter has a red eye. There is a discharge (liquid) from the eye.

Situation 3: The skin between the toes of the patient is red.

Situation 4: The patient has a sore throat but doesn't have a temperature.

Send the completed task to your tutor.

Mark: Award a mark out of 10.

Medical English for Health Professionals (Intermediate)

Contents:

This module covers the following content:

1. Introduction

Practise useful language you need when dealing with patients.

- Vocabulary: People at a hospital
- Pronunciation: Stress in long words
- Medical quiz
- Video: Dealing with patients
- Stages of a physical examination
- Vocabulary: Parts of the body
- Test 1

2. Taking a medical history

Practise useful language to ask questions and respond to answers when taking a medical history, and study question forms and expressions of time and frequency.

- Vocabulary: Medical history
- Video: Taking a medical history
- Stages of a consultation
- Introductions
- Checking patient information
- Responding to the patient
- Word order of questions
- Video: Asking about past medical history
- Describing time and frequency
- **Speaking Tutorial 1** (Take a medical history.)
- Test 2

3. A physical examination

Review vocabulary of parts of the body, watch videos and practise language of giving instructions during a physical examination, then practise verbs, vocabulary of equipment and pronunciation.

- Review questions
- Vocabulary review: Parts of the body
- Video: A physical examination
- Giving a patient instructions
- Vocabulary: Action verbs
- Vocabulary: Examination equipment
- Pronunciation: Word stress
- **Writing Tutorial 1** (Write about how you carry out a physical examination.)
- Test 3

4. Diagnosing

Learn vocabulary of symptoms and diagnoses, watch a video of ending a consultation, practise describing causes and giving a diagnosis.

- Video: Diagnosing a patient
- Ending a consultation
- Vocabulary: Common symptoms
- Patients' descriptions of symptoms
- Describing causes
- Pronunciation: Vowel sounds
- Vocabulary: Word building
- Diagnostic tests
- **Writing Tutorial 2** (Write about diagnosing a patient.)
- Test 4

5. Prescribing treatment and giving therapeutic information

Practise prescribing treatment and giving therapeutic information, and study ways of expressing precaution, necessity, possibility and intention, and ways of specifying treatment.

- Video: Prescribing treatment
- Different functions
- Giving therapeutic information
- Saying something is important
- *So that, in case* and *if*
- Specifying treatment
- **Speaking Tutorial 2** (Prescribe treatment and give therapeutic information.)
- Test 5

6. Writing a patient report

Practise reading and writing an HPI (history of present illness) report, study useful vocabulary, different verb forms and words used to link information or ideas in a report.

- Common medical abbreviations
- Reading an HPI
- Vocabulary: Useful words in an HPI
- Verb forms: Present and past simple, present perfect and past passive
- Linking information and ideas
- Test 6

Final test

Check what you have learnt.

Feedback

Send us your feedback on this module.

Tutorials:

There are **two speaking tutorials** and **two writing tutorials** in this module.

Speaking Tutorial 1 (Section 2. Taking a medical history)

These are the instructions the student sees in the module:

Send your tutor an email suggesting a day and time for the speaking tutorial.

In this tutorial your tutor will play the role of a patient and you will interview him or her and take a medical history. Remember to do the following:

- Introduce yourself
- Ask what name the patient prefers to be called
- Ask about a chief complaint
- Ask for detailed information
- Ask about medical history
- Respond to what the patient says

[The tutor can either talk about a real chief complaint (the reason for going to the doctor), or make up a chief complaint. For example: back pain, a sore knee, insomnia, flu, etc.]

Mark: Award a mark out of 20.

Writing Tutorial 1 (Section 3. A physical examination)

These are the instructions the student sees in the module:

In this tutorial you will write to your tutor to describe (in your own words) what you do when you carry out a physical examination.

For example:

*The first thing I do is After that I
I do this to see if/find out ...*

The next thing I do is ... Then I ... I do this because ...

At the end of the examination I ... and ...

Write approximately 200 words.

Send the completed task to your tutor.

Mark: Award a mark out of 10.

Writing Tutorial 2 (Section 4. Diagnosing)

These are the instructions the student sees in the module:

In this tutorial you will write about what you do and say to a patient in English when you are diagnosing.

Write the answers to these questions. Give as many examples as possible.

1. If English-speaking patients came to your surgery, how would you greet them in English?

For example: *First, I would introduce myself. I would say ... and then Then, I would ...*

2. How do you begin to ask about symptoms?

For example: *First I say, "Now, what seems ...? Then I ask specific questions, like, ...*

3. Choose **TWO** of the patients below. Look at the symptoms. What questions do you ask the patient? What else do you do? What diagnostic tests would you ask for or carry out?

- Patient 1: diarrhoea
- Patient 2: abdominal pain
- Patient 3: chest pain
- Patient 4: difficulty swallowing
- Patient 5: a fever

Send the completed task to your tutor.

Mark: Award a mark out of 10.

Speaking Tutorial 2 (Section 5. Prescribing treatment and giving therapeutic information)

These are the instructions the student sees in the module:

Send your tutor an email suggesting a day and time for the speaking tutorial.

In this tutorial you will practise prescribing treatment and giving therapeutic information.

1. Imagine your tutor is a patient. Prescribe treatment and give therapeutic information for some of the following health problems and answer your patient's questions.

- a superficial wound
- a broken finger
- pneumonia
- a sore throat and cough

2. Do you have any questions about things you have studied so far? Ask your tutor if you have any doubts.

At the end of the tutorial

Say goodbye to your tutor.

For example:

*Well thank you. It was nice speaking to you. I hope to speak to you again sometime.
Goodbye.*

Mark: Award a mark out of 20.

Medical English for Health Professionals (Advanced)

Contents:

This module covers the following content:

1. Introduction

Review and practise useful language used in the medical profession.

- Interesting quotes
- Pronunciation: Common medical words
- Vocabulary: Parts of the body
- Vocabulary: Common names for bones
- Symptoms, conditions and treatment
- Common illnesses
- Understand descriptions of common illnesses
- Test 1

2. Taking a medical history

Study useful language to ask questions, prompt patients and understand responses when taking a medical history, and practise summarising a chief complaint.

- Vocabulary: Injuries and body reactions
- Common medical abbreviations
- Taking medical histories
- Asking appropriate questions
- Video: Taking details of a chief complaint
- Prompting a patient
- Summarising a chief complaint
- Phrasal verb review
- Vocabulary: Adjectives
- **Speaking Tutorial 1** (Take a medical history.)
- Test 2

3. Diagnostic hypotheses and studies

Review diagnostic test vocabulary, practise describing diagnostic test protocol, clinical conditions and diagnostic tests, then practise writing a diagnosis and diagnostic study request.

- Review diagnostic test vocabulary
- Describing diagnostic imaging protocol
- Common abbreviations
- Clinical conditions and diagnostic tests
- Vocabulary: Synonyms
- Describing clinical conditions
- Pronunciation: Words with the /aɪ/ sound
- Writing imaging referrals
- Listening and notetaking
- Diagnosis and diagnostic study requests

- Writing Tutorial 1 (Write a medical history and diagnostic study request.)
- Test 3

4. Giving the patient information

Study useful strategies and language for giving patients and medical staff information, then practise giving bad news to a patient.

- Giving information: Different situations
- Explaining to a patient
- Giving instructions
- Video: Giving bad news
- Being tactful
- Using *just*
- Useful phrases
- Pronunciation: Connected speech
- Speaking Tutorial 2 (Practise giving a patient bad news.)
- Test 4

5. Documenting findings

Practise strategies for reading reports and articles, study scientific and academic words, ways of linking ideas and information, modal verbs and verb forms found in a case report, then practise writing a case study.

- Review more useful vocabulary
- Read and summarise a scientific article
- Vocabulary: Scientific and academic words
- Read a case report
- Understanding meaning in context
- Linking ideas and information
- Modal verbs: *Can* and *may*
- Verb forms in a report
- Writing Tutorial 2 (Write a case report abstract)
- Test 5

6. Medical presentations

Watch and analyse a short medical presentation, practise the use of the *-ing* form and infinitives, ways of contrasting information, expressing facts and opinions, concession and contrast, and how to use pauses and phrasing when speaking.

- Video: Giving a presentation
- Summarising what you hear
- Verb forms: *-ing* forms and *to* + infinitive.
- Linking ideas and information
- Pronunciation: Pausing and phrasing
- Expressing facts and opinions
- Linking ideas and information: Concession and contrast
- Describing cause and effect
- Test 6

Final test

Check what you have learnt.

Feedback

Send us your feedback on this module.

Tutorials:

There are **two speaking tutorials** and **two writing tutorials** in this module.

Speaking Tutorial 1 (Section 2. Taking a medical history)

These are the instructions the student sees in the module:

Send your tutor an email suggesting a day and time for the speaking tutorial.

In this tutorial your tutor will play the role of a patient and you will interview him or her and take a medical history. Remember to do the following:

- Introduce yourself
- Ask what name the patient prefers to be called
- Ask about a chief complaint
- Ask for detailed information
- Ask about medical history
- Respond to what the patient says

[The tutor can either talk about a real chief complaint (the reason for going to the doctor), or make up a chief complaint. For example: back pain, a sore knee, insomnia, flu, allergy, etc.]

Mark: Award a mark out of 20.

Writing Tutorial 1 (Section 3. Diagnostic hypotheses and studies)

These are the instructions the student sees in the module:

Think of a recent or hypothetical case that requires some kind of diagnostic study. Write the medical history and diagnostic study request.

Include the following about the patient and case:

- History
- Physical examination
- Diagnostic studies to request
- Clinical question for diagnostic study request

Write approximately 200 words.

Send the completed task to your tutor.

Mark: Award a mark out of 10.

Speaking Tutorial 2 (Section 4. Giving the patient information)

These are the instructions the student sees in the module:

Send your tutor an email suggesting a day and time for the speaking tutorial.

In this tutorial your tutor will play the role of a patient and you will play the role of a doctor giving the patient bad news. Either use the same situation as in the video in this section or, alternatively, use a scenario of your choice.

[The tutor should watch the video in exercise 8 of this section and be prepared to play a similar role as the patient.]

Remember to do the following:

- Introduce yourself
- Assess the patient's perception of the case
- Obtain the patient's invitation to explain the case
- Give the patient important information about the case
- Address the patient with empathy
- Provide a strategy and summarise what will happen next

Try to use phrases that you practised in this section:

Useful phrases

*So, could you **just** tell me ...*

*I just want to **get up to speed** with ...*

*Do you have any **thoughts about** why ...*

*First, I want to **make sure** I have all the information.*

***As I said**, ...*

***I'm afraid** there is something that is **potentially worrying**.*

***What we need to do** now is ...*

*I'm very **sorry to have to tell you** this, but ...*

*Do you have any questions **at this stage**?*

***In answer to your question**, ...*

***I understand that I have** just given you a lot of information, ...*

*It's important to say **at this stage** that...*

***I wonder if you might want** to read this before...*

Mark: Award a mark out of 20.

Writing Tutorial 2 (Section 5. Documenting findings)

These are the instructions the student sees in the module:

In this tutorial you will write a case report and send it to your tutor.

Write the abstract for a case report for a recent or interesting case that you have been involved with.

Include the following sections in your abstract:

- Title
- Background (30-40 words)
- Case presentation (75-100 words)
- Conclusion (100-120 words)
- Keywords

If need be, you can refer to the abstract in the case report in the previous exercise and use that as a model.

Send the completed task to your tutor.

Mark: Award a mark out of 10.