

Medical English for Health Professionals – Scope and Sequence

Level System

Net Languages Medical English for Health Professionals courses	Common European Framework	University of Cambridge ESOL exams	IELTS	TOEFL (paper)	TOEFL (computer)	TOEIC (Listening and Reading)	TRINITY GESE	TRINITY ISE
Advanced	C1 Proficient user	CAE (BEC Higher)	7.0 - 8.0	630 - 670	100 - 115	780 - 880	GESE 11 GESE 10	ISE III
	B2+ Independent user		6.0 - 6.5	580 - 630	78 - 100	690 - 780	GESE 9 GESE 8	ISE II
	B2 Independent user	FCE (BEC Vantage)	5.5 - 6.0	550 - 580	45 - 78	600 - 690	GESE 7	
Intermediate	B1+ Independent user		4.5 - 5.0	530 - 550	30 - 45	500 - 600	GESE 6	ISE I
	B1 Independent user	PET (BEC Preliminary)	4.0 - 4.5	500 - 530	0 - 30	400 - 500	GESE 5	
Basic	A2 Basic user					200 - 400	GESE 4 GESE 3	ISE Foundations
	A1 Basic user					0 - 200	GESE 2 GESE 1	

Contents

Medical English for Health Professionals – Basic (A1-A2)	4
1. Introduction	4
2. Medical records	4
3. A physical examination	5
4. Asking about symptoms.....	5
5. Prescribing treatment	6
6. Outpatient service.....	6
Medical English for Health Professionals – Intermediate (B1-B1+)	7
1. Introduction	7
2. Taking a medical history	7
3. A physical examination	8
4. Diagnosing.....	8
5. Prescribing treatment and giving therapeutic information.....	9
6. Writing a patient report.....	9
Medical English for Health Professionals – Advanced (B2-C1)	10
1. Introduction	10
2. Taking a medical history	11
3. Diagnostic hypotheses and studies.....	12
4. Giving the patient information	13
5. Documenting findings	13
6. Medical presentations	14

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
<p>3. A physical examination</p> <p>Summary Learn and practise vocabulary of parts of the body, then watch videos and practise language of giving instructions during a physical examination.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Giving a patient instructions ● Describing the steps of a physical examination 	<p>Listening</p> <ul style="list-style-type: none"> ● Identifying parts of the body mentioned ● Understanding instructions given during a physical examination ● Pronunciation: Parts of the body <p>Speaking</p> <ul style="list-style-type: none"> ● Talking a patient through a physical examination 	<p>Vocabulary</p> <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> <p>Grammar</p> <ul style="list-style-type: none"> ● Imperatives to give instructions ● <i>Going to</i> for intentions
<p>4. Asking about symptoms</p> <p>Summary Study vocabulary and ways of describing symptoms, then practise asking a patient about symptoms.</p>	<p>Functions</p> <ul style="list-style-type: none"> ● Greeting a patient ● Asking about symptoms ● Responding to a patient's answers 	<p>Listening</p> <ul style="list-style-type: none"> ● Video: In the doctor's surgery ● Understand a patient's answers <p>Speaking</p> <ul style="list-style-type: none"> ● Interviewing a patient 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Aches and pains: <i>pain, ache, hurt, ...</i> ● Symptoms: <i>sore throat, feel sick, ...</i> <p>Grammar</p> <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 and 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 and will</i> ● <i>Can and 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>

Section	Functions	Skills	Language
<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>

Section	Functions	Skills	Language
<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
1. Introduction Summary Review and practise useful language used in the medical profession.	Functions <ul style="list-style-type: none"> • Understanding descriptions of common illnesses • Describing symptoms of common illnesses • Defining medical terms 	Listening <ul style="list-style-type: none"> • Descriptions of illnesses Reading <ul style="list-style-type: none"> • Interesting quotes • Brief descriptions of illnesses and conditions Speaking <ul style="list-style-type: none"> • Pronunciation: Word stress in common medical words • Pronunciation: Vowel sounds 	Vocabulary <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> Grammar <ul style="list-style-type: none"> • <i>Can</i> for possible outcomes • Describing cause: <i>cause, caused by</i>

Section	Functions	Functions and skills	Language
<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>

Section	Functions	Functions and skills	Language
<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 <ul style="list-style-type: none"> ● 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>

Section	Functions	Functions and skills	Language
<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 and 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

Section	Functions	Functions and skills	Language
<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>