A Handout on Medical English for Health Professionals
To Ignacio and María Jesús,
For their help with the pictures and unconditional support.
Thanks for everything!
With all our love.
# TABLE OF CONTENTS

Unit 1 ........................................................................................................... 1  
Review of Tenses; Basic Medical Vocabulary; Sounds of English  
  Grammar: Review of Tenses................................................................. 1  
  Health Sciences: Basic Medical Vocabulary ........................................... 18  
  Phonetics: Sounds of English............................................................... 54  

Unit 2 .......................................................................................................... 55  
Modal Verbs, Linking Words; Communication with Patients;  
Pronunciation of Regular Past Tenses and Morphemic “-s”  
  Grammar: Modal Verbs ....................................................................... 55  
  Health Sciences: Communication with Patients ..................................... 67  
  Phonetics: Pronunciation of Regular Past Tenses and Morphemic “-s” ... 91  

Unit 3 ......................................................................................................... 93  
Conditional Sentences, Wishes, and the Passive Voice; Communication  
  at the Work Centre; Word Stress and Rhythm  
  Grammar: Conditional Sentences, Wishes, and the Passive Voice...... 93  
  Health Sciences: Communication at the Work Centre ...................... 105  
  Phonetics: Word stress and Rhythm .................................................. 132  

Unit 4 ....................................................................................................... 139  
Infinitive vs. Gerund, Reported Speech; Objects, Devices and Materials;  
  Intonation  
  Grammar: Infinitive vs. Gerund and Reported Speech ...................... 139  
  Health Sciences: Objects, Devices and Materials .............................. 147  
  Phonetics: Intonation ......................................................................... 172  

Keys ......................................................................................................... 175  
  Unit 1 ................................................................................................. 175  
  Unit 2 ................................................................................................. 198  
  Unit 3 ................................................................................................. 205  
  Unit 4 ................................................................................................. 214  

Bibliography ............................................................................................. 218
UNIT 1

REVIEW OF TENSES; BASIC MEDICAL VOCABULARY; SOUNDS OF ENGLISH

Grammar: Review of Tenses

THEORY

Here you can find a sketch of the structure of the most frequent tenses, as well as some basic notes about them.

Present Simple

Present simple is used for habits and routines. Remember that the third person singular adds an “-s” to the verb and its matching auxiliary is “does”.

Have a look at the structure of sentences in the present simple:

(+)
You play football / He plays football.

(-)
You don’t play football / He doesn’t play football.

(?)
Do you play football? / Does he play football?

(Y/N)
Yes, I do. No, I don’t. / Yes, he does. No, he doesn’t.

NOTE: As they are frequent actions and events, frequency adverbs are used (such as “always”, “almost always”, “usually”, “normally”, “often”, “frequently”, “hardly ever”, “never”, etc.). Remember that frequency adverbs are placed (1) before main verbs, (2) after the verb TO BE, and (3) between the auxiliary and the verb. Also, remember that with “never” the verb must be in the affirmative. Have a look at these examples:

(+)
She is always late.

(-)
She is never on time.

(?)
Are you usually early?

(Y/N)
Yes, I am. No, I am not.
You usually play football.
I am usually happy.
You don’t usually play football.
You never play football.

**PRESENT CONTINUOUS**

Present continuous is used for events that are currently happening (usually for a long time). It is built with the verb TO BE.

Have a look at the structure of sentences in the present continuous:

(+) You are playing football at the moment / He is playing football at the moment.
(-) You aren’t playing football at the moment / He isn’t playing football at the moment.
(?) Are you playing football at the moment? / Is he playing football at the moment?
(Y/N) Yes, I am. No, I am not. / Yes, he is. No, he isn’t.

NOTE: The gerund is formed by adding “-ing” to the verb. Remember that:
- If the verb finishes in “-y”, the suffix “-ing” is added as happens when the word finishes in any other letter (study > studying; play > playing).
- If the verb ends in a weak “-e”, it disappears (e.g. write > writing)

The gerund has four main uses in English:

1. The main lexical verb in the present continuous (as in the examples above). As it is a non-conjugated form, it cannot appear immediately after the subject.
   Ex.: I working BUT I am working.
2. Gerunds are also used after a preposition.
   Ex.: After working as a teacher, he became a lawyer.
3. As the subject of a sentence.
   Ex.: Working as a physiotherapist is not an easy task.
4. After some verbs.
   Ex.: He suggested going to the cinema on Monday.
**PAST SIMPLE**

Past simple is used to refer to finished events in the past. Words such as “yesterday”, “last week”, “last year” or “ago” are frequently found in simple past sentences.

Remember that there are regular and irregular verbs (see the second column of the list of irregular verbs). Please refer to the list of irregular verbs below.

Remember that the third person singular does not change. The auxiliary for negative sentences and questions is “did”.

Have a look at the structure of sentences in the past simple:

(+ ) You played football yesterday. / He played football yesterday.
(-) You didn’t play football yesterday. / He didn’t play football yesterday.
(?) Did you play football yesterday? / Did he play football yesterday?
(Y/N) Yes, I did. No, I didn’t. / Yes, he did. No, he didn’t.

Here you can find a list of the main irregular verbs. The first column is the infinitive form, the second column is the past tense (the one referred to in this section), and the third column is the past participle (which will be used later for “perfect tenses”, such as the present perfect, the past perfect, or the future perfect).
<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>PAST</th>
<th>PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
</tr>
<tr>
<td>be</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>bite</td>
<td>bit</td>
<td>bitten</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>can</td>
<td>could</td>
<td>been able to</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>dream</td>
<td>dreamt</td>
<td>dreamt</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>felt</td>
</tr>
<tr>
<td>learn</td>
<td>learnt</td>
<td>learnt</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
<td>lent</td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>mean</td>
<td>meant</td>
<td>meant</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>set</td>
<td>set</td>
<td>set</td>
</tr>
<tr>
<td>shine</td>
<td>shone</td>
<td>shone</td>
</tr>
<tr>
<td>show</td>
<td>showed</td>
<td>shown</td>
</tr>
<tr>
<td>shut</td>
<td>shut</td>
<td>shut</td>
</tr>
<tr>
<td>Verb</td>
<td>Past Simple</td>
<td>Past Participle</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>hang</td>
<td>hung</td>
<td>hung</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>heard</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td>hidden</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
<td>held</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
</tr>
</tbody>
</table>
**Present Perfect**

Present perfect is used to refer to actions that have recently happened or that have some consequence in the present.

Remember that it is built with the auxiliary “have” or “has” (for the third person singular) followed by the past participle of the lexical verb. Have a look at the structure of sentences in the present perfect:

\[(+) \text{ You have played football twice this week. / He has played football twice this week.}\]
\[(-) \text{ You haven’t played football twice this week. / He hasn’t played football twice this week.}\]
\[(?) \text{ Have you played football twice this week? / Has he played football twice this week?}\]
\[(Y/N) \text{ Yes, I have. No, I haven’t. / Yes, he has. No, he hasn’t.}\]

**Present Perfect Continuous**

As happened with the present perfect, the present perfect continuous refers to actions that have recently happened or that have some consequence in the present. However, the present perfect continuous emphasizes that the action happened for a long time.

It is built with the suitable auxiliary (have/has), the past participle of the verb TO BE (been), and the lexical verb in the gerund form (-ing). Have a look at the structure of sentences in the present perfect continuous:

\[(+) \text{ You have been playing football all day. / He has been playing football all day.}\]
\[(-) \text{ You haven’t been playing football all day. / He hasn’t been playing football all day.}\]
\[(?) \text{ Have you been playing football all day? / Has he been playing football all day?}\]
\[(Y/N) \text{ Yes, I have. No, I haven’t. / Yes, he has. No, he hasn’t.}\]

**Past Continuous**

As happened with the past simple, the past continuous tense refers to a finished action that happened in the past, but focuses on the duration. It is
frequently used in conjunction with the past simple, that is to say “when an event was taking place, something happened”.

It is built with the past tense of the verb TO BE, followed by the gerund form of the lexical verb:

(+ ) You were playing football when I phoned you. / He was playing football when I phoned you.
(- ) You weren’t playing football when I phoned you. / He wasn’t playing football when I phoned you.
(?) Were you playing football when I phoned you? / Was he playing football when I phoned you?
(Y/N) Yes, I was. No, I wasn’t. / Yes, he was. No, he wasn’t.

**PAST PERFECT**

The past perfect refers to an action in the past which happened before another event in the past.

It is built with the past tense of the verb TO HAVE (had), followed by the past participle of the lexical verb:

(+ ) You had played football before I phoned you. / He had played football before I phoned you.
(- ) You hadn’t played football before I phoned you. / He hadn’t played football before I phoned you.
(?) Had you played football before I phoned you? / Had he played football before I phoned you?
(Y/N) Yes, I had. No, I hadn’t. / Yes, he had. No, he hadn’t.

**PAST PERFECT CONTINUOUS**

As happened with the past perfect, the past perfect continuous refers to an action in the past which happened before another event in the past. However, the past perfect continuous emphasizes the duration.

It is built with the past tense of the verb TO HAVE (had), followed by the past participle of the verb TO BE, followed by the gerund of the lexical verb:
(+): You had been playing football before I phoned you. / He had been playing football before I phoned you.
(-): You hadn’t been playing football before I phoned you. / He hadn’t been playing football before I phoned you.
(?): Had you been playing football before I phoned you? / Had he been playing football before I phoned you?
(Y/N): Yes, I had. No, I hadn’t. / Yes, he had. No, he hadn’t.

**FUTURE (WILL)**

There are three kinds of future in English:
1. Future with “will”
2. Future with “going to”
3. Present continuous meaning future events

The future with “will” has different meanings. The three most common ones are:
1. Events that are far in the future, that is to say, future events which are undetermined.
2. Predictions (for example: it’ll rain tomorrow)
3. Instant decisions (for example: OK, I’ll go!)

It is built with the auxiliary “will” followed by the infinitive of the lexical verb. Have a look at the structure of sentences in the future with “Will”:

(+): You will play football next year. / He will play football next year.
(-): You will not (=won’t) play football next year. / He will not (=won’t) play football next year.
(?) Will you play football next year? / Will he play football next year?
(Y/N): Yes, I will. No, I won’t. / Yes, he will. No, he won’t.

**FUTURE (GOING TO)**

The future with “going to” refers to actions which are already planned and defined.

It is built with the verb “TO BE”, followed by “going to” plus the infinitive of the lexical verb. Have a look at the structure of sentences in the future with “Going to”:
(+ ) You are going to play football next month / He is going to play football next month.
(-) You aren’t going to play football next month / He isn’t going to play football next month.
(?) Are you going to play football next month? / Is he going to play football next month?
(Y/N) Yes, I am. No, I am not. / Yes, he is. No, he isn’t.

**Future (Present Continuous)**

The present continuous tense can also have a future meaning. It is used for very planned actions and immediate events. Context is very important for determining the use of this tense. Have a look at these examples:

(+ ) I’m copying this page in the copy room, I’m coming in a minute.
(-) He’s just sent me a text and told me he’s not coming to dinner.
(?) Are you eating out this evening?
(Y/N) Yes, I am. / No, I am not.

**Future Continuous**

The future continuous tense is used for referring to continuous actions that will happen in the future.

It is built with the auxiliary “will” followed by the verb “TO BE” plus the gerund form of the lexical verb. Have a look at the structure of sentences in future continuous:

(+ ) By this time tomorrow, you will be playing football. / By this time tomorrow, he will be playing football.
(-) By this time tomorrow, you won’t be playing football. / By this time tomorrow, he won’t be playing football.
(?) Will you be playing football by this time tomorrow? / Will he be playing football by this time tomorrow?
(Y/N) Yes, I will. No, I won’t. / Yes, he will. No, he won’t.

**Future Perfect**

The future perfect is used for referring to finished actions in the past (they are a kind of predictions).
It is built with the auxiliary “will” followed by the verb “TO HAVE” plus the past participle of the lexical verb. Have a look at the structure of sentences in the future perfect:

(+ ) You will have played football twice by Friday. / He will have played football twice by Friday.
(-) You won’t have played football twice by Friday. / He won’t have played football twice by Friday.
(?) Will you have played football twice by Friday? / Will he have played football twice by Friday?
(Y/N) Yes, I will. No, I won’t. / Yes, he will. No, he won’t.

**CONDITIONAL**

The conditional tense is used for referring to hypothetical situations.

It is built with the auxiliary “would” followed by the infinitive of the lexical verb. Have a look at the structure of sentences in the conditional tense:

(+ ) I would travel more if I had more money. / He would travel more if he had more money.
(-) I wouldn’t travel more if I had more money. / He wouldn’t travel more if he had more money.
(?) Would you travel more if you had more money? / Would he travel more if he had more money?
(Y/N) Yes, I would. No, I wouldn’t. / Yes, he would. No, he wouldn’t.

Please note that there are three types of conditional sentences. They will be explained in further detail in Unit 3.

**Perfect Conditional**

The perfect conditional tense is used for referring to hypothetical situations in the past.

It is built with the auxiliary “would” followed by the verb “TO HAVE” plus the past participle of the lexical verb. Have a look at the structure of sentences in the perfect conditional tense:
(+)
I would have travelled more if I had had more money. / He would have travelled more if he had had more money.
(-)
I wouldn’t have travelled more if I had had more money. / He wouldn’t have travelled more if he had had more money.
(?)
Would you have travelled more if you had had more money? / Would he have travelled more if he had had more money?
(Y/N)
Yes, I would. No, I wouldn’t. / Yes, he would. No, he wouldn’t.

PRACTICE

Exercise 1

Circle the correct form of the verb.

Alice and Jack had bought / will buy1 two plane tickets to Malaysia because their best friend was going / is going2 to get married with a Malaysian girl the following weekend. Since they received / had received3 the invitation letter, they were looking forward to / will be looking forward to4 their trip. The decided / had decided5 they would go / will go6 a couple of weeks in advance to visit the country.

However, they got / were getting7 a nasty surprise when they had checked in / were checking in8 at the airport. They were asked if they had got / got9 vaccinated against malaria. Unfortunately, they had been forgetting / had forgotten10 about it. The police told them that getting vaccinated was strongly recommended. Luckily they had arrived / were arriving11 very early for their flight so they still had time to try to solve it. They had run / ran12 to the police station at the airport, where they received all the required information. While one had filled in / was filling in13 the forms, the other was going / went14 to the A&E section. Everything was solved in an hour, so they hurried / were hurrying15 back to check-in and caught / had caught16 their flight. The only problem was that they had to spend the first two weeks in their hotel in Malaysia, waiting for the vaccine to take effect. However, on the weekend they really enjoyed / were enjoying17 their best friend’s wedding.
Exercise 2

Fill in the gaps with a suitable verb in the appropriate tense.

Present
Rest
Get
Be
Smoke
Have
Work
Use
Radiate
Locate

A 70-year-old man _______ himself in A&E with chest pain. He had had the pain for two hours prior to arrival. The pain was _______ in the centre of his chest and _______ to his left arm. For the last six months, he _______ this chest pain after effort, but it _______ to disappear once he _______. This time, however, it _______. He _______ as a gallery attendant and has to walk around guiding groups. He _______ approximately 20 cigarettes a day and _______ teetotal. His father died of a myocardial infarction aged 65. He _______ aspirin, B-blockers for the previous two years, and a glycercyl trinitrate (GTN) spray to use as required.
Exercise 3

Complete the text with the correct form of the verb in brackets.

A record of 4,655 organ transplants _________________ 1 (be carried out) in a year by hospitals.
However, three patients _________________ 2 (still die) every day waiting for a donor, health officials _________________ 3 (warn).
“Transplants _________________ 4 (rise) by 10% from 2013 to 2014, with almost 25% of donors donating a kidney or part of a liver. But 40% of families _________________ 5 (refuse) to allow the use of dead loved ones’ organs and the proportion of those who _________________ 6 (agree) to help _________________ 7 (remain) stubbornly low;” _________________ 8 (say) NHS Blood and Transplant as it _________________ 9 (mark) National Transplant Week.

NHS BT’s Sally Johnson _________________ 10 (say): “The UK must do more to save lives through organ donation. Whenever a family cannot bring themselves to donate, patients waiting for an organ may die.”

(Adapted from the Daily Mirror July 9, 2014)

Exercise 4

Complete the text with the correct form of the verb in brackets.

Dear Coleen,
I _________________ 1 (be married) for 53 years, and for the past three years my husband _________________ 2 (have) dementia.
He _________________ 3 (keep) accusing me of having affairs with his friends. He _________________ 4 (have) a carer who _________________ 5 (come) around to _________________ 6 (wash) and _________________ 7 (dress) him, and now my husband _________________ 8 (say) I _________________ 9 (sleep) with him.
Our children _________________ 10 (say) it’s time he _________________ 11 (go into) a home, but I can’t do that—we _________________ 12 (marry) in sickness and health. I _________________ 13 (love) him but I _________________ 14 (know) how much more I can take.

Coleen says …
Until you \(15\) \((\text{live})\) with a loved one with dementia, it \(16\) \((\text{be})\) impossible to know or explain how hard it \(17\) \((\text{be})\).

I \(18\) \((\text{go through})\) it with my mother and it \(19\) \((\text{be})\) devastating. What you have to keep in mind \(20\) \((\text{be})\) that it \(21\) \((\text{not be})\) your husband \(22\) \((\text{accuse})\) you of affairs, it’s his illness \(23\) \((\text{drive})\) him to say it.

My mum \(24\) \((\text{be})\) the most laid-back woman in the world, but Alzheimer’s \(25\) \((\text{turn})\) her into a violent, aggressive person who I \(26\) \((\text{not recognise})\) at all. She \(27\) \((\text{call})\) me every name under the sun.

I had to keep \(28\) \((\text{come})\) home after visiting her and telling myself it \(29\) \((\text{be})\) the illness and not how she \(30\) \((\text{feel})\).

You mustn’t be afraid to get support. I \(31\) \((\text{be})\) sure your children \(32\) \((\text{be})\) only suggesting a home for your husband as they \(33\) \((\text{be})\) worried about you. Maybe there \(34\) \((\text{be})\) other ways they can help? Age UK \(35\) \((\text{have})\) good information and links to support groups, and \(36\) \((\text{get})\) in touch with the Alzheimer’s Society, which \(37\) \((\text{help})\) me.

You have to try hard not to take it personally and to remember that your husband does love you and he \(38\) \((\text{love})\) you throughout your married life.

\((\text{Adapted from the Daily Mirror July 9, 2014})\)
Exercise 5

Complete the text with the correct form of the verb in brackets.

How physiotherapy _________________ 1 (work)

The aim of physiotherapy _________________ 2 (be) help restore movement and normal body function in cases of illness, injury and disability.

As well as _________________ 4 (treat) specific problems, your physiotherapist may also _________________ 5 (suggest) ways to _________________ 6 (improve) your general wellbeing—for example, by _________________ 8 (take) regular exercise and _________________ 7 (maintain) a healthy weight for your height and build.

Physiotherapists _________________ 9 (take) a holistic approach, _________________ 10 (look) at the body as a whole rather than _________________ 11 (focus) on the individual factors of an injury or illness. The person _________________ 12 (be treated) directly involved in their own care.

For example, back pain can be _________________ 14 (cause) by a number of different things, including: poor posture, inherited spinal deformity, bending or twisting awkwardly, overstretching, standing for long periods, and lifting or carrying objects incorrectly.

A physiotherapist _________________ 15 (look) at your individual situation. As well as treating the problem, they may also _________________ 16 (suggest) things you can _________________ 17 (do) on a daily basis to help _________________ 18 (relieve) pain and discomfort. They may also _________________ 19 (give) you advice about how _________________ 20 (prevent) the injury re-occurring.

For example, if you _________________ 21 (have) lower back pain, _________________ 22 (maintain) good posture and _________________ 23 (do) core stability exercises to _________________ 24 (strengthen) your stomach and lower back muscles may _________________ 25 (help).

Source: https://www.nhs.uk/Conditions/Physiotherapy/Pages/How-does-it-work.aspx
Exercise 6

Complete the text with the correct form of the verb in brackets.

A UK-qualified physiotherapist with more than 26 years’ experience ___________1 (come) to work in southern Spain almost by chance after ___________2 (work) extensively in both the health service and the private sector in the UK.

“I ___________3 (have) my own private practice on Jersey for ten years, and we ___________4 (be) about to take six months off to research various European locations, with a view to working abroad. We ___________5 (come) to Spain for a holiday and we ___________6 (never leave).” Anne and her husband Rob, who now ___________7 (run) their own successful practice near Marbella, ___________8 (say) that despite the wonderful lifestyle, ___________9 (work) as a physiotherapist in Spain ___________10 (be) difficult. Attitudes to physiotherapists ___________11 (be) very different in Spain from those in the UK, for example. They ___________12 (treat) on a prescriptive basis, as recommended by a doctor or a surgeon, rather than on a diagnostic basis, and they ___________13 (be) usually poorly ___________14 (pay) in comparison with the UK.

They ___________15 (know) that there ___________16 (be) plenty of potential clients among the English-speaking population in southern Spain and ___________17 (want) to offer them a “gold standard”: the best facilities and specialists they ___________18 (can). “For me, ___________19 (work) in the Spanish health system ___________20 (not be) an option,” ___________21 (say) Anne. “Apart from anything else, you ___________22 (need) to speak really fluent Spanish to do that, but more importantly I ___________23 (not want) to work in that way. I ___________24 (want) to offer the kind of services I ___________25 (be able) to offer in the UK. I ___________26 (know) there ___________27 (be) a need for it.”

Despite all of the problems that she ___________28 (experience) getting things done properly in Spain, Anne’s overriding advice to other physiotherapists who ___________29 (want) to work there ___________30 (be) to do things the same way: “If you ___________31 (value) your profession, jump through all the hoops because then you can hold your head up both in Spain and in your home
country. Anything less \(\text{devalue}\) the profession.”

She strongly \(\text{advise}\) less experienced physiotherapists not to try to work here until the \(\text{have}\) plenty of varied experience in their home country: “There \(\text{not be}\) the same kind of back-up network here, and it \(\text{be}\) irresponsible and unprofessional, as you could be seriously compromising your patient’s health.”

Like other health professionals in Spain, Anne \(\text{say}\) it \(\text{be}\) a long hard road and only recently, several years down the line, she \(\text{find}\) that all the hard work \(\text{pay off}: \) “I’m very busy and, although we \(\text{use}\) advertising in the early days, now I tend to have more word-of-mouth recommendations. I \(\text{manage}\) to build up my own network of health professionals both here and in the UK who I can \(\text{refer}\) to and who \(\text{support}\) my services. We \(\text{work}\) longer hours and for less money here in Spain, but the quality of life and the enjoyment and satisfaction we \(\text{get}\) from our work \(\text{be}\) second to none. The only problem is that we \(\text{have}\) a holiday since we \(\text{arrive}\) in Spain!”

A useful website for physiotherapists \(\text{be}\) the European region of the World Confederation for Physical Therapy (WCPT, www.physio-europe.org). This \(\text{provide}\) helpful information on migration to all European countries, and \(\text{list}\) requirements for \(\text{apply}\) to the competent authority, which in Spain \(\text{be}\) the Ministry of Health.

Source: https://www.justlanded.com/english/Spain/Articles/Jobs/Physiotherapists
Health Sciences: Basic Medical Vocabulary

SECTION A: General Parts of the Body

Exercise 1

Have a look at the vocabulary. Locate each part in the picture.

1. Armpit / Axilla  
2. Back  
3. Breast / Mamma  
4. Calf (plural: calves)  
5. Chest / Thorax  
6. Foot (plural: feet)  
7. Forearm  
8. Groin / Inguinal region  
9. Hand  
10. Head  
11. Leg  
12. Loin  
13. Nates / Buttocks / Bottom (colloquial)  
14. Navel / Belly button / Umbilicus  
15. Nipple  
16. Shin  
17. Thigh  
18. Tummy / Belly / Abdomen / Stomach  
19. Upper arm  
20. Waist
Exercise 2

Have a look at the vocabulary. Locate each part in the picture.

Exercise 3

Have a look at the vocabulary. Locate each part in the pictures.

**HEAD**
1. Adam’s apple / Laryngeal prominence  
2. Beard / Stubble / Goatee  
3. Cheek  
4. Chin  
5. Ear  
6. Eye  
7. Forehead  
8. Hair / Fringe / Sideburns (Sideboards) / Scalp  
9. Moustache  
10. Mouth  
11. Nose  
12. Temple

**EYE**
1. Corner of the eye / Tear duct  
2. Eyebrow  
3. Eyelash  
4. Eyelid  
5. Pupil and iris  
6. White of the eye / Sclera
**MOUTH**

**NOSE**
1. Nasal septum  2. Nostril

**EAR**
1. Eardrum / Tympanum  2. Outer ear