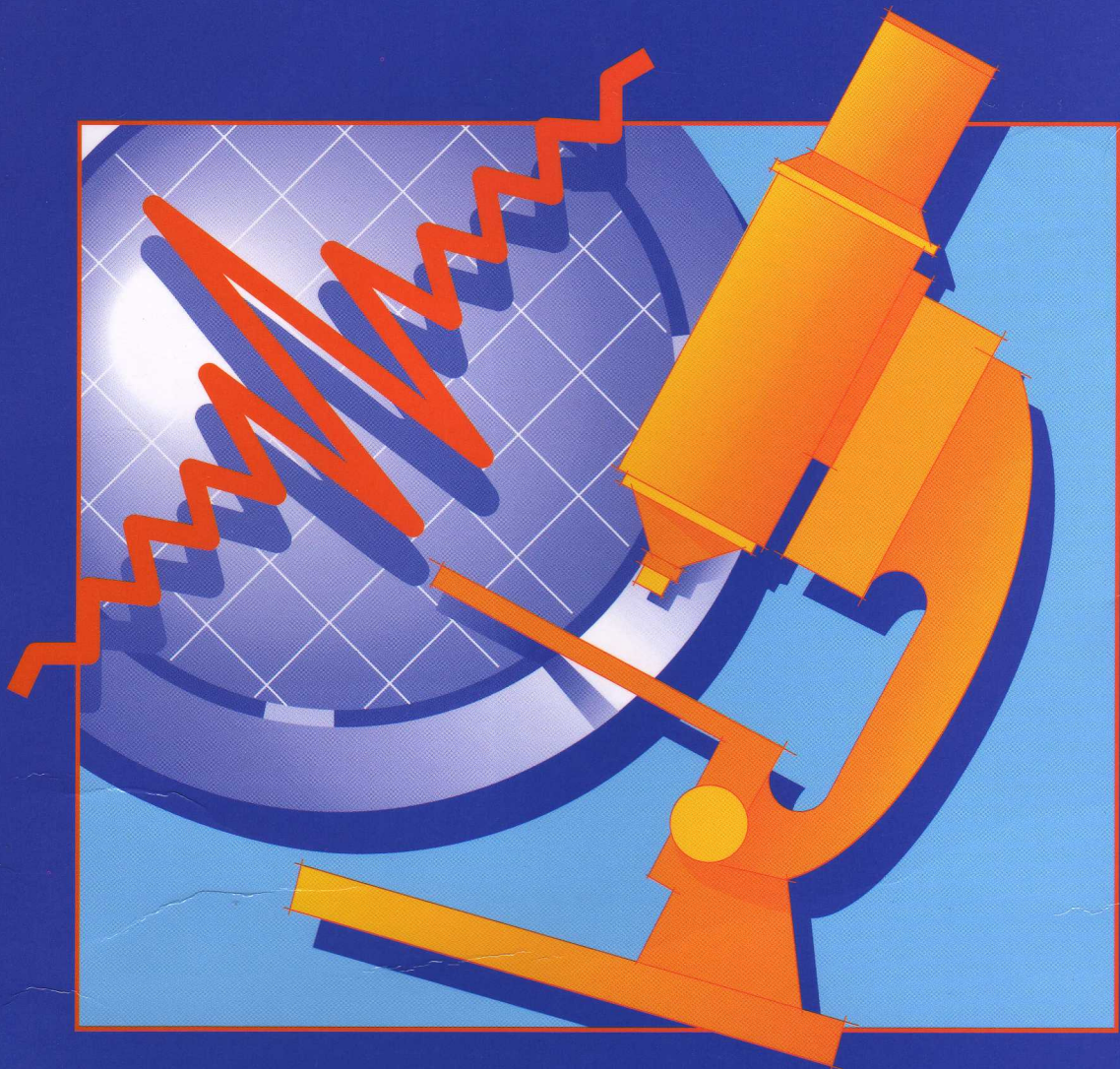


TEST YOUR
VOCABULARY
FOR
MEDICINE

a workbook for users

by David Riley



VOCABULARY FOR MEDICINE

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List of contents

Introduction	1
Adjectives 1	3
Symptoms & common illnesses 1 4	
Symptoms & common illnesses 2 5	
Diagnosis	6
Talking about patients - nouns	7
Pronunciation - word stress 1 .	8
Parts of the body crossword 1 .	9
How it works 1	10
Words with various meanings .	11
Anagrams 1	12
Useful verbs	13
Instruments & equipment	14
Talking about patients - verbs .	15
The passive voice	16
Parts of the body crossword 2	17
Adjectives 2	18
How it works 2	19
Nouns & verbs	20
Abbreviations	21
Opposites	22
Pronunciation - present tense . .	23
Word association	24
Anagrams 2	25
Two-word expressions	26
Pronunciation - word stress 2 .	27
Chemistry	28
Gap fill crossword	29
Odd one out	30
Body parts - categories	31
Pronunciation - past tense	32
More useful verbs	33
Good advice	34
Vocabulary record sheet	35
Communicative Crossword 1 . .	36
Communicative Crossword 2 .	38
Communicative Crossword 3 . .	40
Answers	42

Introduction

THE WORKSHEETS IN this book are based on the Peter Collin Publishing *Dictionary of Medicine, 2nd ed.* They contain a variety of exercises, all appropriate for students working in medicine. They can be used either for self study or in the classroom.

The book is aimed at students with at least an intermediate level of English. However, many people who work in medicine have to read in English on a fairly regular basis. This means that you may find lower level students with the passive vocabulary to handle many of the worksheets.

Specialist vocabulary

Students will sometimes tell you that they have no problem with specialist vocabulary: *I know the English of my job.* It is not a good idea to take this statement at face value. It can often mean that they understand the vocabulary of their job when they read it, in a manual or report for example. But knowing vocabulary involves more than simply recognizing it.

Sometimes a student understands the meaning of a word when reading or listening, yet finds it difficult to remember when it is needed for speaking or writing.

Students may remember the word, but use it incorrectly. This may be a grammatical problem, such as knowing that 'output' can be used both as a noun and as a verb. Or it may be a question of collocation: the way some words go together and some do not. For example, a surgeon may *make an incision* during an operation, but when he wants a piece of bread he simply cuts it.

Then there is the question of the sound of the word. Can the student pronounce it? And does she or he recognize it when s/he hears it pronounced?

For these reasons - memory, use and sound - it is important to give students a chance to practise and play around with specialist vocabulary so that they can learn to use it more confidently and effectively.

In some ways, learning specialist vocabulary is simpler than learning general vocabulary. It is rarely necessary to decide if a word is formal or informal in style. And most specialist terms have one single clearly defined meaning.

But I know nothing about medicine

You may be worried about trying to teach terms which you do not know yourself. After all, not many doctors teach English for a living. There is a solution. All the vocabulary taught or practised in this book is in the Peter Collin Publishing *Dictionary of Medicine, 2nd ed*, which gives definitions in simple English which students can read. Many of the example sentences and definitions are also taken from the dictionary. If you use these worksheets with students who work in the field of medicine and you make sure you have a copy of the dictionary handy for them to consult you should have no problems. Do not hesitate to refer students to a dictionary when they ask vocabulary questions: it is good learner training.

Photocopiable materials

All the worksheets can be legally photocopied to use in class, though if you intend to use most of the book with a class you will find it more convenient for them to buy a copy each.

Extensions

Many of the worksheets have extensions - pair work or discussions - based on the language in the main exercise. These worksheets can be set as homework and then followed up in the classroom.

Vocabulary Record Sheets

Encourage students to note the vocabulary they found useful at the end of each lesson, and to write example sentences showing how words are used and notes about meaning and pronunciation etc. Use photocopies of the Vocabulary Record Sheet, which you will find on page 35.

Communicative crosswords

At the end of the book there are three communicative crosswords. These are pair work exercises.

If you have not previously used this type of exercise, a possible procedure is given below.

1. SET UP. Divide the class into A & B groups, with up to four students in each group. Give out the photocopies of the crossword, being careful not to mix up the two versions. Give each group a copy of the dictionary. Go through the rules with them. Point out that some answers may be acronyms or may consist of more than one word.

2. PREPARATION. The students discuss the words in their groups, exchanging information about the words they know and checking words they do not know in the dictionary. Circulate, checking that the work is going well and helping with any problems. This is an important stage: some of the vocabulary in the crosswords is quite difficult.

A A		B B
A A		B B

Students work in groups, checking vocabulary.

3. ACTIVITY. Put the students in pairs - one from group A and one from group B. The students help each other to complete the crosswords by giving each other clues

- *What's one down?*
- *It's a person who works in a hospital*
- *A doctor?*
- *A sort of doctor. He does operations.*
- *A surgeon.*
- *Yes, that's right.*

A B		A B
A B		A B

Students work in pairs, co-operating to solve their crosswords

Alternatively, students can work in small groups, each group consisting of two and A and a B team.

Make sure students are aware that the idea is to *help* each other complete the crossword, rather than to produce obscure and difficult clues.

We hope you and your students enjoy using this collection of exercises.

Adjectives 1

COMPLETE THE SENTENCES using the adjectives in the box. Use each adjective once only. The first one has been done for you as an example.

Adjectives

*bitter compatible confused delicate highly-strung hoarse hygienic inactive
inadequate inborn inoperable insanitary intoxicated left-handed motionless
poisonous predisposed recognized safe sedentary*

1. This is a safe painkiller, with no harmful side effects.
2. Some mushrooms are good to eat and some are _____ .
3. The donor's blood must be _____ with the patients's.
4. The surgeon decided that the cancer had become _____ .
5. _____ people need special scissors.
6. The body has an _____ tendency to resist transplanted organs.
7. The hospital has _____ staff to deal with a major accident.
8. This serum makes the poison _____
9. People in _____ occupations are liable to have digestive problems.
10. Old people can easily become _____ if they are moved from their homes.
11. Catatonic patients can sit _____ for hours.
12. Don't touch food with dirty hands: it isn't _____ .
13. All the members of the family are _____ to vascular diseases.
14. Oranges are sweet, but quinine is _____ .
15. The bones of a baby's skull are very _____ .
16. Cholera spread rapidly because of _____ conditions in the town.
17. She is very _____ , so don't make comments about her appearance.
18. Are his qualifications _____ in Great Britain?
19. He drank six glasses of whisky and became completely _____ .
20. He became _____ after shouting too much.

Extension. Work with a partner, dictate the sentences to each other.

