

ENGLISH FOR MEDICAL PURPOSES

(TRINIDAD & TOBAGO)



by

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PREFACE

In 2009 the University of the West Indies (UWI) Centre for Language Learning (CLL) was contracted by the Ministry of Health to provide an English for Specific Purposes (ESP) course for a newly-arrived cohort of Cuban healthcare professionals. By the end of a sixty-hour course in a two-week period, these doctors and nurses were to assume duty at local hospitals and health centres throughout Trinidad & Tobago. Readiness of the Cuban medical staff for the local context implied their familiarity with local cultural norms and their ability to decipher the local standard language and Trinidad and Tobago English Creoles; and to make themselves understood.

Given the unique linguistic landscape, there was no one textbook which could be drawn upon to meet the specific needs of the incoming healthcare providers. This difficulty was compounded by the students having pre-tested at varying levels of English-Language proficiency and having worked in multiple specialties. Time also presented a two-fold challenge. The ten-day window afforded for course delivery was too short, particularly for doctors and nurses with limited exposure to, and competence in, English; and course materials were to be ready before the start of teaching, in under twelve days' time.

A cross-disciplinary approach was adopted for syllabus construction whereby materials from communication skills, Creole linguistics, English for specific purposes and medicine were hurriedly sought, and adapted accordingly. The resulting syllabus comprised extensive practice in both the local standard language and Trinidad and Tobago English Creoles through conversation sessions, a grammar reference, film clips, role-play, self-access exercises, the use of medical simulations and vocabulary tasks.

The printed materials dedicated primarily to grammar and vocabulary were designed by the Coordinator of English as a Second Language (ESL), Amina Ibrahim-Ali, and ESL teacher, Shelley Marshall. They were made available to the Ministry of Health and to the three cohorts of Cuban healthcare professionals taught from August 2009 to February 2010. The compilation of grammar and vocabulary sections made available here, has been carefully proofread, formatted, and updated to suit the needs of English for Medical Purposes in Trinidad and Tobago, particularly for, but not limited to, native Spanish-speaking healthcare professionals. (The mesolectal Creole variety in this compilation is shared by both Trinidad and Tobago, and is considered most useful for incoming medical personnel).

I dedicate this compilation to my dearest friend and colleague, Shelley Marshall, who I first met through the postgraduate diploma in TESOL in 2001/2002 and who journeyed with me through my developmental years in ESL from 2003 and far beyond. Shelley, I will forever savour the joy and exultation that ESL brought to us, and to our students. You have left an indelible mark.

Amina Ibrahim Ali

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Amina Ibrahim-Ali

August 2022

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SECTION 1. BUILDING BLOCKS FOR MEDICAL INTERACTION

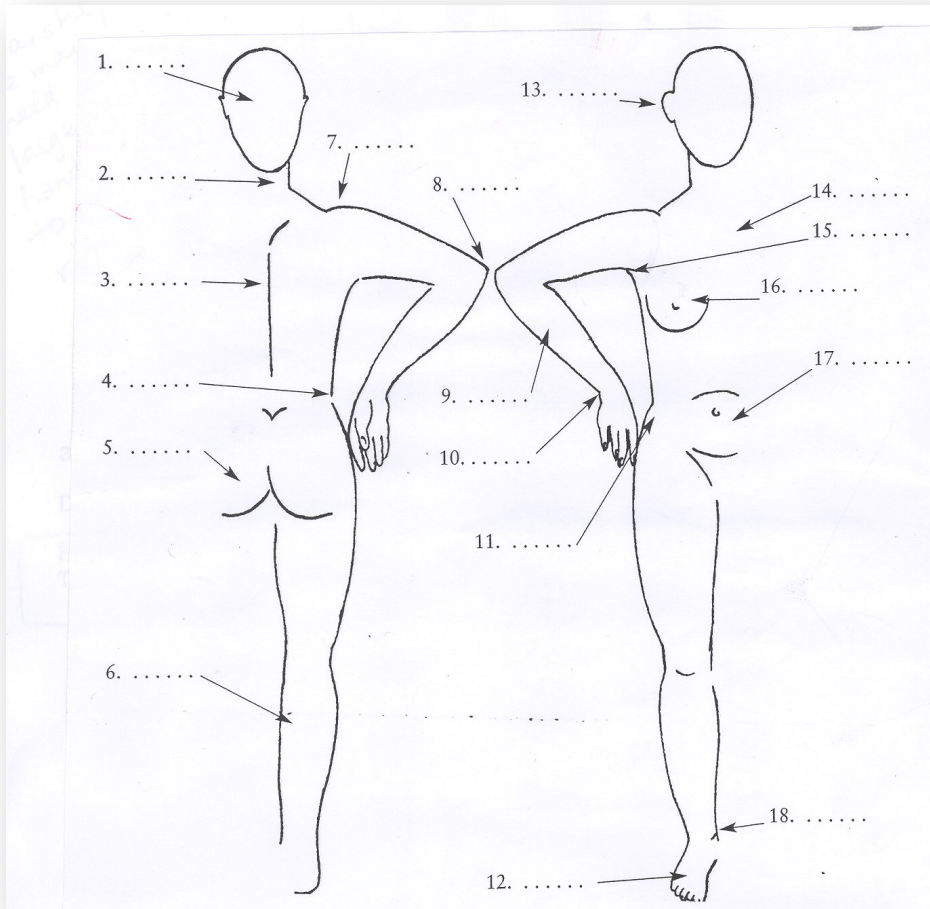


THE BODY AND ITS MOTIONS

The Body

Match the words to the parts of the body shown in the picture:

neck	hip	wrist	leg
chest	foot	shoulder	arm
back	armpit	waist	head
ear	ankle	breast	
elbow	bottom	stomach	



The Hand

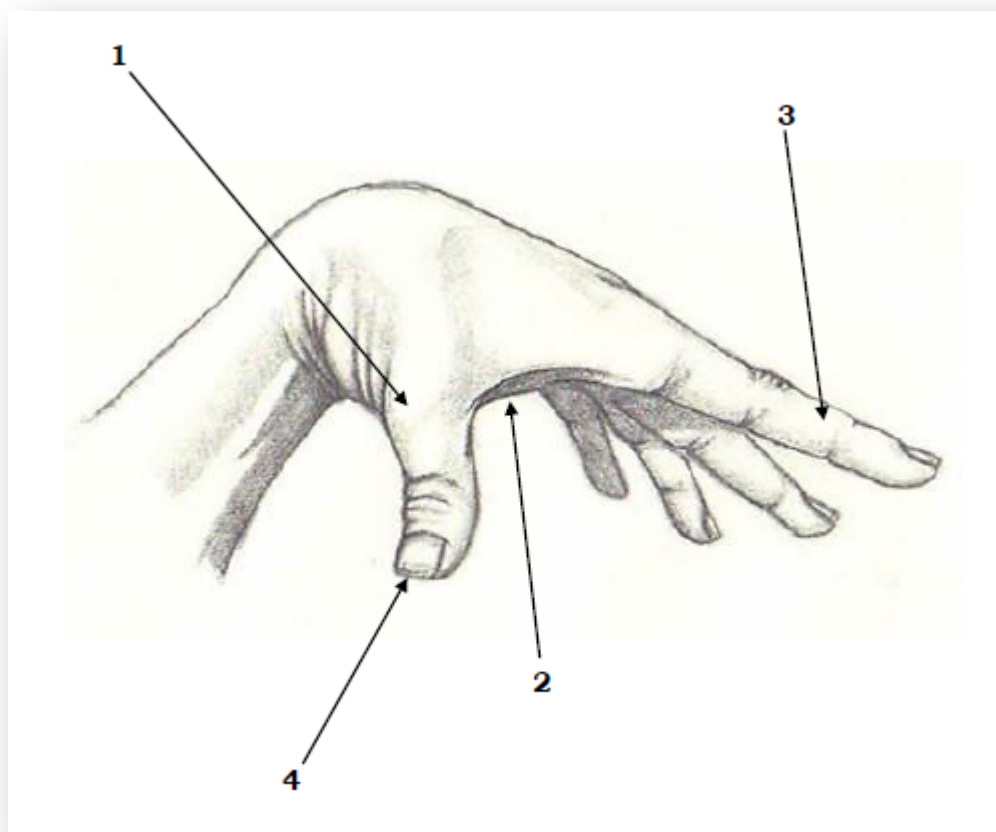
Match the words to the parts shown in the picture:

fingernail

palm

thumb

finger



The Leg and Foot

Do the same with these words:

heel

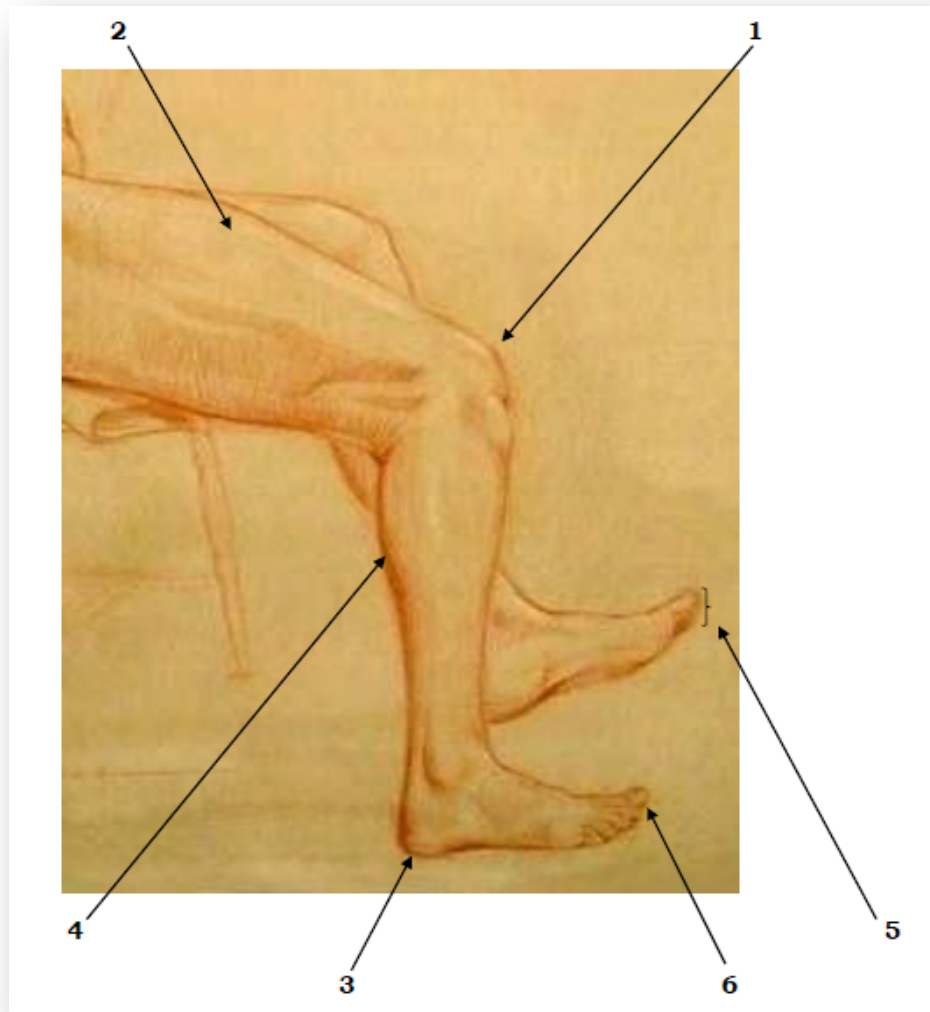
big toe

toes

thigh

calf

knee



Inside the Body

Decide whether the words below are bones (B) or organs (O):

spine _____

pelvis _____

liver _____

skull _____

lungs _____

heart _____

ribs _____

kidney _____

What Do These Do?

Match the beginnings of the sentences on the left with the endings on the right:

1) The kidneys

a) supports the back and protects the spinal cord

2) Muscles

b) circulates around the body supplying oxygen to the cells

3) Arteries

c) is a bag which collects urine before it is passed out of the body

4) The average heart

d) helps regulate body temperature

5) The skeleton

e) passes through the windpipe and into the lungs

6) The liver

f) carry blood from the heart to all parts of the body

7) Joints

g) beats more than 100,000 times a day

8) The heart

h) is part of the woman's body where a baby grows and develops

9) The bladder

i) helps clean the blood and produces bile

10) Veins

j) are where two bones are held together by ligaments

11) The air we breathe in

k) pumps blood around the body through the arteries

12) The womb

l) supports the body and protects internal organs

13) The skin

m) carry blood from all parts of the body to the heart

14) The spine

n) separate waste liquid from the blood

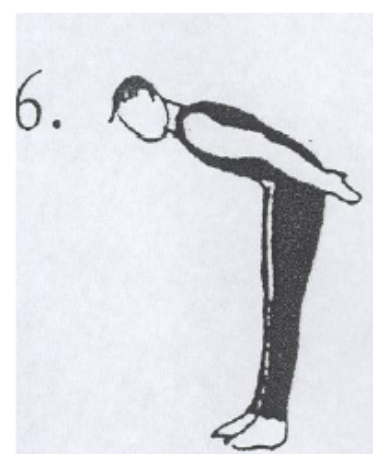
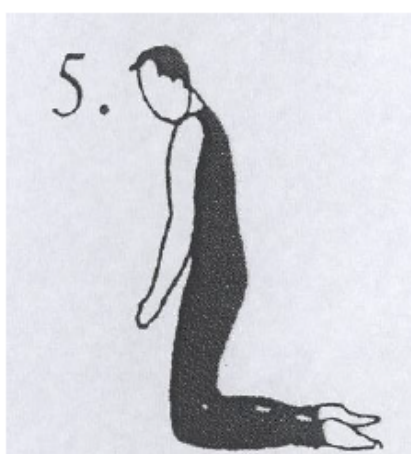
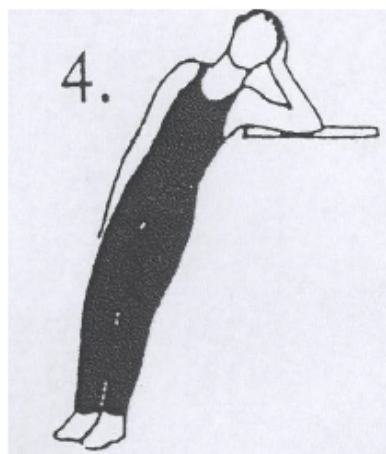
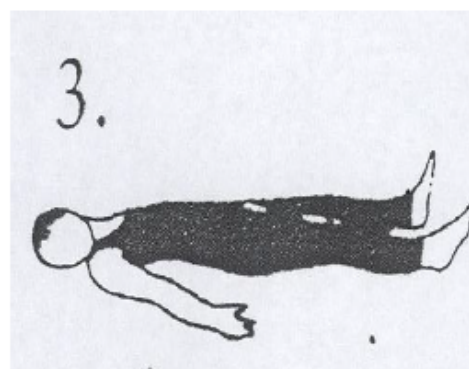
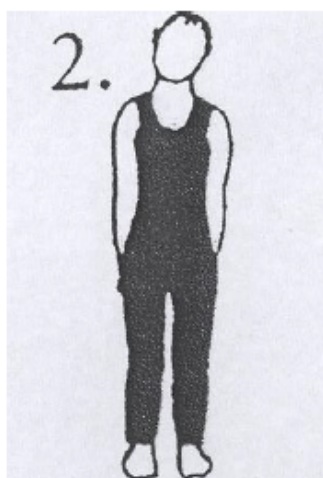
15) Blood

o) are attached to bones by tendons

Positioning the Body

Match the verbs to the actions shown in the pictures:

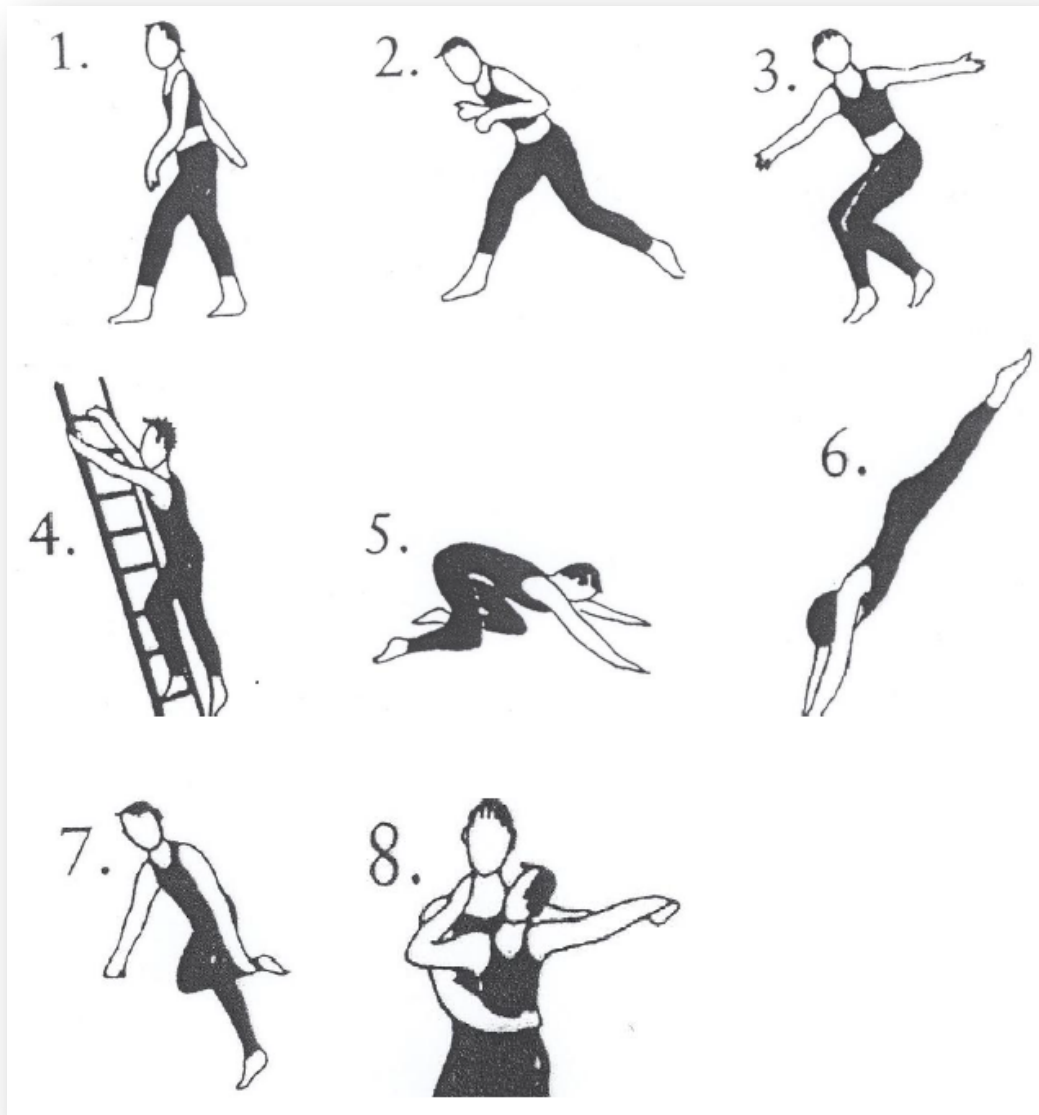
sit (down) <input type="checkbox"/>	kneel <input type="checkbox"/>	lean <input type="checkbox"/>
bow/bend over <input type="checkbox"/>	stand <input type="checkbox"/>	lie down <input type="checkbox"/>



Moving Your Body

Match the words to the pictures:

hop	dance	dive	jump
crawl	walk	run	climb



Moving Bodies/Moving Things

Use the correct form of these verbs in the sentences below:

drag	push	pull	lift
------	------	------	------

- 1) When the car shut down on the way to Maracas, everybody helped Auntie _____ it to the side of the road.
- 2) At sunrise, fishermen at Mayaro were already _____ their nets ashore.
- 3) The suitcases were so heavy that Boysie had to pay a porter at Piarco International Airport to _____ them out of the trunk.
- 4) The police in Debe _____ one of the protesters from the crowd and warned him about using obscene language.

Verbs in Expressions

Complete the following boxes with these verbs:

lie	climb	sit	lean	jump	walk
-----	-------	-----	------	------	------

1.	_____ down the road _____ to school _____ for miles _____ through the streets of Port-of-Spain _____ to work _____ out of the room _____ around town	4.	_____ onto the roof _____ up the hill _____ a mountain _____ the ladder _____ over the fence _____ out the window _____ a coconut tree
2.	_____ in bed _____ on the beach _____ down _____ on your back _____ awake	5.	_____ up and down _____ into the pool _____ into the sea _____ over a wall _____ out of the window _____ off the roof
3.	_____ against the wall _____ out of the window _____ too far _____ across the table _____ forward/back	6.	_____ in a recliner _____ on a stool back and relax _____ upright _____ around talking _____ on the couch

You need to learn these as whole expressions

Mind You Fall!

Complete the following sentences with the correct form of the verbs below:

fall off

collapse

fall down

trip over

slip

- 1) Pa _____ the suitcase from New York and hit his head hard.
- 2) The neighbour's child _____ the stairs and wouldn't stop crying. Bring some ice!
- 3) Lishaun _____ her bicycle and hurt her shoulder.
- 4) It's raining hard and the roads are wet. Take your umbrella and walk carefully so you won't _____ and hurt yourself.
- 5) The old doubles vendor _____ in the street and was rushed to Port-of-Spain General Hospital.

Moving the Limbs!

Match these verbs with the pictures below:

wave

kick

catch

throw

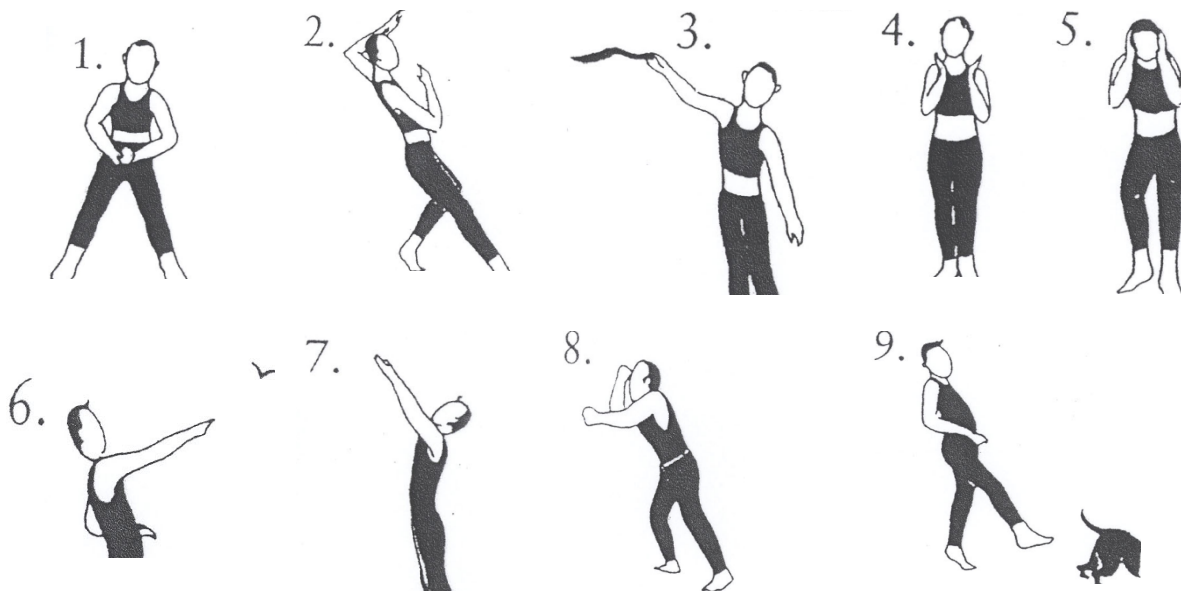
clap (your hands)

point

reach

punch

hold (your head)



Now complete the following sentences with the correct form of these verbs:

slap	step	reach	grab
wave	stamp	hold on	shake

- 1) Every rainy season Bata Shoe Store used to sell waterproof shoes, so when we _____ in puddles in the school yard our feet were never soaking wet.
- 2) Mamee always taught us never to _____ anyone in their face.
- 3) The thief made the mistake of _____ Tantie's briefcase and running down the street. After Tantie caught up with him, he left Coffee Street crying.
- 4) All of Naipaul's books were on the highest shelf so I asked 'Tall Man' to _____ and get *Miguel Street* for me.
- 5) _____ on the cockroach! Kill it!
- 6) The school children _____ flags at the conference delegates.
- 7) Always _____ the bottle before you take liquid medicine.
- 8) The crowd at the Sunday morning sale was pushing and shoving. Carlo _____ to his mother tightly.

Fast or Slow?

Look at the following sentences. Decide which of the underlined words and phrases are quick movements and which are slow.

1. Luella tiptoed into the nursery, trying not to wake the children.
2. I think Latapy's badly injured. He's limping over to the side of the pitch.
3. When I saw that Kendall had fallen off his bike, I rushed over to help him.
4. It started pouring with rain so we dashed into the first shop doorway on Charlotte Street.
5. Tamika leapt up to answer the phone and cocoa spilled all over Tantie's lace tablecloth.
6. What were you looking for last night? I heard you creeping around my room.
7. The angry WASA employee marched into the office and demanded to speak to the manager.
8. The vagrant wandered around Port-of-Spain on Saturday as he did on any other day.
9. As soon as Rupert heard he'd passed his CXC exams, he raced home to tell Grandma.
10. When Marlon retired he couldn't stroll around The Queens Park Savannah like his parents used to at night because crime was on the rise.

VERBS USED TO INSTRUCT PATIENTS

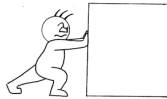
bend down/over



tilt your head back



push as hard as you can



pull as hard as you can



do this



curl up



slip off your
coat/jacket/sweater



close your eyes



sit



sit up



roll on to your front/back
roll over



roll up your sleeve



lie on your side/back
lie on the bed/couch



lie down



put your head down



stick out your tongue



breathe in
inhale



breathe out
exhale



stand straight



stand up



slide your hand down
your side



take a deep breath



follow my finger with
your eyes



touch your shoulder
with your chin



keep your knee straight



relax your wrist



Take off your shirt/top



open your mouth



raise your leg



raise your arms



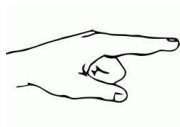
look straight ahead



look at this



point to the finger that moves



cough



turn your head to the left



turn on your side



relax



tell me if it hurts

INTERJECTIONS
THAT EXPRESS PAIN

- Ouch!
- Ow!
- Ah!
- Ouchie!*
- Owwie!*

*Used by children

americanenglish.state.gov American English at State **A E**

Parts of the Body

Trinidad and Tobago English Creoles ¹	English
tete, teetee, tut-tuts	breast
backside, bambam, bumbum, bamsee	buttocks
armhole	armpit
booshet	sternum, breastbone
bottom-hole	anus
chest	stomach area
hand	limb from fingertips to shoulder
stones bag, seed(s) bag	scrotum
stones, balls	testicles
earbell	eardrum
foot	limb from toes to hips
nosehole	nostril
teet	teeth
waist	abdomen, belly

¹ Lise Winer, *Badjohns, Bhaaji Banknote Blue: Essays on the Social History of Language in Trinidad and Tobago* (St. Augustine: The University of the West Indies School of Continuing Studies, 2007), 43-45.

SPANGLISH SPHERE

Inflamación facial/facial swelling

¿Tiene vd. la cara algo hinchada?

Is there any swelling in your face?

¿Cuándo se dio cuenta de la hinchazón por primera vez?

When did you first notice the swelling?

¿Ha mejorado/desmejorado la inflamación?

Has the swelling gone down/gotten worse?

Dolor del pecho/ chest pain

¿Tiene vd. dolor de pecho?

Do you have chest pain?

¿Es continuo? ¿Es intermitente?

Is it constant? Is it intermittent?

¿Qué actividad o actividades le causan el dolor?

What activities cause the pain?

¿Siente vd. el dolor cuando respira normalmente o profundamente?

Do you get the pain when you breathe normally or deeply?

Cambio de los hábitos de evacuación intestinal/Changes in bowel habits

¿Ha observado vd, algún cambio en la norma regular de sus evacuaciones intestinales?

Is there any change in your regular pattern of bowel movements?

¿Cómo ha cambiado? Defecación más /menos frecuente?

How have they changed? Stools more/less frequent?

COMMON COMPLAINTS

Basic Vocabulary

Do you know what the following mean?

- 1) I have a cold.
- 2) My neck aches.
- 3) I think I have the flu.
- 4) I have a pain in my knee.
- 5) My back is sore.
- 6) My arm hurts.
- 7) Do you have a temperature?
- 8) What are the symptoms?

Saying You Don't Feel Very Well

Match the beginning of each sentence on the left with the pairs of endings on the right:

- | | |
|-----------------|---|
| 1) I have | a) terrible/awful/dreadful; a bit under the weather |
| 2) I feel | b) a cold; the flu. |
| 3) I'm | c) very well; too good. |
| 4) I don't feel | d) Ill; not very well. |

Serious Conditions

Match the condition on the left with the part of the body that it particularly affects, on the right:

- | | |
|-----------------|--------------------------|
| 1) an ulcer | a) your blood |
| 2) tonsillitis | b) your lungs |
| 3) appendicitis | c) your tonsils |
| 4) migraine | d) your appendix |
| 5) asthma | e) your joints and bones |
| 6) hepatitis | f) your stomach |
| 7) arthritis | g) your head |

Match the diseases with their possible causes:

- | | |
|------------------|---------------------------------|
| 1) malaria | a) smoking |
| 2) aids | b) too much exposure to the sun |
| 3) lung cancer | c) stress |
| 4) typhoid | d) unprotected sex |
| 5) heart disease | e) contaminated water |
| 6) skin cancer | f) mosquito bite |

Causes and Symptoms

Match the symptoms on the left with the causes on the right:

- | | |
|----------------------------------|--|
| 1) I am feeling really run down. | a) It was an 18-hour flight and a 10-hour time difference. |
| 2) I have a headache. | b) It must have been that take-away last night. |
| 3) My nose is stuffy. | c) I wore the wrong shoes to go walking! |
| 4) I have diarrhoea. | d) I think I've been working too much. |
| 5) I have a splinter in my hand. | e) I always get hay fever at this time of year. |
| 6) I have a blister. | f) I've just been sawing some wood. |
| 7) I have a bad back. | g) It must be the dust from the construction site. |
| 8) I have jet lag. | h) Our bed is too soft. We need to get a firmer one |

Now match the following pieces of advice to the situations above:

- 9) Let me see. Do you have a pair of tweezers?
- 10) How about some earplugs?
- 11) There is a special kind of plaster you can use on blisters. I had one and it helped a lot.

- 12) Go straight to bed for a couple of hours, then get back to your normal sleeping pattern tonight.
- 13) Why not go to Tobago for the weekend?
- 14) Get an antihistamine.
- 15) Why not go for a massage?
- 16) Stick to home-made food in the future!

Health Problems

Complete the following dialogues (1 - 6) using the sentences (a - f) below:

- a) I have a hangover.
- b) I feel dizzy/giddy.
- c) I caught a cold.
- d) You'll make yourself ill.
- e) I always get sea sick.
- f) I have an upset stomach.

1) What's the matter?

➤ I think I ate my dinner too quickly. _____

2) Maybe we should take the boat to Tobago. It's much cheaper than flying.

➤ Oh no, I'd rather not. _____

3) ➤ I think _____

Well, why don't you have some lime and honey and a good night's rest?

4) ➤ _____

Well, it's your fault for drinking with friends all Sunday.

5) You look exhausted. You've been working too hard recently.

➤ If you don't slow down a bit, _____

6) Are you okay? You look a bit pale.

➤ No, I need to sit down. _____

Illnesses and Symptoms

Match these illnesses with the symptoms below:

rhinitis	food poisoning	influenza
an allergy	measles	bronchitis

- 1) I have a terrible cough and pains in my chest, and I seem to be constantly short of breath.
- 2) I feel absolutely awful. My temperature is 41°, and I have a headache and a runny nose. I have a sore throat – it's agony every time I swallow.
- 3) I can't have dairy products. My nasal passages get blocked.
- 4) She's been away from school two weeks now. She has a temperature; she's covered in little red spots and she's lost her appetite.
- 5) It must be something I ate. I vomited² all night. I'm still feeling sick and I have a terrible stomach ache.
- 6) My eyes are itchy and I can't stop sneezing.

² In Trinidad we say *I threw up* or *I brought up* for *I vomited*.

Who's Feeling Better?

Complete the following dialogue with the correct form of the verbs below:

recover	feel	get	make
---------	------	-----	------

- A. The office is empty. Where is everybody this morning?
- B. Well, Sharifa phoned to say she has an upset stomach, but she said she'll come in as soon as she (1) _____ a bit better; probably this afternoon. Devenand has the flu and he says it'll take him a few days to (2) _____ over it, and Lauren's plane was delayed at the airport for seven hours and she wants an extra day to (3) _____ from the journey.

At least Marlon's here – he'd been in bed with tonsillitis all weekend, but he's (4) _____ a speedy recovery and he's upstairs working at his computer at this very moment.

- A. I'm glad somebody's here!

Get Well Soon!

If you are not ill, you are	healthy
	fit
	fit and well
	well; very well
	in good health

If you are ill, you are	unhealthy
	unfit
	unwell
	not well; not very well
	in poor health

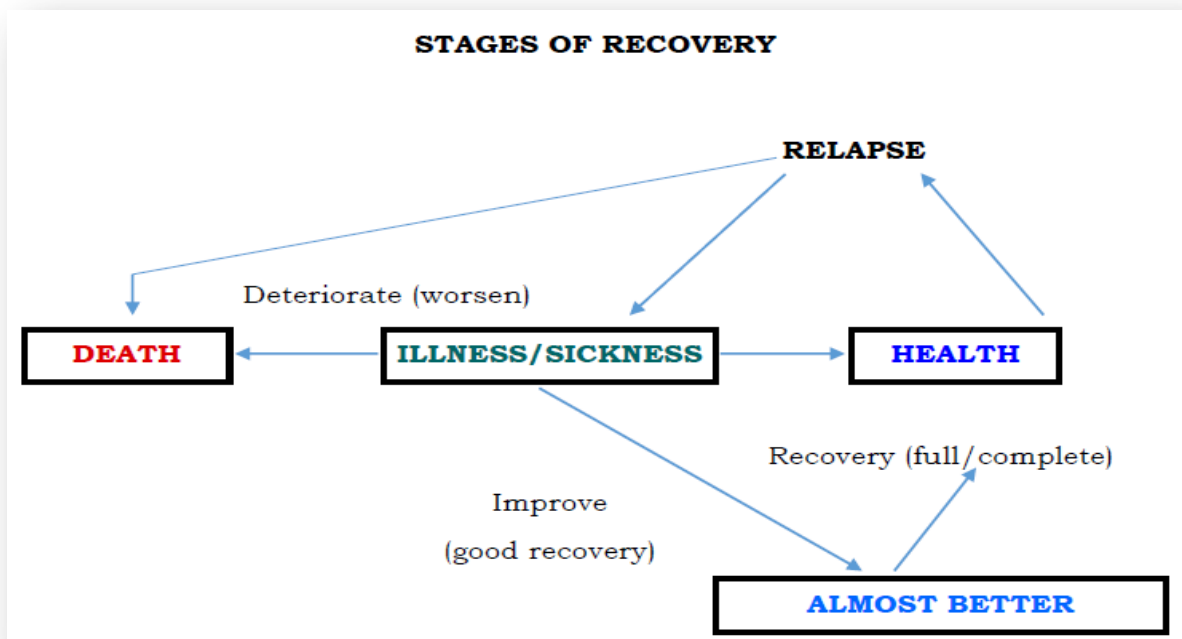
SICKNESS = ILLNESS (for e.g. sleeping sickness and travel sickness, diarrhoea)

Patient presents complaint	Possible meanings
I was sick at lunchtime	I was ill at lunchtime. I felt unwell at lunchtime. I vomited at lunchtime
I feel sick	I feel ill. I feel unwell. I am nauseous. I feel to vomit.

Recovery

When patients feel better, they have recovered to a certain extent.

The patient	made a	good full complete	recovery.
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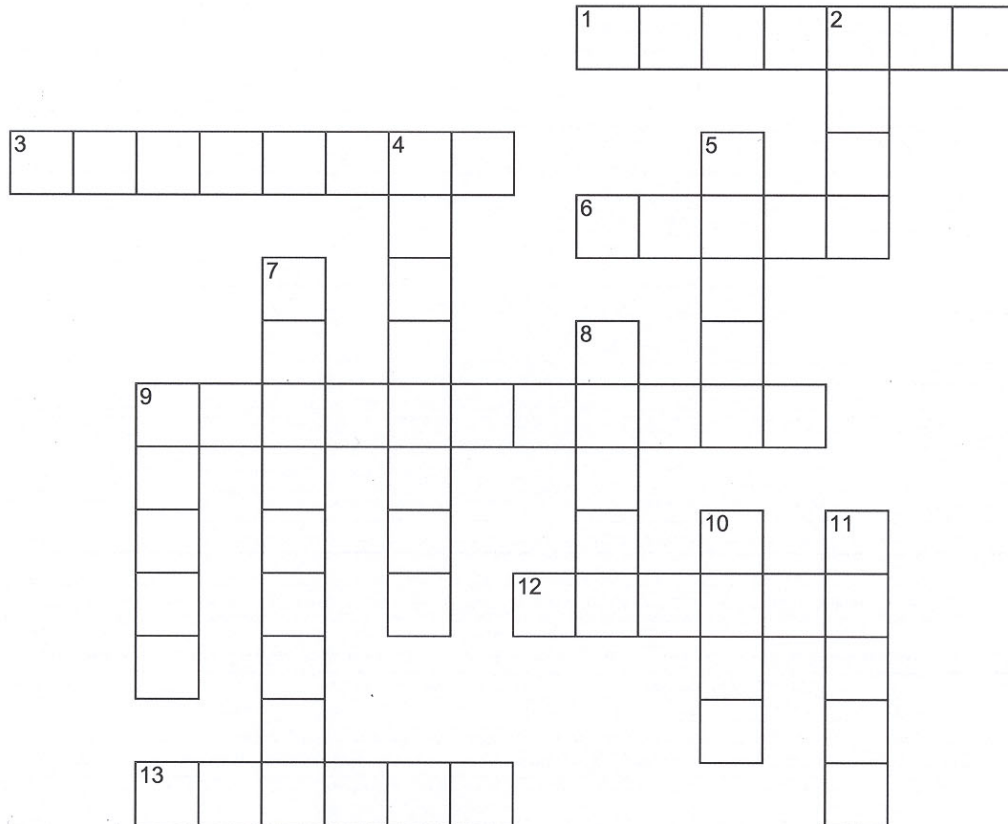
(Courtesy Muzzammil Ali – August 2009)

Choose the correct word to complete each sentence.

- 1) I have been in _____ (poor/good) health for months and feel very fit.
- 2) It was a month before I _____ (got over/ got better) the illness.
- 3) Her condition _____ (deteriorated/improved) and she died.
- 4) The cause of sleeping _____ (illness/sickness) was discovered at the turn of the 20th century.
- 5) He seems to be _____ (unhealthy/unwell) – his diet is bad and he never exercises.
- 6) The patient made a full _____ (remission/recovery).
- 7) He _____ (relapsed/recovered) and was discharged from the hospital

Illnesses and Injuries

Health Vocabulary



www.elcivics.com

ACROSS

- 1 pain in your ear
- 3 back hurts
- 6 red liquid that leaks from a cut
- 9 stomach hurts
- 12 black and blue spot on the skin
- 13 say "Bless You!" when people do this

DOWN

- 2 symptoms include a runny nose, coughing, and a sore throat
- 4 head hurts
- 5 cover your mouth when you do this
- 7 tooth hurts
- 8 drink this when you swallow a pill
- 9 bees do this
- 10 small round medicine you swallow
- 11 a temperature of 103 degrees

Illnesses and Injuries (1). Trinbagonian Style

Trinidad and Tobago English Creoles ³	English
bladder, water bladder	blister, esp. after a burn
give runnings, work belly, operate belly	cause diarrhoea
cork	constipated
big stone	enlarged testicle due to scrotal hernia
a how, cagoo	feeling slightly unwell
nara, dislocation of a vein in the belly	hernia, muscle strain, appendicitis or acute ulcer pain
varico vein, various vein, choke vein	varicose vein
ague	any fever with shaking and chills
asthma	any shortness of breath, wheezing
back open	severe backache
bad blood	condition of “impure blood” usually manifesting in bumps or rash on skin
bad feelings	feeling ill, esp. stomach ache
bad stomach	diarrhoea, ulcer
belly riding me	stomach pains, us. due to indigestion
blow short	shortness of breath, puffing from exertion
bobo	sore on skin

³ Winer, *Badjohns, Bhaaji Banknote*, 49-50.

Illnesses and Injuries (2). Trinbagonian Style

Trinidad & Tobago English Creoles ⁴	English
bobo foot	sore foot tied up in cloth
bowels loose	mild diarrhoea
bronchitis	wheezing, coughing, shortness of breath, asthma
bus out in a rash	break out in a rash
bus vein	ruptured varicose vein in the leg
button	pimple, acne
cattle boil, bilnee, sty (believed to be caused when one takes back a gift)	swelling on the eye
choke vein	a “clogged” or “blocked” vein, causing superficial pain
clod blood	clotted blood, blood clot
cold in the joints	a type of pain in the joints, esp. weather-sensitive, or arthritis
dead	to die
dry cough	hoarse, dry, unproductive, “barking” cough
eye turn, head turn (get)	(become) dizzy
fresh cold, flu	the cold with runny nose, sneezing, fever
gas	ache, pressure or tingling pain in muscles ⁵
gastro	gastroenteritis

⁴ Winer, 49-50.

Spanglish Sphere

Dolores de cabeza/headaches

¿Qué tipo de dolor de cabeza vd. siente?

What kind of headache do you get?

¿Agudo, punzante como una cuchillada, sordo, palpitante?

Sharp, stabbing, dull, throbbing?

¿Dónde siente vd. el dolor? En la frente, en los ojos, en las seines, en la nuca?

Where do you feel the pain? Across the forehead, behind your eyes, in your temples, at the back of your head?

¿Siente otros síntomas con el dolor de cabeza? Cuáles son?

¿Náuseas? Cuello tenso? Visión borrosa? Vómito?

Do any other signs or symptoms come with the headache? What are these?

Nausea? Stiff neck? Blurred vision? Vomiting?

Pérdida de apetito/loss of appetite

¿Ha tenido vd. una pérdida de apetito/un cambio de dieta recientemente?

Have you experienced a recent change in appetite diet?

¿Qué clase de cambio?

What kind of change?

¿Eres alergico a alguna comida o liquido?

Are you allergic to any foods or liquids?

ON THE WARD

General Vocabulary

Can you explain the following?

- 1) He gave me an injection.
- 2) I'll just put a bandage on it.
- 3) You'll need an anaesthetic.
- 4) Has he had the results of his X-ray?
- 5) The treatment will last for a month.
- 6) It won't leave much of a scar.
- 7) They were all suffering from shock.
- 8) I needed four stitches.
- 9) We were in the same ward.

Hospital Departments

Match the departments with the contexts (a-f) below:

1.	Casualty ⁶		4.	Maternity ward	
2.	Outpatients' department		5.	Children's ward	
3.	Operating theatre		6.	Intensive care	

- a. She cut her arm badly.
- b. He's having his operation.
- c. She is very ill. She needs constant attention.
- d. She just had her first baby.
- e. I had to go for a check-up.
- f. Our ten-year-old has a very high temperature.

*

⁶ Another name for the Casualty department is 'A & E' (Accident and Emergency). This is where patients who are acutely ill (with a sudden, serious condition) come for assessment and treatment.

A **general hospital** deals with all types of patients and illnesses. Other than the departments mentioned above, it also houses an Intensive Care Unit (ICU), Gynaecology, Neonatology and an X-ray department.

Outpatients come to hospital to **attend a clinic** or to **have tests** or treatment and then return home on the same day. Outpatients who have an appointment to see a specialist have usually been referred to the hospital by the general practitioner (GP), who writes a referral letter to the consultant explaining the patient's problem.

Inpatients stay in the hospital for one or more days. They are admitted in one of three main ways. They may be seen in one of the outpatient clinics and admitted from there or, if there is a lot of demand for the treatment they need, as in the case of a hip replacement, they are put on a waiting list for admission. Alternatively, their GP may arrange the admission by telephone because they are acutely ill, for example with suspected myocardial infarction. Or they are seen in the A&E Department, where the doctor on duty – working at the time – arranges the admission. This would happen in the case of a patient with a broken neck, for example. Larger hospitals may have an assessment unit where patients can be admitted temporarily while their condition is assessed, meaning that decisions are made about their condition, and what needs to be done to help them. The rooms where they stay are called **wards**. After treatment is completed, the patient is discharged back to the GP's care.⁷

Complete the table with words from the three paragraphs above. Put a stress mark in front of the stressed syllable in each word. The first one has been done for you.⁸

VERB	NOUN
admit	ad'mit
assess	
discharge	
operate	
refer	
treat	

⁷ Adapted from Eric H. Glendinning and Ron Howard, *Professional English in Use* (Cambridge: Cambridge University Press, 2007), 26.

⁸ Glendinning and Howard, 27.

Make word combinations using a word from each box.⁹

acutely
assessment
on
referral
waiting

unit
letter
list
duty
ill

Recovering

Match these descriptions with the pictures:

- 1) He uses a walking stick.
- 2) He's in a wheel chair
- 3) He had to have stitches.
- 4) His leg's in a plaster cast.
- 5) His ankle is bandaged.
- 6) His arm's in a sling.
- 7) He's walking on crutches.
- 8) He can't walk without a walker.



⁹ Glendinning and Howard, 27.

Inpatient Care

Match these words with the pictures:

nurse

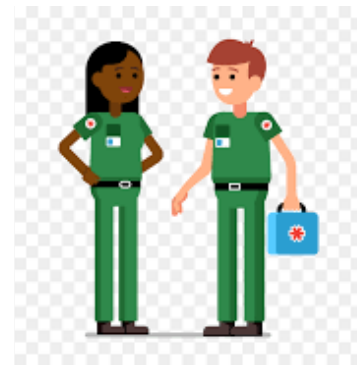
paramedics

stretcher

surgeon

patient

ambulance



Verbs Used in Treatment

Use the correct form of the verbs below. You will need to use some of them more than once.

do	put	need	give	leave	have
----	-----	------	------	-------	------

- 1) I couldn't feel a thing. They _____ me an injection first.
- 2) Your ankle's badly sprained, so I'm going to _____ a bandage on it.
- 3) I'm a bit worried about having stitches. Do you think it'll _____ a scar?
- 4) I'm going into hospital next month. I've got to _____ an operation on my knee.
- 5) They'll probably want to _____ some X-rays to see if you've broken anything.
- 6) It's quite a deep wound. I think it's going to _____ stitches.
- 7) It's quite a long operation so we'll have to _____ you a general anaesthetic.
- 8) I injured my knee playing cricket a few months ago. I was hoping that resting it would be enough, but it looks as if it might _____ surgery.

An Emergency

Complete the following newspaper report with the correct form of these verbs:

injure	treat	rush	fight
--------	-------	------	-------

Serious incident

A zoo keeper was very seriously (1) _____ today when he was attacked by a tiger at The Emperor Valley Zoo in St. Ann's. Martin Borely was attacked as he fed the animal in front of several visitors. He was (2) _____ to hospital in Port-of-Spain where doctors are (3) _____ to save his life. Two middle-aged women who witnessed the whole attack were (4) _____ for shock.

Giving News

Look at the following sentences about people's medical condition and decide whether the news is good (G) or bad (B):

- 1) The victim is in a critical condition.
- 2) She's in a stable condition.
- 3) I'm afraid there's nothing more we can do.
- 4) We expect him to make a full recovery.
- 5) It's nothing serious.
- 6) Her condition deteriorated overnight.
- 7) She's in a coma.
- 8) She suffered only minor injuries.

If you are 'gravely ill' it is very serious.

Treat, Cure or Heal

Use the correct form of these words in the report below:

treat	cure	heal	treatment
<p>Doctors in America claim to have found a cure for the common cold. A hundred people suffering from the usual symptoms were (1) _____ for two days with a new drug at their laboratory in California.</p> <p>They found that after forty-eight hours, half of the patients had been completely (2) _____. They hope that the new (3) _____ will be on the market within the next three years.</p> <p>Meanwhile, doctors in Switzerland have announced that applying maggots to wounds will help them to (4) _____ more quickly. The larvae speed up the process by eating the bacteria in and around the wound</p>			

'**Cure**' can be used both as a noun and as a verb:

*They're trying to find a **cure** for cancer. She was completely **cured**.*

Is hospital treatment free in your country? Are there long waiting lists to have operations?

Gynaecology, Pregnancy and Childbirth. Trinbagonian Style

Trinidad & Tobago English Creoles ¹⁰	English
make (a) baby, make (a) child, put down	give birth
gynee, gynese, guyanese doctor	gynaecologist
see periods	have a menstrual period
throw way, pelt, fling the baby	have an abortion
breed	get pregnant
making baby	pregnant
bring	carry to term
fryballs	uterine fibroids
gripes	menstrual cramps
litigation	tubal ligation
mark the child	birthmark
have a cold down there	discharge from vaginal infection
water bag	amniotic sac
water bag bus	breaking of the amniotic sac
womb-clean (by bush medicine)	cleanse the uterus after childbirth, by dilation and curettage

¹⁰ Winer, *Badjohns, Bhaaji Banknote*, 47-49.

Spanglish Sphere

para el/la paciente de pediatría/for the pediatric patient

¿Tuvo la madre problemas relacionados con el embarazo?

Did the mother experience/have any pregnancy-related problems?

¿Llegó el embarazo a su término? Qué atención necesitó el niño prematuro?

Was the pregnancy full term? What care did the premature infant require?

¿Tuvo la niña problemas respiratorios al nacer? Qué tratamiento se le administró/aplicó?

Did the infant have any respiratory problems at birth? What treatment was administered?

¿Sufre el niño frecuente congestión, mucosidad de nariz o catarro?

Does the infant suffer from frequent congestion, runny nose or colds?

¿La falta de respiración interfiere con la habilidad de mamar de la niña?

Does shortness of breath hamper the infant from nursing?

¿Tose el niño por la noche?

Does the baby cough at night?

BODY SENSATIONS, FUNCTIONS

Basic Vocabulary

Match the five senses with the pictures:

hearing	sight	smell	taste	touch
---------	-------	-------	-------	-------



Senses as Nouns

Match the two parts of these sentences:

- | | |
|------------------------|---------------------------------------|
| 1) I love the sight of | a) unsweetened ginger-beer. |
| 2) I love the feel of | b) leatherback turtles on Toco beach. |
| 3) I love the sound of | c) David Rudder's voice. |
| 4) I hate the taste of | d) garbage bins. |
| 5) I hate the smell of | e) clothes dried in the sun. |

Senses as Verbs

Match the beginning of each sentence (1-5) with two of the comments (a-j):

- | | |
|--|-------------------------------------|
| 1) I've just spoken to Thais on the phone. | a) It stinks in here. |
| 2) Do you have to wear those jeans? | b) Your face feels like sandpaper. |
| 3) Where did you buy this juice? | c) It makes you look ridiculous. |
| 4) Why don't you shave? | d) It tastes revolting. |
| 5) Can I roll down the car windows? | e) It smells disgusting in here. |
| | f) She sounded very upset. |
| | g) It tastes like vinegar. |
| | h) It sounded as if she was crying. |
| | i) It makes you look like a clown. |
| | j) Your face feels so rough. |

Using Our Senses Consciously

Match the two parts of these sentences:

- | | |
|--------------------------|---|
| 1) I was just looking at | a) the pictures of the turtles. Some of them are humungous! |
| 2) Come and taste | b) radio 97.1 in the morning. |
| 3) I always listen to | c) this curry powder. Straight from Madras. |
| 4) Come and smell | d) this lab coat. Do you think it's 100% cotton? |
| 5) Feel | e) this souse. It's delicious. |

Using Can and Can't

Fill the gaps in the following sentences with **can** or **can't** together with one of the verbs below:

taste	see	hear	feel	smell
-------	-----	------	------	-------

- The air conditioning is too cold. I _____ it in my bones!
- I think I _____ gas.
- Could you move your head? I _____ properly.
- The pelau is hot. I _____ really _____ the pepper.
- Speak up a bit. I _____ what you're saying.

Watch, See and Look

Complete the following sentences with the correct form of these verbs:

see	look	watch
-----	------	-------

- 1) I think I'll stay in and _____ TV tonight.
- 2) I learned to cook by _____ my mother in the kitchen.
- 3) Did you _____ Leon at the fete last night?
- 4) If you _____ carefully, you can see a kiskadee at the top of that tree.
- 5) Did you _____ that car? It must have been doing about 130 km/h.
- 6) Come and _____ at this old school book I've found.
- 7) Did you _____ (or _____) that horror film on TV last night? It was brilliant!

We often use the expression *'have a look'*: "Can I have a look at your throat?"

Ways of Looking

Choose the correct endings below:

- 1) Miriam gazed at...
 - 2) Harry stared at...
 - 3) Melva suddenly spotted...
 - 4) Grandma peeped through...
 - 5) Ako glanced at...
-
- a) one of her friends in the carnival band. "Sheila!" she shouted.
 - b) the bill in disbelief. \$2,000 couldn't be the correct amount!
 - c) his watch anxiously. Shouldn't Sheila be here by now?
 - d) the curtains at the passing bands. Carnival was the best time of the year!
 - e) the children playing in the yard and wished she didn't have homework.

These verbs are all more common in written English.

Using Your Ears

Use the correct form of these expressions:

pay attention	catch	listen carefully	overhear
---------------	-------	------------------	----------

- 1) How do you know Sam and Lisa are planning to get married?
 - I _____ them talking about it in the kitchen last night.
- 2) If you _____, you can actually hear the sea from here.
- 3) Sorry, I didn't _____ what you said.
 - That's because you weren't _____.

Metaphorical Uses

The verbs **see**, **hear**, **feel**, **touch** and **smell** can all be used with non-literal meanings. Use the correct form of one of these verbs in the following situations:

- 1) We went to a talk last night about life in Ethiopia. The speaker has just spent a year there, working as a nurse. Some of her experiences really _____ us.
- 2) You must be making a lot of money! I _____ you've just bought a brand new foreign-used car.
- 3) I know you're thinking of emigrating to the United States, but I _____ you're making a big mistake.
- 4) "I _____ a rat!" is a common idiom, meaning that you are suspicious about something.
- 5) I _____ you're thinking of retiring early.

A very common use of **'see'** is in the expression, **I see what you mean.** (= I understand)

If something is very sad or emotional, it can **touch** you. You can also **feel touched**. For example: "My students bought me a birthday present. I was really **touched**".

When we speak of the sixth sense, what do we mean?

The Doctor Asks About Your Senses...¹¹

What is your...	}	sight	like?
		hearing	
Is your...	}	sense of smell	normal?
		sense of taste	

To ask about the sense of touch, doctors talk about numbness (loss of sensation):

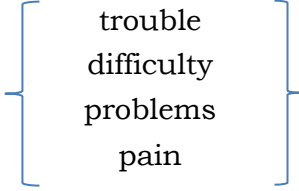

Have you noticed any numbness
(in your fingers or toes)?

...About Your Body Functions¹²

Verb	Noun	Function
speak	speech	speaking
walk	gait	walking
inhale/breathe in/take a breath in exhale/breathe out	breath	breathing respiration
urinate micturate pass urine/pass water	urine	urination micturition
defecate pass faeces/pass stools	faeces stools	defecation
menstruate have a period	(menstrual) period (monthly) period	menstruation

¹¹ Glendinning and Howard, *Professional English*, 16.

¹² Glendinning and Howard, 16.

Do you have any  trouble
difficulty
problems
pain  when you breathe in?

When auscultating a patient's lungs, the doctor tells the patient:

Take a deep breath in, hold your breath, then breathe out completely

...About More Body Functions¹³

Doctors can ask:

Do you sweat more than usual?

Do you shake more than usual?

Using your medical knowledge, match the symptoms (1-5) to the questions (a-e).

- | | |
|--------------|---|
| 1) Dysphasia | a) Do you have any problems seeing? |
| 2) Diplopia | b) What is your breathing like? |
| 3) Dyspnoea | c) Do you have difficulty with your speech? |
| 4) Dysphagia | d) Do you have any trouble swallowing? |
| 5) Dysuria | e) Do you have any pain/trouble/problems when you pass urine? |

¹³ Glendinning and Howard, 16.

Patients are describing symptoms of the conditions shown in brackets.
Complete the sentences.¹⁴

- 1) I have trouble _____ when I climb the stairs. (Left heart failure)
- 2) I have a lot of problems _____. (Prostatic hypertrophy)
- 3) I have noticed that my hands _____ when I'm not using them.
(Parkinsonism)
- 4) I've been _____ more than usual, even when it's not hot.
(Hyperthyroidism)
- 5) I am having difficulty _____ solid food. (Oesophageal stricture).
- 6) I've got pain and _____ in both feet. (Peripheral neuropathy)

Complete the sentences.

- 1) When I eat solid food, I have to _____ (bite/chew) it for a long time before I can _____ (swallow/eat) it.
- 2) I pass by the bakery on evenings, but my _____ (sense/sensation) of smell has disappeared and I can't enjoy the delicious smells.
- 3) I have no _____ (taste/appetite) and I've lost five kilos in the last few weeks.
- 4) Do you have any pain when you _____ (pass/have) stools?
- 5) Take a deep _____ (breathe/breath) in.
- 6) When did you last _____ (have/pass) a period?

¹⁴ Glendinning and Howard, 17.

Illnesses and Injuries (3). Trinbagonian Style

Trinidad & Tobago English Creoles¹⁵	English
go off	have a bowel movement
hasulee	strain, “dislocation” of muscle or “vein” in infant’s neck, often a dislocated clavicle resulting from picking up the child by the arms.
heats	small bumps on the skin, especially on forehead and arms, believed caused by excessive heat in the body
hog hair	eye problem explained by the supposed presence of a hog hair, us. a very coarse large hair growing from the eyelid, which becomes inflamed
inflammation	pus
jaunders	jaundice
jigger foot	a foot infested with jiggers (burrowing chigoes)
lota	light-coloured patches on dark skin
mad blood/crazy blood	condition of the blood believed to cause raised blotches on the skin from an allergic reaction

¹⁵ Winer, *Badjohns, Bhaaji Banknote*, 52-53.

Spanglish Sphere

***cambios de vision* / changes in vision**

¿Usa Vd. lentes de aumento? ¿Hace cuánto tiempo que los usa?

Do you wear glasses? How long have you worn them?

¿Qué tipo de lentes correctivos usa Vd.? ¿Lentes? ¿Lentes de contacto? ¿Lentes de contacto blandos? ¿Lentes de contacto duros?

What type of corrective lenses do you wear? Glasses? Contact lenses? Soft contact lenses? Hard contact lenses?

¿Con qué frecuencia usa Vd. los lentes? ¿Todo el tiempo? Con ciertas actividades, tales como: ¿leer, trabajo minucioso, manejar, otro?

How often do you wear corrective lenses? All the time? For certain activities, such as: reading? Detailed work? Driving? Other?

***Acufeno* / tinnitus**

¿Ha sentido un zumbido (acufeno) en los oídos? ¿Cuándo lo notó por primera vez? ¿Desde cuándo lo tiene?

Have you noticed a ringing in your ears? When did you first notice it? How long have you had it?

¿Es el ruido sólo en un oído?

Is the ringing only in one ear? Which ear?

¿Se produjo el acufeno de repente? ¿Cuándo?

Did the ringing come on suddenly? When?

EMERGENCIES

Basic Vocabulary

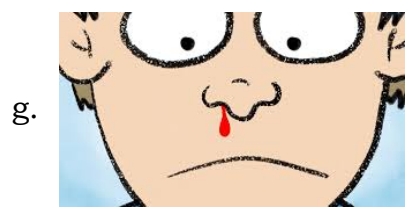
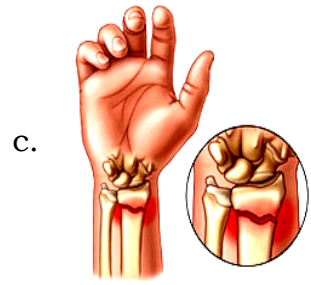
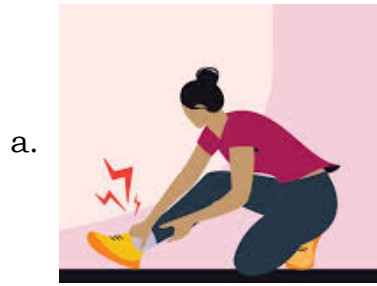
Explain the following:

- 1) This wound was caused by flying glass.
- 2) I've sprained my wrist.
- 3) Do you bleed easily?
- 4) Are you in pain?
- 5) The bruise will disappear in a few days.
- 6) My ankle is very swollen.
- 7) Be careful or that wasp will sting you.
- 8) His injuries are all fairly minor.
- 9) I've got a horrible blister on my foot.
- 10) The operation only left a small scar.
- 11) Look where the cat scratched me.

Accidents

Match the following expressions with the pictures below:

- | | |
|--|--------------------------|
| 1) I've cut my thumb. | 2) I have a nosebleed. |
| 3) I got an electric shock. | 4) I twisted my ankle. |
| 5) I've broken my arm. | 6) I got stung by a bee. |
| 7) I hit my head. | 8) I've burnt my hand. |
| 9) I thought I sprained my wrist,
but it's fractured. | |



Wounds and Injuries

Match each phrase with the corresponding picture:

He's been wounded. ***He's been injured.***

1.



2.



Now complete the following sentences with the words below:

injury	wounded	wound	injured
---------------	----------------	--------------	----------------

- 1) There was a plane crash this morning. Several people are seriously _____.
- 2) Brian Lara was unable to finish his match because of a shoulder _____.
- 3) My grand-dad was _____ in the war. He got shot in the leg.
- 4) It's a quite a deep _____ . You'll probably need stitches. I'll take you to the hospital.

Which of these words go with *injury* and which go with *wound*?

back	internal	stab	bullet
knife	slight	sports	deep

.....		
.....	wound	injury
.....		
.....		

In spoken language it is common to use 'hurt' instead of 'injured'. For example, "Did you hear about the train crash this morning? Quite a lot of people have been hurt." In sport we always use 'injured'. "Yorke is injured and will miss the next five matches."

Hurting Yourself

Complete the following dialogues with the phrases below:

- a) cut myself
- b) injured myself
- c) scratched myself
- d) burnt myself

- 1) Have you ever been motorbike riding?
 - Yes, once, but I fell off and _____ quite badly. I've never done it since.
- 2) You've got blood on your face.
 - I know, I've just _____ shaving.
- 3) What's the matter?
 - I've just _____ on that rose bush.
- 4) What have you done to your hand?
 - I _____ taking something out of the oven last night. I don't think it's too serious.

He's Badly Bruised

Match the phrases with the pictures:

- 1) Manuel has a black eye.
- 2) It's swollen.
- 3) Javier's unconscious.
- 4) It's bleeding.
- 5) David has a scar under his eye.
- 6) Roberto's badly bruised.

a.



b.



c.



d.



e.



f.



It Was Agony

Complete the sentences using these words:

scratch	agony	blood	pain	black	blisters
---------	-------	-------	------	-------	----------

- It's just a _____.
- I'm _____ and blue all over.
- She's in a lot of _____.
- My feet are covered in _____.
- It was absolute _____.
- There was _____ everywhere.

Now use the remarks (a-f) to complete the following sentences:

- My brother can't even peel an orange! He cut his finger with the kitchen knife. _____
- I shut my fingers in the car door this morning.

- I ran the CLICO marathon on Sunday.

- A: Don't worry. _____
B: I'll get you a plaster.
- I think we'd better call an ambulance. She's _____
- I played football in the rain yesterday. We kept sliding and falling in the mud. _____ this morning.

Bone Injuries¹⁶

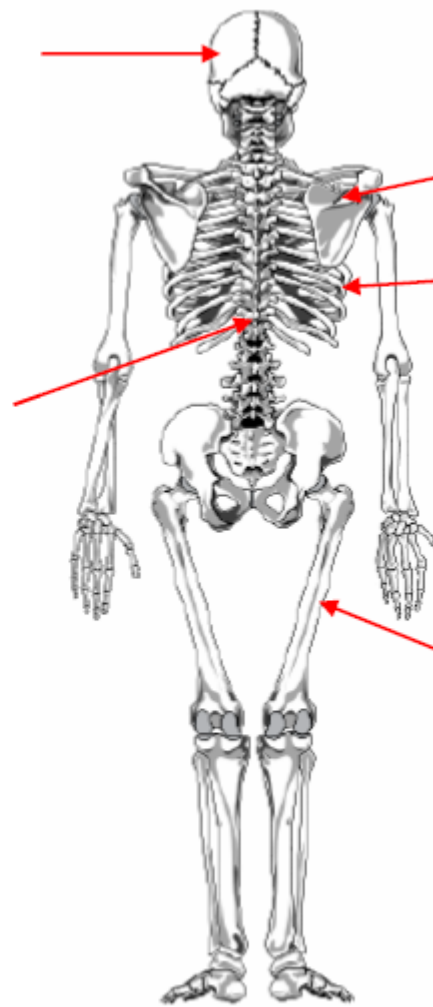
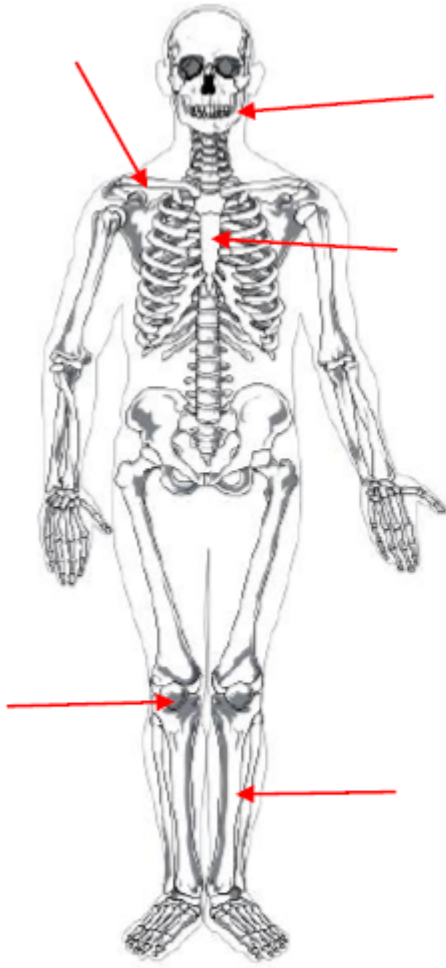
Medical and common names for some bones.

Medical name	Common name
cranium	skull
mandible	jaw bone
vertebral column	spine
sternum	breastbone
costa	rib
clavicle	collarbone
scapula	shoulder blade
femur	thigh bone
patella	kneecap
tibia	shinbone

¹⁶ Glendinning and Howard, 40.

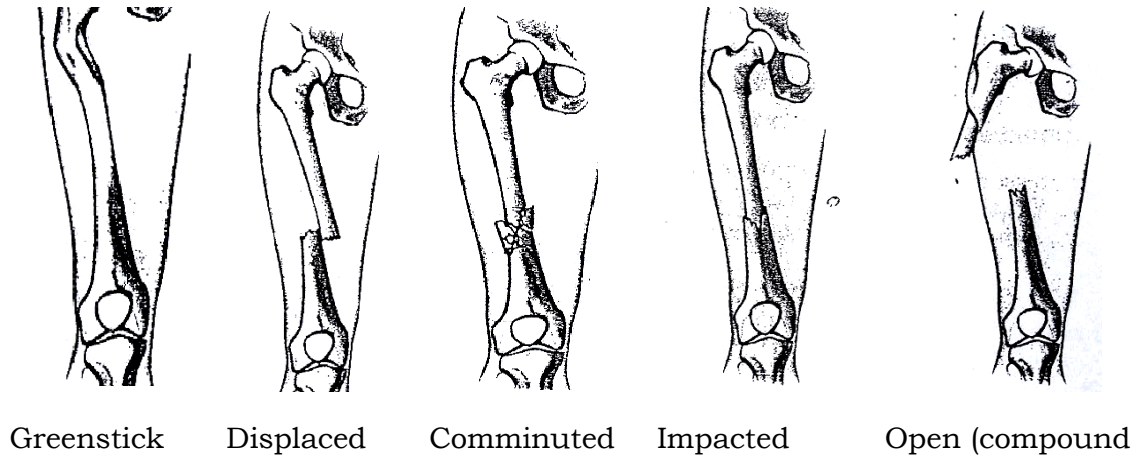
Label the diagrams below using the numbers from the box.

- | | | | | |
|-------------------|----------|---------------|-------------|----------------|
| 1. shoulder blade | 2. skull | 3. collarbone | 4. jaw bone | 5. breast bone |
| 6. shinbone | 7. rib | 8. kneecap | 9. spine | 10. thigh bone |



Fractures¹⁷

A fracture is a broken bone. There are five types of fractures as shown below:



- Fatigue or stress fracture = repeated minor trauma e.g. due to running.
- Pathological fracture = fracture in a diseased bone.

HOW FRACTURES ARE TREATED¹⁸

Bone healing = the joining/uniting of broken bone fragments. This may be promoted by reduction, which is returning the fragments to their previous anatomical positions.

Malunion occurs when a displaced fracture is not reduced.

To prevent excessive movement of the broken bone, internal or external fixation is carried out.

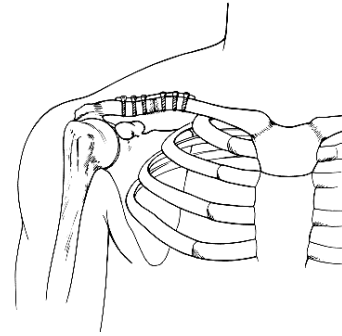
- external: splint/plaster of Paris cast
- internal: a pin or a plate and screws.

¹⁷ Glendinning and Howard, 40.

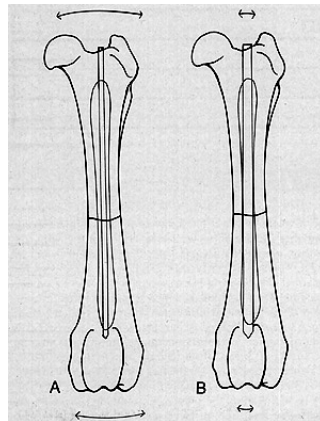
¹⁸ Glendinning and Howard, 40.



a plaster cast



a plate & screws



a pin

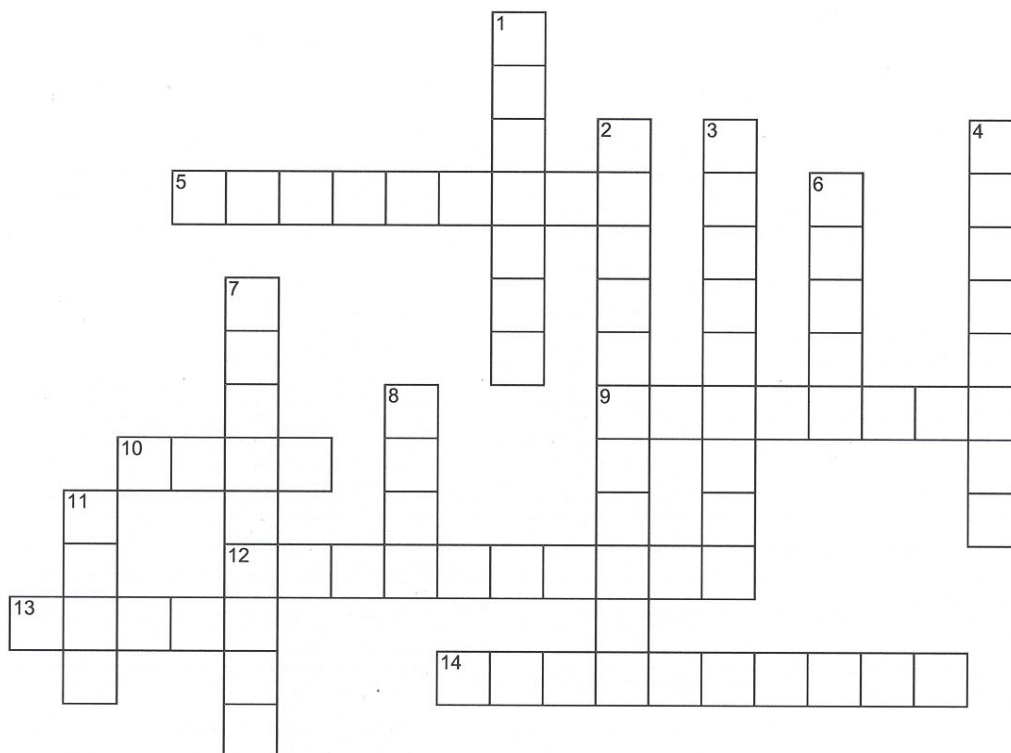
Is the Skeleton Male or Female?

<https://naturalhistory.si.edu/sites/default/files/media/file/wibskeletonmaleorfemalefinal.pdf>¹⁹

¹⁹ This page is part of the Smithsonian's *The Secret in the Cellar* Webcomic, an educational resource from the Written in Bone exhibition, February 2009 – 2014.

Emergencies

Lifeskills Vocabulary



www.elcivics.com

ACROSS

- 5** a vehicle with sirens and flashing red lights and paramedics
9 something that does not happen on purpose
10 car thieves steal _____
12 shaking of the Earth's crust
13 opposite of swim
14 thief who steals from people's pockets, purses, and bags in public places

DOWN

- 1** cyclone or twister
2 serious and painful interruption of the heart's normal beating (2 words)
3 severe tropical storms with lots of rain and extremely strong winds
4 call the 911 _____ for help during an emergency
6 natural disaster caused by excessive rain
7 an unexpected and sudden event that must be dealt with quickly
8 injured
11 blaze

Ask your friend/partner in class the following questions:

1. Have you ever been to hospital?
2. Have you ever been in an ambulance?
3. Have you ever broken any bones? How?
4. Have you ever burnt yourself? How?
5. How do you feel at the sight of blood?
6. What's your blood group?
7. How do you feel about having injections?
8. Are you allergic to any drugs e.g. penicillin?

Fill in the gaps below with the following words:

sprain	first aid kit	crutches	plaster
sling	(plaster) cast	stitches	scar
blood donor	bruise	faint	

1. A _____ is a mark on your skin, often a white line, where the skin healed after a deep cut.
2. A _____ is a box which contains medical equipment which is useful in an emergency.
3. If you break a bone in your leg the doctor sets the bone in a _____ which stays on for about six weeks.
4. If you cut yourself, you put a _____ on the cut to protect it.
5. If you have a deep cut a doctor needs to close it with _____.
6. If you hurt your arm or shoulder you may need to rest your arm in a _____.
7. A _____ is someone who donates some of their own blood to help people who have lost too much blood.
8. You _____ when you lose consciousness because your brain isn't getting enough oxygen.
9. A _____ is a mark on your skin which appears after bumping against something hard. The skin changes colour from blue or purple to red and yellow over a few days.
10. You _____ your wrist or ankle when you twist it too far.
11. You use a pair of _____ to help you walk if you have hurt one of your legs or feet.

Ask your partner the following questions:

1. Have you ever sprained your wrist? Did you wear a sling?
2. Do you have a first-aid kit at home, or in the car? Have you ever given anyone first aid?
3. Can you name four things usually found in a first aid kit?
4. Would you like to be a trained first aider?
5. Are you a blood donor? Would you like to give blood? Why (not)?
6. Have you ever fainted or fell faint? Why? What happened?
7. Do you have scars? How did you get them?
8. Have you ever had a cut which needed stitches? How many stitches did you have?
9. Have you ever needed crutches? Why? How long did you need them for?
10. Have you ever worn a plaster cast? Why? What happened? Did your friends write on it?
11. Do you bruise easily? How long does it take for your bruises to heal, usually?
12. When you need to take a plaster off, do you pull it slowly, or rip it off quickly?

Discuss the difference between the words in each group below:

pain

hurt

injure

ache

treat

heal

Choose the correct word in the sentences below:

1. What would you do if you had a sudden pain/ache in your abdomen?
2. On a scale of 1 to 10, how much does it ache/hurt when you are being given an injection in your arm?
3. If you stay on your feet all day (in comfortable shoes), do your feet hurt/ache in the evening?
4. Have you ever stepped on something sharp and hurt/injured your foot? When? Where?
5. Have you ever worn shoes which were too tight? And hurt/injured your feet?
6. Have you ever hurt/injured someone emotionally?
7. What would you do to help people who had been hurt/injured in an accident?
8. Do you think paramedics should deal with the hurt/injured at the scene of the incident or just stabilize the patient and take them to hospital?
9. When you have a cold or flu, what medication do you take to treat/cure it?
10. In your opinion, how likely is it that scientists will find a treatment/cure for the common cold?
11. To what extent do you agree that sometimes the treatment/cure is worse than the disease?
12. If you have a small cut on your hand, do you go to the doctor or wait for it to heal/cure by itself?
13. Do you believe that alternative therapies, such as acupuncture, can heal/cure addiction to alcohol, nicotine, etc.?
14. Do you believe that some people have healing/curing hands?

Illnesses and Injuries (4)

Trinidad and Tobago English Creoles²⁰	English
malkadi	epilepsy with convulsions
marasmay, marasmus	child becomes thin except for distended belly, loses appetite, has greenish stool
matamal	chicken pox, measles, mumps and sometimes other childhood diseases
poor gut(s)	delicate digestion, not used to good or rich food
pores raise	raised bumps on the skin due to thrill, cold or fear
pressure	high blood pressure
ripe	of boil, ready to burst
scab	dry healing skin over a cut
scratch	itch
sick	a sick person, hurting or illness in any part of the body, e.g.; “me hand sick”.
small eye	swollen eyelids
sugar	diabetes
sugar bladder	tender persistent blister, esp. on toes, resulting from diabetes
take een	fall ill, become sick
wale	welt, esp. a raised mark on skin from a lash
wind; wind pain	intestinal gas pain, colic, hernia
worm fit	convulsion in children believed to be caused by worm infestation, usually caused by high fever

²⁰ Winer, *Badjohns, Bhaaji Banknote*, 53-54.

Spanglish Sphere

espirómetro de estímulo, tubo, carpa/ incentive spirometer, tube, tent

Se le pondrá un poco de anestesia local antes que yo le inserte el tubo.

You'll receive a local anesthetic before I insert the tube.

Tengo que insertarle un tubo hasta el pecho para dilatar el pulmón.

I need to insert a tube into your chest to drain fluid.

Tengo que insertarle un tubo en el tórax para extraer líquido.

I need to insert a tube into your chest to expand your lung.

Este tubo le ayudará a respirar.

This tube will help your breathing.

Le proveerá vapor tibio y oxígeno para ayudar a respirar a su niño.

It will provide warm mist and oxygen to help your child breathe easier.

Es necesario poner a su hijo (a) en una cámara de crup

Your child needs to be placed in a croup tent.

Vd. puede tocar a su niño mientras está en la cámara de crup.

You may touch your child while he's in the croup tent.

Deberá usar el estímulo de espirómetro cada hora mientras esté Vd. despierto

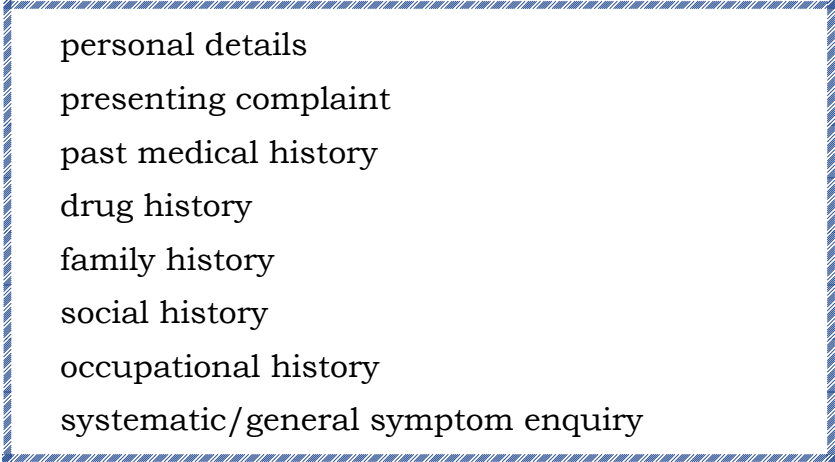
You should use the incentive spirometer every hour while you're awake.

Éste es un estímulo de espirómetro.

This is an incentive spirometer.

TAKING A HISTORY (I)²¹

Elements in a clinical history are:



- personal details
- presenting complaint
- past medical history
- drug history
- family history
- social history
- occupational history
- systematic/general symptom enquiry

Personal Details and Presenting Complaint

Personal details are normally obtained by the nurse or administrative staff before the doctor sees the patient but the doctor may have to source changes in these details during subsequent visits. These include:

- ❖ date of birth
- ❖ address
- ❖ marital status
- ❖ occupation
- ❖ contact information
- ❖ next of kin

²¹ Glendinning and Howard, 102-107.



Do you work?

What do you do for a living?

I am a housewife



Yes. I work for a bank

I work in a factory



No. I am unemployed
I'm out of work



No. I'm retired
I'm a pensioner





Do you have a partner?

Yes, I am married



Yes. I live with my...

- partner
- spouse
- (common-law) husband/wife



No, I'm...

- single
- separated
- divorced

No, I'm a...

- widow
- widower



My husband (wife) passed away last year.

Note: A **spouse** can be a wife or husband. A **widow** is a woman whose husband is dead; a **widower** is a man whose wife is dead. To avoid saying someone is *dead*, patients may say that person has **passed away**.

Presenting Complaint

The doctor asks open-ended questions:

- ❖ What would you say your main problem is?
- ❖ When do you think you were last well?
- ❖ When were you last your usual self?
- ❖ Can we start with you telling me what happened to bring you into hospital?

Presenting complaint is also known as the signs and symptoms a patient shows/experiences.

The problems that a patient reports are called symptoms; for example, pain or nausea. Signs are what the doctor finds on examining the patient e.g. high blood pressure or a rapid pulse rate. Symptoms are also known as **complaints**.

Patients say they *went to (see) the doctor*; doctors say the patient *presented*. The symptom which causes a patient to visit a doctor – or to *present* – is called *the presenting symptom, presenting complaint* or *presentation*.



He presented to his GP with chest pain.

His presenting symptom (**presenting complaint**) was chest pain.

The usual presentation is:

Symptom	Meaning	Patients say
constipation	uncomfortable or infrequent bowel movements.	I am constipated. I can't go off.
tiredness lethargy, fatigue lassitude	loss of energy	I feel tired all the time. I feel so tired at the end of the day, I can't do anything.
weight gain	increase in weight	I've put on 16 lbs in the last year. I've gained 8 lbs.
weight loss	decrease in weight	I'm eating the same as usual but I'm losing weight!
anorexia	an eating disorder	I don't feel like eating. It's hard to eat.
malaise	general feeling of being unwell	I feel sick. I don't feel well. I haven't been feeling myself for a while.

Note: The verb *feel* is also used with other adjectives, such as *warm*, *cold*, *nervous*, *anxious*, *dizzy*, *weak* e.g. *She said she felt giddy*.

Signs that the doctor finds:

Facial & conjunctival pallor

Bleeding gums

Fluid retention in legs

Oral lesions

Asking about symptoms

Pain is one of the commonest symptoms.

If the presenting complaint is a headache, a doctor would ask questions to assess the patient's pain. Similar questions can be used for other forms of pain.

Components of pain assessment	Typical questions
main site	Where does it hurt? Show me where it hurts.
radiation	Does it go anywhere else?
character	Can you describe the pain?
precipitating factors	Does anything bring it on?
time of onset	When does it start?
time of resolution	When does it stop?
frequency	How often do you get it?
aggravating factors	Does anything make it worse? Is there anything else that affects it?
relieving factors	Does anything make it better?
associated features	Do you feel anything else wrong when it's there? Have you any other problems related to the pain?
duration	How long does it last?
severity	How bad is it?

Describing the pain

(It is common for Trinidadians to use term “*lancing*’ e.g. ‘*Mih foot/head lancing mih*’. = My foot/head is throbbing.

Patient’s description of pain	What this means
an ache/aching	a general pain, usually in muscles and joints
boring	like a drill
burning	with heat
colicky	an intermittent pain which varies in intensity, comes and goes in waves
cramp/crampy	a spasmodic muscle contraction (involuntary)
crushing	a feeling of pressure
dull	the opposite of sharp
gnawing	biting
gripping	a feeling of tightness
sharp	Acute
stabbing	like a knife
stinging	sharp, burning
throbbing*	with a pulse or beat

Look at the case notes. Write the questions the doctor asked to obtain the numbered information. Use the table on the previous page to help you.

SURNAME: Maraj OTHER NAMES: Seeram D.

ADDRESS: Bamboo #2

D.O.B. 03/05/67 SEX

MARITAL STATUS Married (1) OCCUPATION News Reporter (2)

Presenting complaint

Severe headache, boring in nature (3), mainly in and round R eye (4).

Can radiate to forehead (5). Comes on at any time (6) and can vary in duration 1-2 hrs (7). No precipitating (8) or relieving (9) factors.

Has noticed haloes around lights with some blurry vision in R eye and vomiting (10).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Read these notes for a patient with a headache and write the doctor's questions below (use the table on page 66 to help you).

R sided temporal severe, throbbing lasts 24-48 hours. PMH similar headaches 10 yrs. Coming every 3 mths. Often premenstrual. Aggravated by eating chocolate; relieved by lying in dark room. Can have visual aura, blurred vision, nausea + s.t.s. vomiting.

***I have a terrible headache**

1. Just here
2. Well, it is really bad... throbbing

***Yes, about every three months. I've had them for the last 10 years or so...**

3. Usually one or two days. This one started yesterday
4. They usually start just before my period. Sometimes, if I eat chocolate. I'm not sure...
5. If I lie down in a dark room, it helps. Light makes them worse.
6. If I move my head, the pain gets worse.
7. Yes. My eyes feel strange. Sometimes I can't see clearly... things get blurry. I also feel like throwing up.



***Can you tell me what the problem is?**

1. _____

2. _____

***Have you had headaches like this before?**

3. _____

4. _____

5. _____

6. _____

Apart from the headache...

7. _____

Complete the sentences. Use table (*Describing the Pain*) on page 66 to help you.

- 1) Gastric ulcers are associated with a _____, _____ pain.
- 2) Cystitis causes _____, _____ pain on passing urine.
- 3) Patients with a peptic ulcer may say they have a _____, _____ pain.
- 4) Recurrent abdominal pain (RAP) may be described as _____ or _____.
- 5) Migraine is often described as a _____ pain.
- 6) People with osteoarthritis often complain of a deep _____ centred in the joint.
- 7) Kidney stone pain is sudden, severe and _____.
- 8) Angina is usually described as crushing or heavy or _____ pain.

Spanglish **Splash**



Pidiendo más detalles personales / Soliciting more personal information

¿Necesita orinar con frecuencia por la noche? ¿Con qué frecuencia?

Do you need to urinate frequently at night? How often?

¿Ensucia a veces su ropa de dormir o sus sábanas?

Do you sometimes soil your sleepwear or bed sheets?

¿Cuánto té, café, chocolate toma diariamente?

How much tea, coffee, chocolate do you have on a daily basis?

¿Fuma o ha fumado alguna vez? ¿Cigarros o cigarrillos?

Do you now, or have you ever smoked? Cigars or cigarettes?

¿Cuánto tiempo lleva fumando?

How long have you been smoking?

¿Toma bebidas alcohólicas? ¿Con qué frecuencia?

Do you drink alcoholic beverages? How often?

¿Qué tipos de bebida as alcohólicas consume?

Which type of alcoholic beverages do you drink?

TAKING A HISTORY (II)²²

- Past medical/drug history
- Family history
- Social (and personal) history

The doctor asks about relevant past medical history of the presenting complaint. There is often a relationship between the past medical history and the presenting problem.

Asking About Past Medical History

- Have you had any illness that you saw your doctor about?
- Have you had to take time off work because of ill health?
- Have you had any operations?
- Have you attended any hospital clinics?
- Have you been a patient in hospital? If yes, when and why?

Here is an extract adapted from a medical textbook.

It is necessary to obtain full details of all the **drugs** and **medications** which the patient is currently taking.

Very often patients forget to mention, or forget the name of, drugs they take. Some may be **over-the-counter remedies** which are unknown to the general practitioner.

The significance of others, such as **herbal remedies** or **laxatives**, may or may not be appreciated by the patient.

It is essential to determine the identity of the drug, the **dose** that is being taken, the **frequency of administration** and the patient's **compliance** of lack thereof.

It is crucial to ask about known drug **allergies** or suspected **drug reactions** and to record the information on the front page of the notes to be obvious to any doctor who sees the patient. *Failure to ask this question and to record the answer may be lethal.*

²² Glendinning and Howard, 104-105.

Drug History

Doctors ask:

Details of drugs and medications

- Are you currently taking any medication?
- What tablets do you take?
- Do you use over-the-counter remedies or herbal (homeopathic) medicines?

Frequency of administration

- How many times a day?

Compliance

- Do you always take it as prescribed?

Side-effects and allergies

- Are there any side effects?
- Do you know if you are allergic to any drug? If the answer is **yes**: What symptoms do you get after taking it?

Example of a drug history				
Drug	Dose	Duration	Indication	Notes
Aspirin	7.5 mg daily	6 years	Started after myocardial infarction	
Amitriptyline	25 mg at night	8 months	Takes to sleep	Feels drowsy in morning
Atenolol (betablocker)	50 mg daily	5 years	Started after myocardial infarction	Causes cold hands (compliance?)
Codydramol (paracetamol & dihydrocodeine)	Up to 8 tabs daily	4 weeks	Back pain	Causes constipation

The “notes” section above captures if the patient has ever had an allergic reaction to medication. Doctors enquire about previous reactions before prescribing an antibiotic, particularly penicillin. They also enquire about other allergies, e.g. food, pollen, metal, or animal hair/dander. Allergies are prominently recorded in the patient’s case records and drug chart.

Family History

To find out about family history doctors ask open-ended questions:

- Do you have any brothers and sisters?
- Do you have any children?
- Are all your close relatives alive?
- Are your parents alive and well?
- Is anyone taking regular medication?
- How old was he when he died?
- Do you know the cause of death? What did he die of?
- Does anyone in your family have a serious illness?

In addition to blood relatives, doctors ask about the health of other household members since this gives clues about environmental risks to the patient's health. If a woman's husband died of lung cancer, for example, she may have been exposed to passive smoking.

In order to obtain information doctors may need to prompt patients by suggesting common familial diseases, e.g. diabetes mellitus or thyroid disease.

Complete the sentences below:

1. Pharmacies sell a wide variety of _____ - _____ medications as well as dispensing prescriptions from physicians.
2. The _____ is the quantity of the medication to be taken at any one time.
3. A drug _____ is hypersensitivity to a particular drug.
4. A _____ is a medication prepared from plants, especially a traditional remedy.
5. Your brothers and sisters are your _____.
6. _____ is what you do for physical or mental stimulus outside what you do at work.
7. _____ can take many forms: apartments, single rooms, houses, hostels.
8. The patient's _____ to drug treatment, his willingness or ability to take the right dose at the right time and frequency, is essential.

Write down the doctor's questions:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____



1. My father died twenty years ago but my mother is still in good health. She is seventy now.
2. I was still at school. He was forty-four.
3. He had a heart attack.
4. I have a sister who is forty-five and a brother who's thirty-six.
5. No, I had an older brother but he died at forty-two.
6. A heart attack, like my father.
7. No, I don't think so.
8. Apart from me; no.
9. Yes, a boy and a girl, He's 15 and she's 13.

The Social (and Personal) History

The social history puts a disease in the context of the patient's life and reveals factors which are relevant to the presenting illness. An expansive social history can include everything from experiences in childhood to aspects of diet and exercise.

Record the relevant information about occupation, housing and personal habits including recreation, physical exercise, alcohol and tobacco and, in the case of children, about school and family relationships.

Typical Questions

- What kind of house do you live in?
- Do you live alone?
- Who shares your home with you?
- How old are your children?
- Are any of them at nursery or school?
- What's your occupation?
- Do you have any problems?
- Do you have any financial problems?
- Do you have any hobbies or interest?
- What about exercise?
- Do you smoke? Have you ever smoked?
- How many a day?
- Have you tried giving up smoking?
- What about alcohol?
- Can you give up alcohol when you want?
- How much do you drink in a week?
- What's the most you would drink in a week?
- Are you aware of any difference in your alcohol consumption over the past five years?

Categories

Factors of Upbringing

- Injury or complications at birth
- Parental attachments/disruptions in early life
- Achievements and challenges at school

Home Life

- Abuse (physical, emotional, sexual)
- Death and Illness
- Attitude of parents

Occupation

- Past and present job/s (duties)
- Exposure to hazards such as chemicals, asbestos, foreign travel, accidents
- Unemployment (reason and duration)
- Attitude to work

Finance

- Financial circumstances
- Debts owing
- Social security benefits

Current relationships and/or domestic circumstances

- Long-term partner?
- Quality of relationship
- Problems
- Health and occupation of partner
- Partner's attitude to patient's illness
- Other people at home – challenges e.g. health, violence and bereavement?
- In trouble with the law?

House

- Type of home, its size.
- Owned or rented?
- Layout and facilities: stairs, toilets, heating, cooking facilities
- Neighbours (proximity and relationship)
- Sexual history*
- Exercise, hobbies, entertainment
- Substance abuse (ask only if the question is relevant to the history)

* Sexual history – it is not always relevant to take a full sexual history. If it is, questions need to be asked in an objective manner. The doctor begins by saying, “*As part of your medical history, I need to ask you some questions about your relationships. I hope that you don’t mind this*”.

Examples of some objective questions are:

- Do you have a regular sexual partner at the moment? / Are you currently in a relationship?
- Is your partner male or female? / A man or a woman?
- When did you last have sex with anyone else? / Can I ask if you have had any (other) sexual partners in the last 12 months?
- How many were male? How many were female?
- Are there any sexual issues that you would like to discuss?
- What do you use for contraception (for protection) / Do you use barrier contraception sometimes, always or never?

Spanglish **Splash**



historial médico / medical history

¿Sufre Ud. de alergias? ¿Qué los/las causa?

Do you suffer from allergies? What causes it/them?

¿Cuáles son los síntomas? ¿Qué hace Ud. para aliviarse de ellos?

What are the symptoms? What do you do to get relief from them?

¿Ha experimentado recientemente fiebre/fatiga/escalofríos?

Have you recently experienced fever/fatigue/chills?

¿Sufre Ud. de dolor en los senos paranasales?

Do you suffer from sinus pain?

¿Cuándo se hizo la última radiografía de tórax?

When did you last have a chest X-ray?

¿Se ha realizado un análisis de sangre que indicó que tiene anemia?

Have you had a blood test which indicated that you are anemic?

¿Toma Ud. algún medicamento recetado o de venta libre?

Do you take any prescribed/over-the-counter medication?

¿Con qué frecuencia y cuánta medicación toma?

How often and how much medication do you take?

¿Usa Ud. remedios caseros?

Do you use home remedies?

TAKING A HISTORY (III)²³

Occupational history

Travel history

Systematic inquiry/reviewing the symptoms

Patient's ideas, concerns and expectations

Phrasal verbs in history-taking

Occupational History

The **occupational history** can be obtained either through the Social History or on its own.

The work that people do may have a profound influence on their health. Some occupations are associated with certain illnesses. Symptoms which improve over the weekend usually suggest an occupational disorder. To source this kind of information, the doctor says/asks:

- Please tell me about all the jobs you have done in your working life.
- What are your duties at work?
- Are you exposed to chemicals at work? to dust?
- Do you wear protective equipment?
- Have any of your co-workers become ill?

Examples of Occupational Disorders and Their Causes			
Occupation	Factor	Possible Disorder	Presents
Industrial workers	Chemical exposure	Dermatitis on hands	Variable
Bakery workers	Flour	Occupational asthma	Variable
Healthcare workers	Needle stick injuries/cuts	Hepatitis B & C	Incubation period of 3 months
Deejays	Excessive noise	Sensorineural hearing loss	Develops over months

²³ Glendinning and Howard, 104-106.

Travel History

Travel takes place for business, academic and leisure purposes. The **incubation period** is useful in deciding on the likelihood of an illness. Doctors ask:

- What country/which countries have you recently visited?
 - 📍 Where did you stay? (a five-star hotel/a campsite)
 - 📍 What did you do there?
- Did you play any water sports?
- Did you have any sexual contact abroad?

Examples of incubation periods of travel-related infections			
Symptoms	Disease	From travel to presentation	Incubation Period
Jaundice	Hepatitis A	Up to 6 weeks	28-42 days
Fever	Vivax Malaria	Up to 1 year	8-27 days
Itch, fever, haematuria, abdominal discomfort	Schistosomiasis	Up to 10 weeks	2-63 days
Fever	Falciparum Malaria	Up to 6 weeks	8-25 days
Fever, headache	Dengue fever	Up to 3 weeks	3-15 days
Fever, headache	Typhoid fever	Up to 3 weeks	10-14 days
Weight loss, pneumonia	HIV infection	12 years	12-26 weeks

Systematic Inquiry/Reviewing the Symptoms

The purpose of systematic inquiry is to uncover symptoms that the patient may have felt uncomfortable about disclosing earlier or has forgotten to mention.

At this juncture the patient's response to an open-ended question is likely to be more important than their response to a close-ended question.

Open-ended questions	Close-ended questions
What's your appetite like?	Have you eaten today?
How's your vision?	Is your vision ever blurry?

Asking about the Central Nervous System

- 1) Do you suffer from headaches?
- 2) Have you ever had a blackout?
- 3) Have you ever had fits?
- 4) What about dizziness?
- 5) Do you get ringing in your ears?
- 6) Have you ever experienced any numbness or tingling in your hands or feet?
- 7) Do you have any problems sleeping?

Begin by running through the symptoms in the table below and you will be able to focus on the symptoms that are most relevant (experienced doctors often carry out the systematic inquiry as they discuss the presenting complaint).

Systems and Symptoms	
Endocrine	change in sweating, heat or cold intolerance, excessive thirst (polydipsia)
Gastrointestinal system	abdominal pain; mouth (oral ulcers, dental problems); vomiting blood (haematemesis); difficulty swallowing (dysphagia – distinguish from pain on swallowing, odynophagia); change in colour of stools (pale, dark, tarry black, fresh blood); nausea and vomiting; indigestion, heartburn; change in bowel habit
Nervous system	visual disturbance, headaches; faints; altered sensation (numbness or tingling, paraesthesia); memory and concentration changes; dizziness (vertigo or light-headedness); fits; weakness; hearing problems (deafness, tinnitus)
General health	mood, sleep, appetite, energy, well-being, weight change
Genitourinary	blood in urine (haematuria); pain passing urine (dysuria); sexual partners – unprotected intercourse; frequency passing urine (at night, nocturia).
<i>Men</i>	If appropriate: erectile difficulties; urethral discharge; poor stream or flow; libido; prostatic symptoms including difficulty starting, – hesitancy, incontinence, terminal dribbling
<i>Women</i>	abnormal bleeding, vaginal discharge, last menstrual period (pregnancy?), contraception, length of period, timing and regularity of period. If appropriate: pain during intercourse (dyspareunia), incontinence (stress and urge), libido
Cardiovascular system	Breathlessness: ➤ lying flat (orthopnoea) ➤ on minimal exertion – record how much at night (paroxysmal nocturnal dyspnoea) palpitation pain in legs when walking (claudication); chest pain on exertion (angina); swelling of ankles.
Musculoskeletal	Joint pain, stiffness or swelling, mobility, falls.
Respiratory system	wheezing, blood in sputum (haemoptysis), cough, shortness of breath chest pain (due to inspiration or coughing), sputum production (colour, quantity).
Other	skin rash, bleeding or bruising

Patient's Ideas, Concerns and Expectations²⁴

It is important during the consultation to give patients the chance to express their own ideas and concerns about their problem and to determine what their expectations are.

The letters ICE (**i**deas, **c**oncerns and **e**xpectations) are a way of remembering this. Typical questions asked by the doctor are:

Ideas

- What do you know about this problem/condition/illness?
- How do you think you got this problem?
- What do you mean by....?

Concerns

- How do you think this will affect your family?
- Does this make you worried?

Expectations

- What are you hoping we could do for you?
- What do you think will happen at the hospital?

²⁴ Glendinning and Howard, 104-106.

Phrasal Verbs In History Taking ²⁵

Phrasal verbs are often used in informal spoken English. Both patients and doctors may use them during consultations. A phrasal verb may have several meanings according to context.

Phrasal Verb	Meaning	Example
bring on	cause, induce	Is there anything special that brings on the headaches?
carry on	continue	Carry on taking the cough syrup for another week.
give up	stop	My advice is to give up smoking.
turn out	happen in the end	She had all the tests done and it turned out to be cancer.
bring up	expectorate, vomit	When you cough, do you bring up any phlegm?
come on	commence	When does the pain come on ?
put on	gain weight	I've put on a lot of weight in the last year.
turn up	appear unexpectedly	The rash just turned up and I don't know what caused it.

Complete the sentences with phrasal verbs:

- The headaches _____ in the morning.
- I eat non-stop but I don't seem to _____ any weight.
- I've tried to _____ smoking but it's no use.
- I'm so depressed I don't feel I can _____.
- When I cough, I _____ phlegm.
- He thought he had stomach ache but it _____ to be cancer.

²⁵ Glendinning and Howard, 104-106.

Complete the sentences with the correct form of the verb **present**.

- The most common _____ is loss of consciousness.
- Two months following _____, the patient was able to walk.
- The _____ symptoms in this patient could perhaps be due to renal failure.
- A 67-year-old man _____ with a 9-month history of increasing shortness of breath.
- Reduced growth is an important _____ complaint of celiac disease.
- Cranial arteritis may _____ as fever without any obvious causes.
- Other conditions with a similar _____ include acute cholecystitis.
- The patient usually _____ with a severe sore throat.

Spanglish **Splash**



El historial familiar / Family history

¿Alguien en su familia ha sido tratado alguna vez por un problema renal?

Has anyone in your family ever been treated for a kidney problem?

¿Algún miembro de la familia ha tenido artritis/accidente cerebrovascular/presión arterial alta/enfermedad cardíaca?

Has any family member had arthritis/stroke/high blood pressure/heart disease?

¿Algún miembro de la familia ha tenido alergias respiratorias/tuberculosis/enfisema?

Has any family member had respiratory allergies/tuberculosis/emphysema?

¿Algún miembro de la familia ha tenido cáncer/diabetes mellitus/anemia de células falciformes?

Has any family member had cancer/diabetes mellitus/sickle cell anaemia?

¿Cuándo se diagnosticó la dolencia?

When was the ailment diagnosed?

¿Qué tratamiento se administró?

What treatment was administered?

SECTION 2. A GROUNDING IN GRAMMAR



IMPERATIVES

Imperatives are verbs used to give orders, suggestions, warnings, instructions or advice, and (if you use *please* or other “polite” construction) to make a request.

Form of the imperative

Giving orders

The sentence has no subject, although you are addressing ‘you’, and the verb is in the bare form. We sometimes use an exclamation mark, depending on the tone of voice.

Bring me the thermometer!
Never wear tight socks!

Suggestions

The sentence starts with the form *Let’s* (*let us*) when you are including yourself and others present (1st person plural).

Let’s put your hand on this table.
Let’s go into the other room.

Negative form

We use the auxiliary verb *do* for negative orders and suggestions, using ‘do not’ or ‘don’t or ‘not’ before the verb.

Don’t lift that heavy pot!
Don’t be depressed!
Let’s not go out without shoes.

Requests

However, in most situations we would probably use a more polite form than the imperative. For example, which of the following sounds better to you?

Be quiet! *Could you be quiet, please?*
Leave! *Please leave now.*

So, we use a polite word like *please*.

Please take a seat.
Wait here, please.
Please try to relax.

Another way of softening an order or instruction is to add “*will you*” to the end.

Help me with this, will you?

Close the door, will you?

So, when would we use an imperative?

Giving directions, instructions or advice:

Let's go straight ahead.

Eat a good breakfast every day.

Don't wear tight shoes.

(When you give directions, instructions or advice using the imperative, the words are stressed normally.)

Warnings

You can use the imperative to warn someone of danger. (All the words in the warning are stressed, but the last word has a higher tone than the first word.)

Look out!

Pay attention!

Be careful!

Inviting:

Let's go back to my place for a coffee.

Have a drink with me.

Reminding:

Don't forget to send me a postcard.

Remember to take your medicine.

Important: When we use *always* and *never* with imperatives, they always go before the verb.

Never do that again.

Always pay attention to your posture.

PRESENT SIMPLE vs PRESENT CONTINUOUS

Present Simple

Form

You add the letter 's' to the bare form of the verb for he/she/it.

The Present Simple is used:

- to express an action which happens again and again, for example, regular habits, daily routines and repeated events. It is often found with these time expressions.

<i>always</i>	<i>every day</i>	<i>usually</i>	<i>sometimes</i>	<i>never</i>
---------------	------------------	----------------	------------------	--------------

I sometimes **walk** to work.

She usually **wears** her nurse's cap.

I **see** my patients every day in the ward.

- to express a fact which is always true, or true for a long time.

I **come** from a small town in Cuba.

My sister **works** in a bank.

Visiting hours **start** at 5.00 pm during the week.

- to talk about official schedules or timetables, for example, airline schedules, television listings.

His plane arrives this afternoon at 3.00.

Maria's surgery starts at noon tomorrow.

The cafeteria opens at 7.00 for breakfast.

Present Continuous

Form

I am working. ('m)	I am not driving. ('m not)
He/She/It is working. ('s)	He/She/It is not driving. (isn't)
We/You/They are working. ('re)	We/You/They are not driving. (aren't)

The Present Continuous is used:

- to talk about things that are happening at the moment of speaking, or that are in the process of changing or developing.

I'm writing a prescription for your daughter.

The cost of x-rays *is getting* more expensive.

Look! The patient *is taking off* his bandage!

- to talk about things that are temporary.

What department *are* you *working* in this week?

Norma's *studying* to be surgical nurse.

You're *not drinking* enough water!

State Verbs

State verbs (as opposed to action verbs (like **drive**, **walk**, **study**, etc.) are **not** usually used in the present continuous. Here are some state verbs:

like	want	understand	believe
remember	hope	know	need
own	think (opinion)	have (possession)	contain

This medication **contains** caffeine.

NOT *This medication is containing caffeine.*

Do you **need** anything else?

NOT *Are you needing anything else?*

I **don't have** any more tablets.

NOT *I'm not having any more tablets.*

I **think** you have bronchitis.

NOT *I'm thinking you have bronchitis.*

Note

Remember that the present continuous is also used to refer to the **future** when arrangements have already been made. Usually a future time is specified (*next week, this evening, on Friday*, etc.) unless it is already clear we are referring to the future rather than the present.

We're **having** two operations this evening.

What **are** you **doing** tomorrow afternoon?

The specialist **isn't coming** on Friday.

Creole Component

Present Simple

In Trinidad and Tobago English Creoles, regular habits, daily routines and repeated events are shown by placing **does** before the bare form of the verb.

His head **does hurt** all the time.

I **does drink** tea with sugar every day.

Sometimes she **does come** late to work.

The nurse **does change** shift at seven o'clock?

Present Continuous

In Trinidad and Tobago English Creoles, the verb *to be* is not used in the present continuous.

David **listening** to the radio.

You **writing** a prescription for meh husband?

I **waiting** to talk to the doctor.

She **not talking** to anybody.

Note: Questions are asked with the same structure as statements, but with a rising tone at the end to show that a question is being asked.

PRESENT PERFECT vs PAST SIMPLE

Present Perfect

Although this structure looks like a past tense, it is really a present tense which expresses the effect of past actions and activities on the present.

Form

Positive: I/We/You/They **have lived** in other countries. ('ve)

He/She **has lived** in other countries. ('s)

Negative: I/We/You/They **have not seen** the new ward. (haven't)

He/She **has not seen** the new ward. (hasn't)

Question: How long **have** I/we/you **been** in Trinidad?

How long **has** he/she **had** this pain?

The Present Perfect is used:

1. to talk about an action that began in the past but is still continues now.

I've **been** in Trinidad since last month.

She **hasn't had** this cold for more than two weeks; she's only had it for four days.

How long **has** he **been** a patient of this doctor?

2. to talk about an experience that happened at some time in your life and the effects of the action are still felt. It is not important *when* it happened. (Often, you're talking about general experiences.)

Miguel **has been** a doctor since 1999.

I've never **seen** such a serious case of arthritis.

Have you **seen** this patient's x-rays?

- 3 to talk about recent past events (with a present result), often with expressions like *just*, *already*, and *yet* (for negatives and questions).

I think that I've just **lost** his medical files!

He definitely **has not done** his exercise yet.

Have they **left** the hospital already?

Note:

You use **for** to say how long an action has been going on and **since** to say when the action started.

I've been here **for** six months.

She's known him **since** last year.

This patient has been in the hospital **for** three weeks.

He's had a rash **since** Friday.

Past Simple

Form

The form of the past simple is the same for all persons.

Positive: I/He/She/We/You/They **lived** in Europe for three years.

Negative: I/He/She/We/You/They **did not see** the new film last night.

Question: **Did** the man **have** this pain when you **saw** him yesterday?

The **Past Simple** (and not the **Present Perfect**) is used to talk about completed actions in the past, often with a definite expression of time.

We **took** our daughter to the doctor last week.

Sonia **did not take** the prescription to the pharmacy yesterday.

Did you **go** to Spain in 2002?

She **had** the baby this morning at eight o'clock.

Compare the following sentences.

I've lived in Port of Spain for two years. (I still live there.)

I **lived** in Port of Spain for two years. (Now I live somewhere else.)

Michael Jackson **wrote** many wonderful songs. (He can't write any more songs.)

Gloria Estefan has **written** several hits. (She can still write some more hits.)

Have you **seen** the new doctor this morning? (It's still morning.)

Did you **see** the new doctor this morning? (It's the afternoon or evening.)

They **have eaten** Trinidadian food. (in their life, and can do so again)

They **ate** Trinidadian food last night. (action completed once)

Have you **eaten** in the new cafeteria? (any time in the past, up to this moment)

When **did** you **eat** in the new cafeteria? (specific time, and action completed)

Creole Component

Present Perfect

In English the Present Perfect would be used to express past time with an effect on the present, or recent past events, but in Trinidad and Tobago English Creoles, the bare form of the verb is used for these events.

They **live** in other countries. (*They've lived ...*)

How long he **is** a patient of this doctor? (*How long has he been ...*)

I just **lose** my phone! (*I've just lost ...*)

They **leave** the hospital already? (*Have they left ...*)

Past Simple

In Trinidad and Tobago English Creoles, completed past time is expressed either with the bare form of the verb, or with the verb particle **did**.

Yesterday he **promise** to ring the hospital. (*he promised ...*)

She **did fall** down from the window. (*She fell ...*)

I **did live** in Tunapuna when I was small. (*I lived ...*)

How long she **sleep** last night? (*did she sleep ...*)

MODALS OF OBLIGATION AND PERMISSION

Obligation

Have to, **must**, and **should** are modal auxiliary verbs that are used to express obligation.

Have to expresses a general obligation based on a law, a rule, or someone else's authority.

Form

Positive:	I/We/You/They have to wear a uniform when on duty. He/She has to leave before six o'clock.
Negative:	I/We/You/They don't have to work on Sundays. He/She doesn't have to take any more tablets.
Question:	Do you have to work on the night shift? Does Anita have to write another report?

Must expresses a strong obligation that involves the speaker's opinion.

Form

Positive:	I/We/You/They/He/She must stop eating so much fried food.
Negative:	I/We/You/They/He/She mustn't leave that door open.
Question:	have to rather than must is more common in questions.

Note: The negatives **mustn't** and **don't have to** are completely different.

You **mustn't** take more than six tablets in twenty-four hours.

(This is a strong obligation **NOT** to do something: negative obligation.)

Nurses **don't have to** come to the general meeting on Friday.

(There is **NO** obligation, but they can if they want: absence of obligation.)

Should expresses what is right, or what is a good idea in the speaker's opinion. It also expresses advice, or a mild obligation.

Form

Positive: I think I/We/You/They/He/She **should** spend more time with him.

Negative: I/We/You/They/He/She **shouldn't** sit so close to the air conditioner.

Question: **Should** he stop taking the medication?

Permission

Can, **may**, and **be allowed** are used to express permission. **Can** is more informal and is usually spoken.

You **can** come to my office next week, but you **can't** come tomorrow as there are no free appointments. **Can** I make the appointment for next Wednesday?

You **may** leave at four this afternoon. **May** I close the door? No, you **may not** close it.

The medical staff **is allowed** to park their cars on the hospital compound.

You **aren't allowed** to run until your knee is healed.

Are we **allowed** to look at television?

General notes:

Must has no past form; *have to* is used instead.

I **had to** come to work very early this morning.

Except for **be allowed to**, these modals use the base form of the verb, not the **to** infinitive.

You **must** leave before it gets dark.

I **can** give you a lift to the airport if you like.

You make modal questions and negatives without **do**.

Can I help you?

NOT *Do can I help you?*

He **shouldn't** smoke so many cigarettes.

NOT *He don't should smoke so many cigarettes.*

- ❖ You also use *can/can't* to talk about ability = be able to.

This man **can't** read.

I **can** speak English fluently.

- ❖ You also use *can/could* you to make a request. (*could* is the past or polite form of *can*)

Can you please close the door for me?

Could you write down all the symptoms you have?

Creole Component

Modals of Obligation

These modals are used in the same way in Trinidad and Tobago English Creoles, with differences noted below.

English	Trinidad and Tobago English Creoles
He has to leave before six o'clock.	He hafta leave before six o'clock.
Do you have to work on the night shift?	You bongtu work on the night shift?
She should spend more time with him.	She should spend more time with him.

Modals of Permission

Instead of the modals **may** and **be allowed**, the modal **can** is usually used for permission. It is often replaced by **could** in all contexts.

I **could** come to your office next week?

You **could** come back next week, but not tomorrow.

I **could** swim since I small. (ability)

You **could** close the door for me, please? (request)

The negative '**can't**,' is expressed with **cyar**:

No, you **cyar** look at television now.

WAYS OF EXPRESSING THE FUTURE

There is no future tense in English as there is in your language. Instead, English uses several forms to refer to the future. Four of these are **will**, **be going to**, the **Present Simple** and the **Present Continuous**.

Form

Positive and negative	I/We He/She They	will won't	help you when you're sick.
	I'm/I'm not She is/She is not We are/We are not	going to	have the operation tomorrow.
	The show	starts at nine o'clock.	
	I am/I am not He is/He is not You are/You are not	planning to meet with the child's parents.	
Question	will you are you going to	bring the files tomorrow?	
	What time	does the x-ray department open? are you meeting the new heart surgeon?	

Will

Will expresses an intention or decision made at the moment of speaking. Sometimes you're offering to do something for someone.

Sorry to disturb you. **I'll** call back later.

Don't worry to take a taxi; **we'll** pick you up instead.

OK. **I'll** come and check your temperature right away.

Note: You cannot use the present tense for this.

NOT *I call you back later.*

NOT *We pick you up instead.*

The most common use of *will* is to refer to the future. It expresses a future fact or prediction.

You **won't** be at work next week; you **'ll** be on vacation. (future fact)

I'm sure you **'ll** pass your medical exams. (what I think)

Cristiano **will** score the first goal. (what I guess, as he's done it before)

You can also use **will** to ask questions about the future when you aren't sure whether the person you're talking to knows the answer.

Do you think the new medication **will** work? (what is your opinion?)

Be going to

Be going to expresses an intention or decision thought about before the moment of speaking. It means that plans have already been made.

My mother **is going** to stay with me for two weeks in September.

I'm going to take a course in English at the university.

We **'re not going** to dinner with them this evening.

We also use **be going to** when we can see evidence now that something is certain to happen.

Look at her chart. She **'s going** to need more medication.

I can tell by his attitude that he **'s going** to give us a lot of trouble.

You can also ask questions with *be going to* when you think that the person you're talking to probably knows the answer.

You've failed your exams again. What are you going to do next? (I expect that you've thought about it.)

Present Simple

The *Present Simple* is used to talk about official fixed timetables and scheduled events in the future, for example, airplane schedules, TV programmes, cinema schedules, etc.

My flight leaves at midnight.

What time does the movie start tonight?

My class doesn't finish until four this afternoon.

Present Continuous

The *Present Continuous* can be used to express a future arrangement between people. It is common with verbs such as *go, come, see, visit, meet, have* (a party), *leave* and usually refers to the near future.

I'm meeting the patient's parents tomorrow.

Who are you visiting next week?

We re not having the dinner party until she comes back.

Notes

- ❖ You cannot use the Present Simple for these arrangements.

NOT *I meet the patient's parents tomorrow.*

NOT *We don't have the dinner party until she comes back.*

- ❖ Sometimes it doesn't matter whether you use the *present continuous* or *be going to*. The meaning is the same. If you're in doubt, use *going to*.

I'm going to have a jazz party this weekend.

I'm having a jazz party this weekend.

Creole Component

Trinidad and Tobago English Creoles usually express all time after the moment of speaking by using the particle **go**.

She **go** bring the child to hospital next week.

I'm sure you **go** pass your exams.

You **go** bring the book for me tomorrow?

I **go** call you back later.

Sometimes the Present Continuous is used in Trinidad and Tobago English Creoles, but without the *be* particle.

I **going** Tobago for the weekend.

She **phoning** you tonight?

I **not coming** to the hospital tomorrow.

I **meeting** my sister next week to give her the news.

QUESTIONS AND NEGATIVES

Questions

There are several different types of questions.

Questions with *be*

To make a question with *be*, we invert (↔) the subject and verb.

Are you allergic to any medications?

What **is the name of your specialist**?

Which **is the biggest hospital in your city**?

Is he employed at this time?

Where **is the pain**?

Object questions

These questions ask about the object of the sentence. They need an auxiliary; *am/are, does/did, have/has*, or modals *can/will*, etc.

Do you have any pets at home? (Yes I have five cats.)

What exercises **did you do** yesterday? (I did leg and foot exercises.)

Has David taken all of his medication already? (Yes, he has taken all...)

Can you raise your hand above your head? (No, I can't raise my hand...)

Subject questions

These questions ask about the subject of the sentence, and they don't take an auxiliary. They nearly always begin with *who* or *what*. They are in the same order as the statement (subject/verb/object).

Who told you to use this medication? (The doctor told me to use...)

Which foods are difficult for you to eat? (Beef is difficult...)

What is your favourite branch of medicine? (Paediatrics is my favourite...)

How many people are in your family? (... five people in my family)

What happens after the operation? (Nothing happens...)

Negatives

Forming negatives

We make negatives by adding **not** (or **n't**) after the auxiliary verb. If there is no auxiliary verb, we add *do/does/did*.

You **can't** walk to the bathroom.

Wasn't he sleeping when you arrived this morning?

You **shouldn't** eat so much junk food.

I **didn't** agree with the parents' decision.

Infinitives and **-ing** forms can be negative.

He decided **not to have** the operation.

Did they agree **not to ask** any more questions?

She thinks that **not eating** will help her weight problem.

I like **not going** to work on Sundays.

Not can go with other parts of a sentence.

You can eat chicken, but not beef.

Ask her to help you, not me.

Note:

When we introduce negative ideas with verbs such as *think*, *believe*, *suppose*, and *imagine*, we make the first verb negative, not the second.

I don't think you're right about the diagnosis. **NOT** ~~I think you aren't right~~


...

We don't believe that he is the right doctor for her. **NOT** ~~We believe that he's not~~ ...

CREOLE COMPONENT

Questions

Questions in Trinidad and Tobago English Creoles are expressed without auxiliaries and do not change the order of words (question form). Instead, they resemble statements in Standard English, but with a rising tone at the end of the question.

Standard English	Trinidad and Tobago English Creoles
Are you allergic to any medications?	You allergic to any medications? 
Where is the pain?	Where the pain is?
What exercise did you do yesterday?	What exercises you do yesterday?
What are you doing?	What you doing?
What is your favourite food?	
Do they know where the waiting room is?	
Do you remember what you ate last night?	

Negatives

Trinidad and Tobago English Creoles express negation similarly to English with some variation in pronunciation, and also with the particles **doh**, **doesn**, **eh** and **wasn**.

I can't walk to the bathroom.	I cyar walk to the bathroom.
I don't think you're right about the diagnosis.	I doesn think you right about the diagnosis. OR I doh think you right about ...
He wasn't sleeping when I arrived this morning.	He wasn sleeping when I arrive this morning.
I didn't agree with the parents' decision.	I eh agree with the doctor decision.

You didn't follow all my instructions.	You eh follow all my instructions.
--	------------------------------------

PASSIVES

The passive voice is used when focusing on the person or thing affected by an action.

Form:

am/is/are	+ <i>-ed</i> (past participle)
was/were	
has/have been	
will	

When to use the passive

When you don't know who does the action.

*My car **was stolen** last night.* (I don't know who stole it.)

When you aren't interested in who does the action.

*This manual **is reprinted** every five years.* (I'm interested in the reprinting, not the printer.)

When it isn't important who does the action.

*These carpets **were cleaned** just last week.* (It isn't important who cleans the carpets.)

When it's obvious who does the action.

*The thief **was arrested** as soon as he left the building.* (It's obvious that the police arrested him.)

When you need to be tactful or careful.

*I understand that many mistakes **have been made**.* (It's better not to say who made the mistakes.)

When not to use the passive:

You **don't** use the passive when the active is more direct and easier to understand.

I entered all the patient's details earlier today. [**NOT** The patient's details were entered by me].

Intransitive verbs cannot be passive because they don't take an object. For example: *arrive, die, sit, sleep*. You also don't use the passive with these verbs: *agree with, belong, fit, have, resemble and suit*.

What time did you arrive? [**NOT** What time was you arrived?]

Angela has five broken bones. [**NOT** Five broken bones are had by Angela]

Notes

You use *by* + agent (person or thing) if you want to say who does the action. Sometimes it's important to say who did it.

*This procedure **was invented by** Michael Jones in 1981.*

*This patient **was discharged by** Dr Evans.*

If a verb has two objects, you usually use the person as the subject in the passive.

Active: No one gave me any medication.

Passive: I **wasn't given** any medication. (**preferred**)
No medication was given to me.

Active: Mrs King taught me nutrition.

Passive: I **was taught** nutrition by Mrs King. (**preferred**)
Nutrition was taught to me by Mrs King.

Active: They'll show you where to sit.

Passive: You'll **be shown** where to sit. (**preferred**)
Where to sit will be shown to you.

The following chart includes sentences changed from the active to the passive in the principal tenses.

Active	Passive	Time Reference
They make artificial limbs in China.	Artificial limbs are made in China.	Present Simple
The new chef is cooking dinner.	Dinner is being cooked by the new chef.	Present Continuous
James Joyce wrote "Dubliners".	"Dubliners" was written by James Joyce.	Past Simple
They were painting the building when I arrived.	The building was being painted when I arrived.	Past Continuous
They have performed over twenty operations in the past two years.	Over twenty operations have been performed in the past two years.	Present Perfect
They will build a new ward in this hospital.	A new ward will be built in this hospital.	Future with Will
They are going to discharge the actor as soon as possible.	The actor is going to be discharged as soon as possible.	Future with Going to

Creole Component

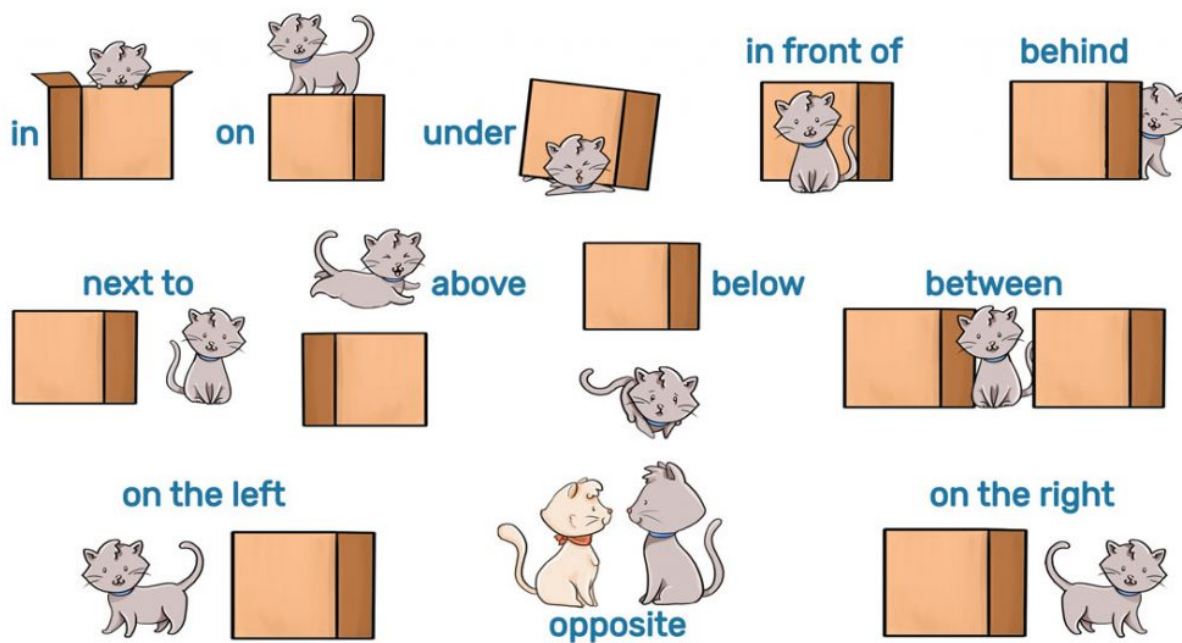
The passive voice in Trinidad and Tobago English Creoles is expressed without the verb *to be* and the verb in the bare form instead of the past participle. The rules governing the Passive in the Creoles are similar to those in English depending on whether you want to focus on the doer of the action or the receiver of the action.

English	Trinidad and Tobago English Creoles
The floors were cleaned yesterday.	The floors clean yesterday.
The computer was fixed this morning.	The computer fix this morning.
The meal has been heated up already.	The meal heat up already.
I was born in 1967.	I did born in 1967 or I born in 1967.
His clothes was being washed when he left.	His clothes did washing when he leave.
The book is being sold for seventy dollars.	The book selling for seventy dollars.

The verb **get** is often used in Trinidad and Tobago English Creoles to make a passive construction clearer.

The child was bitten by a snake.	The child get bite by a snake.
My car was stolen last night.	My car get steal last night.
He was dropped to the hospital early this morning.	He did get drop to the hospital early this morning.
You will be knocked down if you walk in the road.	You go get knock down if you walk in the road.
That road can't be built by next week.	That road cyar get build by next week.
The patient has been contacted by the doctor.	The patient did get contact by the doctor.

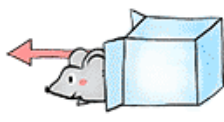
Visual Guide to Prepositions of Place



Visual Guide to Prepositions of Movement²⁶



into the box



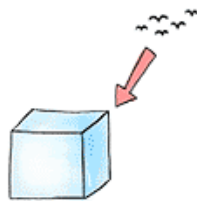
out of the box



around the box



away from the box



toward the box



past the box



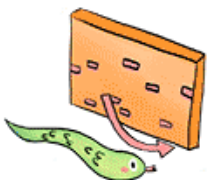
on to the box



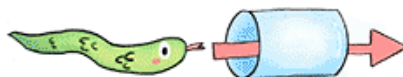
off the box



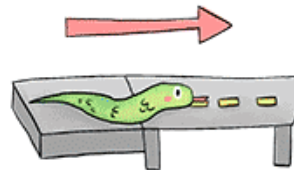
over the box



under the wall



through the pipe



across the bridge



up the stairs



down the stairs

²⁶ <https://www.englishclub.com/vocabulary/prepositions-movement.htm>.

PREPOSITION USE

Prepositions of place <i>in / at / on</i>
--

In

Use '**in**' with:

Spaces

in a room / in a garden / in my pocket

Bodies of water

in the water / in the sea / in a river

lines

in a row / in a line / in a queue

geographical regions and areas

in London / in the mountains / in a park

AT

Use '**at**' with:

Places or points in space:

at the bus-stop / at the door / at the cinema

at the end of the street / at home / at the dentist / at university

at the back of the book / at the top of each page

Addresses and events:

at 25 Warrant Street / at last year's conference

ON

Use '**on**' with:

Surfaces:

on the ceiling / on the wall / on the floor / on the table / on the first floor / on your nose

Directions:

on the left / on the coast / straight on / on the Orinoco river

Notes:

In / at / on the corner

We say 'in the corner of a room', but 'at the corner (or 'on the corner') of a street'

In / at / on the front

We say 'in the front / in the back' of a car

We say 'at the front / at the back' of buildings / groups of people

We say 'on the front / on the back' of a piece of paper

Prepositions of place and movement

in / at / to /

[nothing]

IN**Use 'in' with:**

Static (non-movement) verbs and cities, countries, states, etc.

Stay **in** the USA / work **in** New York

AT**Use 'at' with:**

Static (non-movement) verbs and places.

At the cinema / **at** work / **at** home

TO**Use 'to' with:**

Verbs of movement to a specific destination (place or event) such as go, come, drive, etc.

Go **to** work / drive **to** California / come **to** the party ...**to** a football match

Note: When no preposition is used:

With verbs of movement and the noun 'home'.

He went home / they drove home.

With the verb 'visit'.

She visited France last summer.

Prepositions of time and date**in / at / on****IN****Use 'in' with:**

Months and years and periods of time.

in January / in 1978 / in the twenties

A period of time in the future

in a few weeks / in a couple of days

AT**Use 'at' with:**

Precise time.

at six o'clock / at 10.30 / at two p.m. / at Christmas

ON**Use 'on' with:**

Days of the week.

on Monday / on Fridays

Specific calendar days:

on my birthday / on Christmas day / on October 22nd

Note:

in the morning / afternoon / evening at night

We say *in* the morning, afternoon or evening **BUT** we say '*at* night'

Creole Component

The use of prepositions in Trinidad and Tobago English Creoles is similar to that of English; however, prepositions of place and time are sometimes omitted, especially when ‘the place’ or ‘the time’ itself is what is important in the sentence.

English	Trinidad and Tobago English Creoles
We live in Tunapuna.	We live/we living Tunapuna.
Are you going to the beach tomorrow?	You going beach tomorrow?
He parked the car in front of the hospital.	He park the car in front the hospital.
My parents aren't at home.	My parents eh home.
I'm meeting him on Friday morning.	I meeting him Friday morning.
He reached home at six o'clock.	He reach home six o'clock.

PHRASAL VERBS

A phrasal verb is a verb plus one or two particles. To understand what a phrasal verb is, let us look at the verb **get**:

Get as an ordinary verb.

*Can you **get** me a glass of milk?*

Get with one or two particles:

Get in: *The window was open and a thief **got in** and stole the video.*

Get on with: *We don't **get on with** our neighbours. (We aren't friendly with each other.)*

*Please **get on with** your work. (Please continue with your work.)*

What do phrasal verbs mean?

It is often possible to understand what a phrasal verb means by looking at its particle, but not always. However, thinking about the meaning of the particle will help you to understand and remember phrasal verbs that you meet. Here are some of the meanings of the eight most common particles used with phrasal verbs.

UP

An upward movement:

*We left early, just as the sun was **coming up**.*

An increase, an improvement:

*Road accidents have **gone up** in the past year.*

Completing, ending:

*We **used up** all the eggs when we made the cake.*

Approaching:

*A taxi **drove up** just as we were leaving the hospital.*

DOWN

A downward movement:

*The nurse asked the men to **sit down**.*

A decrease:

*That radio is too loud! **Turn it down!***

Completing, ending, stopping:

*Business was so bad that the clinic had to **close down**.*

OUT

An outward movement, not being inside:

*Let's **eat out** this evening.*

Excluding:

*The window will help to **shut out** the noise.*

Completing, doing thoroughly:

*It took me hours to **clean out** his cupboard.*

IN/INTO

An inward movement:

*All the patients **walked into** the room together.*

Including, being involved:

*You should **let her into** our secret.*

OFF

Movement away, detaching:

*We **set off** for Maracas at midday.*

Preventing entry, separating, not including:

*They **fenced off** their garden to keep dogs out.*

ON

Touching, attaching:

*Why don't you **put on** your new uniform?*

Continuing:

*She **went on** singing as if nothing had happened.*

BACK

Returning:

*I've **taken back** all the books to the library.*

Reference to past time:

*This photo **brings back** memories.*

As you can see from the above, some of the hundreds of phrasal verbs have a literal meaning, which means that the meaning can be guessed from the words themselves. Some phrasal verbs have a nonliteral or idiomatic meaning, which means it is much more difficult to guess the meaning, unless the context is very clear. An example is given below.

*He **looked up** and saw the plane in the sky.* (Here the meanings of the verb and 'up' have not changed – the meaning of the phrasal verb is literal).

*He **looked up** all the words he didn't know in his new dictionary.* (Here the meaning has changed. 'Look up' means to seek information in a reference book.)

Types of phrasal verb

Phrasal verbs occur most frequently in spoken English as they are usually informal in style. Often when a more formal style is needed, for example in business correspondence and academic writing, the phrasal verb is replaced with the more formal form. Each phrasal verb has its own grammar and word order and there are four basic types.

Type 1 verbs

These verbs don't have an object = verb + particle (no object)

*The plane **took off** two hours late.*

*The old man **stood up** and **walked out**.*

*I lit the candle as you asked but it **went out**. All right, I don't know. I **give up**.*

The main difficulty is when a verb can be more than one type. For example, a plane can **take off** (no object), but a person can **take off a coat** (with object). This second example would be a 'Type 2' verb.

Type 2 verbs

These verbs have an object, and this object can go after the verb or between the two parts of the verb = verb + particle + object (separable)

If the object is a pronoun, it *always* comes between the verb and the particle.

*I must **put up** those shelves this weekend.*

*I must **put** those shelves **up** this weekend.*

*I must **put** them **up** this weekend.*

I must put up them this weekend.

*He **turned off** the TV and went to bed.*

*He **turned** the TV **off** and went to bed.*

*He **turned** it **off** and went to bed.*

He turned off it and went to bed.

Type 3 verbs

These verbs have an object, but the object always comes after the particle = verb + particle + object (inseparable). It doesn't matter whether it's a pronoun or not.

I'm looking for my credit card. Have you seen it?

I'm looking for it. Have you seen it?

~~I'm looking my credit card for.~~ Have you seen it?

~~I'm looking it for.~~ Have you seen it?

My sister takes after my mother. My sister takes after her.

~~My sister takes my mother after. My sister takes her after.~~

Type 4 verbs

These are the same as Type 3 verbs, but they have two particles = verb + particle + particle. The object *always* comes after the particle.

I'm looking forward to the holidays. I'm looking forward to them.

Do you get on with your neighbours? Do you get on with them?

Get on with your work! Get on with it!

APPENDIX 1. PICTIONARY

Cotton balls



First aid kit



Syringe



Stethoscope



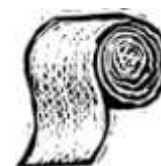
Thermometers...

Digital*Mercury*

Intravenous line/IV



Gauze



Oropharyngeal airway



Crutches

Underarm*Forearm*

Antiseptic



Forms of medication

Gelatine capsule



Tablet



Vial



Metered dose inhaler



Cough syrup



Canes

Walking



Quad



Ortho



Walker



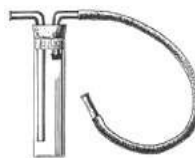
Needle



Incubator



Aspirator



Glove

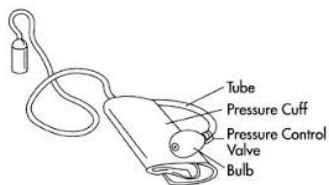


Blood pressure kit

Digital



Manual



Resuscitator



Forceps

Bone



Kelly



Traction



Oxygen mask



Cervical collar



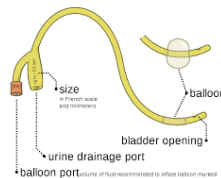
Bedpan



Urinal



Catheter



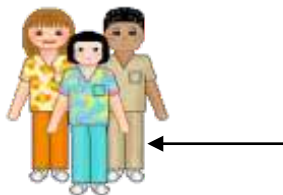
Sling



Nasal prongs/cannula



Scrubs



Knee brace



Suture



Bandage scissors



Adhesive bandage



APPENDIX 2. VOCABULARY

<i>Alveoli</i>	Air cells in the lungs
<i>Arteries</i>	A blood vessel that conveys blood from the heart to any part of the body
<i>Blood</i>	The fluid that circulates in the principal vascular system of human beings and other vertebrates, in humans consisting of plasma in which the red blood cells, white blood cells, and platelets are suspended.
<i>Blood vessels</i>	Any of the vessels, as arteries, veins, or capillaries, through which the blood circulates.
<i>Bronchial tubes</i>	The system of tube like structures that connects the trachea to the lungs . (see respiration).
<i>Capillaries</i>	Thin blood vessels that transport blood, nutrients and oxygen to cells in body organs and systems.
<i>Carpals</i>	The bones of the wrist.
<i>Cell</i>	The smallest unit of an organism that carries out all activities of life.
<i>Cerebellum</i>	A major structure of the hindbrain located near the brainstem, which is responsible for coordinating voluntary movements and a number of functions including motor skills such as balance, coordination, and posture.
<i>Cerebrum</i>	The part of the brain that controls the ability to think, learn and talk.
<i>Exhale</i>	To emit breath or vapour; breathe out.
<i>Femur</i>	A bone in the human leg extending from the pelvis to the knee, that is the longest, largest, and strongest in the body; thighbone.


<i>Fibula</i>	The outer and thinner of the two bones of the human leg, extending from the knee to the ankle.
<i>Gall bladder</i>	A pear-shaped, muscular sac attached to the under surface of the right lobe of the liver, in which bile is stored and concentrated.
<i>Heart</i>	The muscle organ inside the chest that pumps through the body.
<i>Humerus</i>	The long bone in the arm of humans extending from the shoulder to the elbow. See diagrams under shoulder, skeleton.
<i>Inhale</i>	To breathe in; draw in by breathing.
<i>Intestine</i>	Usually, intestines. The lower part of the alimentary canal, extending from the pylorus to the anus. Also called large intestine. the broad, shorter part of the intestines, comprising the cecum, colon, and rectum, that absorbs water from and eliminates the residues of digestion. Also called small intestine. The narrow, longer part of the intestines, comprising the duodenum, jejunum, and ileum, that serves to digest and absorb nutrients.
<i>Involuntary muscle</i>	A muscle that works or moves on its own.
<i>Joint</i>	A place in the body where bones come together and movement can occur.
<i>Larynx</i>	A muscular and cartilaginous structure lined with mucous membrane at the upper part of the trachea in humans, in which the vocal cords are located.
<i>Ligament</i>	A tough, flexible connecting tissue that attaches one bone to another bone at a joint.


<i>Liver</i>	A large, reddish-brown, glandular organ located in the upper right side of the abdominal cavity, divided by fissures into five lobes and functioning in the secretion of bile and various metabolic processes.
<i>Lungs</i>	Either of the two saclike respiratory organs in the thorax of humans and the higher vertebrates.
<i>Medulla</i>	The smallest part of the brain that controls many involuntary movements.
<i>Metacarpals</i>	The bones in the hand.
<i>Metatarsals</i>	The bones in the foot.
<i>Mouth</i>	The opening through which an animal or human takes in food.
<i>Nerve</i>	Cells along which messages are carried to and from the brain.
<i>Nose</i>	The part of the face or facial region in humans and certain animals that contains the nostrils and the organs of smell and functions as the usual passageway for air in respiration: in humans it is a prominence in the center of the face formed.
<i>Oesophagus</i>	The muscular membranous tube for the passage of food from the pharynx to the stomach; the gullet.
<i>Organ</i>	Groups of tissues working together.
<i>Oxygen</i>	A gas having no colour, smell or taste that humans need to live
<i>Pancreas</i>	A gland, situated near the stomach, that secretes a digestive fluid into the intestine through one or more ducts and also secretes the hormone insulin.
<i>Patella</i>	The flat, movable bone at the front of the knee; kneecap.


<i>Pelvis</i>	The basin like cavity in the lower part of the trunk of many vertebrates, formed in humans by the innominate bones, sacrum
<i>Phalanges</i>	Any bone in the fingers and toes
<i>Pharynx</i>	The tube or cavity, with its surrounding membrane and muscles, that connects the mouth and nasal passages with the oesophagus.
<i>Radius</i>	The bones on the thumb side of the forearm.
<i>Reflex</i>	An involuntary response not controlled by the brain.
<i>Respiration</i>	The act of respiring; inhalation and exhalation of air; breathing.
<i>Ribs</i>	One of a series of curved bones that are articulated with the vertebrae and occur in pairs, 12 in humans, on each side of the vertebrate body, certain pairs being connected with the sternum and forming the thoracic wall.
<i>Sensory nerve</i>	A nerve that receives messages from inside or outside the body and sends them to the brain by way of the spinal cord.
<i>Skeleton</i>	A hard structure that supports and protects animals'/humans' bodies
<i>Skull</i>	The bony framework of the head, enclosing the brain and supporting the face; the skeleton of the head
<i>Spinal cord</i>	A thick, cordlike bundle of nerves along which messages travel to and from the brain.
<i>Stomach</i>	A saclike enlargement of the alimentary canal, as in humans and certain animals, forming an organ for storing, diluting, and digesting food.
<i>Tarsals</i>	Small bones in the foot between the metatarsus and the leg-ankle.


<i>Tendon</i>	A tough band of connecting tissue that attaches skeletal muscle to bone.
<i>Tibia</i>	The inner of the two bones of the leg that extend from the knee to the ankle and articulate with the femur and the talus; shinbone
<i>Tissue</i>	Different cells working together to do the same job.
<i>Trachea</i>	The tube in humans and other air-breathing vertebrates extending from the larynx to the bronchi, serving as the principal passage for conveying air to and from the lungs; the windpipe.
<i>Ulna</i>	The bone of the forearm on the side opposite to the thumb.
<i>Veins</i>	One of the system of branching vessels or tubes conveying blood from various parts of the body to the heart
<i>Vertebrae</i>	Any of the bones or segments composing the spinal column, consisting typically of a cylindrical body and an arch with various processes, and forming a foramen, or opening, through which the spinal cord passes.
<i>Voluntary muscle</i>	A muscle that you choose to move.


APPENDIX 3. UNDERSTANDING SYMPTOMS

 Scalp and Hair	
I have dandruff	My hair is infested with lice.
My scalp's flaky (lumpy/bumpy)	I'm suffering from (I have...) nits (lice/vermin/insects).
My scalp itches (my scalp's itchy)	My hair's greasy (dry/brittle/receding).
My hair's falling out (dropping out/coming out).	I'm going bald (losing my hair).
I'm getting a bald patch.	I have split ends.

 Head	
I have a headache.	I feel giddy.
I have a splitting (dreadful/awful /terrible/bad) headache.	I feel the room spinning.
My head aches ((throbs).	I had a blackout.
My head's aching.	I blacked out (fainted).
I have a migraine.	I feel woozy (faint/dizzy/giddy).
I feel drowsy.	

 Eyes	
I can't see out my left/right eye.	I'm blind as a bat.
My eyes hurt (ache/sting/itch).	My vision's blurred.
My eyes are sore (bloodshot).	I'm long-sighted/far-sighted.
I have eyestrain.	My eyes are red.
I have a pain in my left/right eye.	My eyes are itchy.
Everything's fuzzy (blurred).	My eyes are watering a lot.
I'm seeing spots (in front of my eyes).	I'm seeing double
I'm short-sighted.	I have something in my eye.
I have red eye.	

 Ears	
My ear aches (I have ear ache).	I think I'm going deaf.
I have ringing (buzzing/humming /banging) in my ears.	I can't hear as well as I used to.
My ears feel (are clogged/blocked up).	My ear's discharging (running).

 Nose	
My nose is blocked/stuffy/sore /itchy/swollen).	My nose keeps running (I have a runny nose).
I have a nosebleed.	I keep sneezing.
I keep getting/having nosebleeds.	My sinuses are blocked.



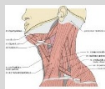
Mouth

My tooth aches (throbs).	I have buck teeth.
My gums are swollen (I have swollen gums).	My tongue's black (white/yellow).
My gums are receding (I have receding gums).	My mouth/tongue feels (is) dry (numb/furry).
My wisdom tooth's giving me trouble. I have an abscess.	I have bad breath.
My gums are bleeding.	My lips are (feel) swollen (sore/cracked /dry/chapped/flaky/numb/bruised).
I have mouth ulcers.	I keep getting cold sores (a cut lip/a split lip).



Throat

I have a sore throat (my throat's sore).	My voice is hoarse.
I have a bad throat.	I feel a tightness in my throat.
My throat aches.	I can't breathe.
I'm hoarse (croaky).	I can't swallow.
I have (I keep getting) a frog in my throat.	Food seems to stick in my throat.
I've lost my voice.	



Neck

I have a stiff neck.	My neck aches.
My glands are swollen (I have swollen glands).	I strained my neck.

Shoulders

My shoulders ache.	I've bruised my shoulder.
My shoulders are stiff (sore/painful/throbbing).	

Back

My back aches (throbs).	I have a bad back.
I have backache.	My back's bad.
I've pulled /twisted a muscle in my back.	I think I've slipped a disc.
I have sciatica (rheumatism/fibrosis /lumbago).	

Arms/Hands

I've twisted (strained) my wrist.	My hands are sweaty (hot/cold).
I've strained my elbow.	My palms are sweaty. I have sweaty palms.
I have a pain in my elbow.	My fingers tremble a lot.
My hands feel cold.	My hands have started shaking.
I feel a tingling sensation in my fingers.	I've got B.O. (B.O. = body odour).
My fingers are numb.	I smell under the armpits.
I have white patches/spots on my nails.	My nails break off easily (keep breaking/chip easily).

Chest	
I feel a tightness in my chest.	I have a bad (terrible/hacking/racking) cough.
I have a pain under my ribs.	My heart keeps missing (my skipping/jumping) a beat.
I find it difficult to breathe.	My breasts hurt (ache/are tender/are swollen).
I'm fighting /gasping for breath.	I have a discharge from my nipple/s.
I'm bringing up/coughing up phlegm (blood/mucus).	I have a lump in my breast (under my arm).
I'm bringing up/coughing up green (greeny yellow/yellow/brown/red /bloody/frothy) stuff.	My chest's bad (I have a bad chest).

Stomach	
I have a stomach ache (tummy-ache/stomach upset/cramps in my stomach).	I keep retching.
I have an upset tummy.	I can't bear to look at food.
I can't keep anything down.	I have a gassy stomach.
I have indigestion (heartburn/wind).	I don't have any appetite.
I get nauseated.	I feel like I'm going to vomit.

Bowels and Bladder	
I have diarrhoea.	I can't pass water (pee/piss/wee wee).
I keep wetting myself.	My stool (shit/crap/excreta/motions) is runny (hard/watery/well-formed/loose).
I have a weak bladder.	My urine is yellowish/reddish.
I keep farting.	I get a burning sensation when urinating.
I have a lot of wind.	I've noticed blood in my urine.
I'm constipated.	I have piles.

Genital Organs	
I have pain in my testicles (penis).	I'm impotent.
I can't get it up.	I have a problem with premature ejaculation.
I can't get an erection.	I feel pain when having sex.
I can't keep it up.	I've been having a discharge from my vagina.
I can't climax (get an orgasm/come).	I have a vaginal discharge (pus).
I strained my groin.	I have trouble down below (down there/downstairs).
I had a hernia.	I've missed a period.
I'm pregnant (expecting/going to have a baby).	I'm late (overdue).

Legs	
I've pulled a muscle in my leg.	I get pain in my shins.
I've pulled a hamstring muscle.	I get a pain in the back of my legs.
I get a cramp in my leg (calves/thigh).	I've bruised my leg.
I've torn a ligament.	My foot keeps going to sleep.
I've snapped a tendon in my leg (thigh).	I get pins and needles in my legs (feet).
I can't bend my legs.	I have a cramp in my thigh.
My knee hurts.	I have varicose veins.
My knees are stiff.	

Feet	
I've sprained (twisted/turned my ankle.	I get cramp in my toes.
I've got a pain in my heel.	My ankles are swollen (have been swelling).
I have a burning sensation in the soles of my feet.	I have swelling of the ankles.
I have blisters.	I have athlete's foot.
I have an ingrown toenail.	

Skin	
I have a rash (come out in a rash/broken out in a rash).	I have sensitive skin.
My skin's (greasy/flaky/dry/clammy).	I keep scratching.
I feel itchy.	My skin's peeling (flaking).
My skin's turned yellow.	I have an acne problem.
I have blackheads (whiteheads/open pores/spots/acne/pimples).	I have a mole that's getting bigger in size.

Mental State	
I want to commit suicide.	Everything seems to irritate me (I get easily irritated).
I'm afraid of hurting myself.	I've become very short-tempered.
I can't cope.	I'm in no mood to do anything.
I've had enough.	I'm afraid to go out.
I always have an uneasy feeling.	I don't feel myself.
I have difficulty in remembering things.	My memory's going.
I've no confidence in myself.	I'm always on edge.
I've been hearing voices.	I'm in a constant state of anxiety.
I've been timid (introverted) since I was a child.	I'm (I feel) depressed (fed up/listless/tired /exhausted/bored/moody/miserable/down in the dumps/weepy/upset/afraid/frightened /terrified/unhappy/confused/nervy/irritable /bad-tempered/edgy/under the weather /aggravated/out of sorts.
I'm always on edge.	I am impatient with everyone