

**CHECK YOUR ENGLISH  
VOCABULARY FOR**

# **Medicine**

Third Edition

All you need to improve your vocabulary

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# MEDICINE

third edition

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A & C Black • London

[www.acblack.com](http://www.acblack.com)

First published in Great Britain 1995  
Second edition published 2000  
Third edition published 2006

A & C Black Publishers Ltd  
38 Soho Square, London W1D 3HB

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A CIP entry for this book is available from the British Library  
ISBN-10: 0 7136 7590 X  
ISBN-13: 978 0 7136 7590 0  
**eISBN-13: 978-1-4081-0238-1**

Text typeset by A & C Black  
Printed in Italy by Legoprint

A & C Black uses paper produced with elemental chlorine-free pulp,  
harvested from managed sustainable forests.

# Introduction

The worksheets in this workbook contain a variety of exercises appropriate for students requiring a working knowledge of English medical terminology. The worksheets can be used either for self-study or in the classroom and can be completed in any order. Several have 'extensions': short classroom exercises based on the language in the main exercise. All the questions within this workbook are based on the A & C Black *Dictionary of Medical Terms*, fourth edition (ISBN 0 7136 7603 5).

This workbook is aimed at students with at least an intermediate level of English. However, many people who work in medicine have to read in English on a regular basis; students with a more basic level of English may therefore already have the passive vocabulary to handle many of the exercises.

## Specialist vocabulary

It is important to appreciate that 'knowing' specialist vocabulary involves more than simply recognising it.

- You can understand the meaning of a word when reading or listening and yet be unable to remember that same word when speaking or writing.
- You may remember the word, but use it incorrectly. This can be a grammatical problem, like knowing that 'fracture' can be used both as a noun and as a verb. Or it may be a question of collocation: a surgeon *makes an incision* during an operation, but when he wants a piece of bread he simply *cuts* it.
- Then there is the question of the sound of the word. Can you pronounce it? And do you recognise it when you hear it pronounced?

For these reasons - memory, use and sound - it is important that students practise specialist vocabulary so that they can learn to use it more confidently and effectively. The exercises in this workbook will help students to expand their knowledge and use of medical vocabulary.

## Using the *Dictionary of Medical Terms*

All of the vocabulary taught or practised in this workbook is in the A & C Black *Dictionary of Medical Terms*. The *Dictionary of Medical Terms* gives definitions in simple English which students can read and understand. Many of the examples and definitions in the workbook are taken directly from the dictionary. Students should have a copy of the *Dictionary of Medical Terms* for referring to when completing the exercises; using the dictionary is an essential part of successful language learning.

## Structure of a *Dictionary of Medical Terms* entry

Each entry within the dictionary includes key elements that help a student understand the definition of the term and how to use it in context. Each term has a clear example, and part of speech. This is followed by example sentences and quotations from newspapers and magazines that show how the term is used in real life. These elements of the dictionary are used to create the questions within this workbook.

## Vocabulary Record Sheet

At the back of the book is a Vocabulary Record Sheet. Recording useful vocabulary in a methodical way plays a key role in language learning and could be done, for example, at the end of each lesson. The *Dictionary of Medical Terms* is a useful tool for ensuring that the personal vocabulary record is accurate and is a good source for example sentences to show how words are used, as well as for notes about meaning and pronunciation, etc.

# Workbook contents

Page	Title	Description	Mode
<b>WORD-BUILDING</b>			
1	Word association 1: missing links	Linking each set of four words with one other word	<i>Self-study</i>
2	Word formation: nouns	Forming nouns from list of verbs; rewriting sentences using noun forms instead of verbs	<i>Self-study</i>
3	Two-word expressions	Combining words from two lists to make two-word expressions that fit the definitions	<i>Self-study</i>
4	Plural formation	Multiple choice: choosing correct plural forms of singular nouns	<i>Self-study</i>
5	Word formation: adjectives	Rewriting sentences using adjective forms instead of nouns	<i>Self-study</i>
6	Word association 2: partnerships	Linking each verb with a noun to make a 'partnership'; using the 'partnerships' to complete sentences	<i>Self-study</i>
7	Opposites 1: prefixes	Selecting the correct prefix for each adjective to create an opposite; using the adjectives to complete sentences <b>Extension:</b> working with a partner to test one another	<i>Self-study</i>
8	Word formation: verbs	Making verb forms from list of nouns; writing sentences using the verbs	<i>Self-study</i>
9	Word association 3: mind maps	Finding words in a mind map that fit definitions; designing mind maps	<i>Self-study</i>
<b>PARTS OF SPEECH</b>			
10	Nouns	Sentence completion	<i>Self-study</i>
11	Adjectives 1	Sentence completion	<i>Self-study</i>
12	Adjectives 2	Sentence completion	<i>Self-study</i>
13	Verbs 1	Matching verbs with their correct definitions	<i>Self-study</i>
14	Verbs 2	Matching verbs with their correct definitions	<i>Self-study</i>
15	Verbs: past tense ~ regular verbs	Sentence completion	<i>Self-study</i>
16	Verbs: mixed tenses	Sentence completion	<i>Self-study</i>
17	Phrasal verbs	Sentence completion <b>Extension:</b> working with a partner to write a dialogue using phrasal verbs	<i>Self-study</i>
18	Verbs: active/passive	Changing sentences from active to passive tense	<i>Self-study</i>
19	Adverbs	Identifying adverbs in sentences and swapping adverbs around so that each sentence makes sense	<i>Self-study</i>
20	Prepositions	Correcting sentences with deliberate mistakes in the prepositions	<i>Self-study</i>
<b>PRONUNCIATION</b>			
21	Word stress 1	Identifying three-syllable words and classifying by their pronunciation <b>Extension:</b> practising the dialogues with a partner	<i>Self-study</i> <i>Pair work</i>
22	Word stress 2	Completing sentences using four-syllable words; classifying four-syllable words by their pronunciation	<i>Self-study</i>
23	Present simple	Identifying present tense verbs and classifying by their pronunciation <b>Extension:</b> working with a partner to identify plural nouns in each pronunciation category	<i>Pair work</i>
24	Past tense	Identifying past tense verbs and classifying by their pronunciation	<i>Self-study</i>

Page	Title	Description	Mode
<b>VOCABULARY IN CONTEXT</b>			
25	Good advice	Matching half-sentences together to make complete sentences <b>Extension:</b> writing pieces of medical advice with a partner	<i>Self-study</i> <i>Pair work</i>
26	Multiple meanings	Classifying meanings	<i>Self-study</i>
27	Odd one out	Identifying word that is different to others in each set	<i>Self-study</i>
28	Body parts - categories	Deciding which category each body part belongs to	<i>Self-study</i>
29	Opposites 2	Matching words with opposite meanings; inserting correct opposites in sentences <b>Extension:</b> working with a partner to test one another	<i>Self-study</i> <i>Pair work</i>
30	Abbreviations	Stating what abbreviations stand for <b>Extension:</b> working with a partner to test one another	<i>Self-study</i> <i>Pair work</i>
31	Symptoms & common illnesses 1	Checking meanings of words; matching descriptions to names of illnesses	<i>Self-study</i>
32	Symptoms & common illnesses 2	Matching formal and informal names of illnesses; completing conversations by using informal names of illnesses <b>Extension:</b> practising conversations with a partner	<i>Self-study</i> <i>Pair work</i>
33	Diagnosis	Identifying each disease or illness from its description <b>Extension:</b> writing a description of a disease or illness and testing a partner	<i>Self-study</i> <i>Pair work</i>
34	How it works	Matching half-sentences together to make complete sentences	<i>Self-study</i>
35	Instruments and equipment	Matching each instrument and item of equipment with its correct description <b>Extension:</b> working with a partner to test one another	<i>Self-study</i> <i>Pair work</i>
36	Chemistry	Matching symbols of chemical elements and compounds with correct names and descriptions <b>Extension:</b> working with a partner to test one another	<i>Self-study</i> <i>Pair work</i>
<b>PUZZLES &amp; QUIZZES</b>			
37	Anagrams 1	Solving anagrams by reading clues and putting letters in order	<i>Self-study</i>
38	Parts of the body crossword 1	Solving crossword	<i>Self-study</i>
39-40	Communicative crossword 1	Completing crossword by working with partner and defining words	<i>Pair work</i>
41	Anagrams 2	Solving anagrams by reading clues and putting letters in order	<i>Self-study</i>
42	Word search	Finding words hidden in letters using clues listed	<i>Self-study</i>
43-44	Communicative crossword 2	Completing crossword by working with partner and defining words	<i>Pair work</i>
45	Parts of the body crossword 2	Solving crossword	<i>Self-study</i>
46	Gap fill crossword	Completing crossword with missing words from sentences	<i>Self-study</i>
47-48	Communicative crossword 3	Completing crossword by working with partner and defining words	<i>Pair work</i>
49	Quiz	Answering questions <b>Extension:</b> writing a quiz with a partner	<i>Self-study</i> <i>Pair work</i>
50	Vocabulary Record Sheet	Recording new vocabulary, definitions and terms	<i>Self-study</i>
51	Answer key	Answers to all worksheets	

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# Using the workbook

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Most students find it easier to assimilate new vocabulary if the words are learned in related groups, rather than in isolation. For example, words frequently occur in the same context as their opposites and, as such, it makes sense to learn the pairs of opposites together (see *worksheets on pages 7 and 29*). Similarly, mind maps encourage students to look for connections between words (see *worksheet on page 9*). The exercises and activities in this workbook have all been grouped into sections. These sections practise different elements of medical vocabulary, enabling the student to gain a fuller understanding of the words learnt.

The first section, **Word-building** (pages 1-9), encourages the student to identify links between words and to learn words that are morphologically related (for example, verbs and nouns which have the same stems). Within the **Parts of Speech** (pages 10-20) section, the emphasis is on understanding meanings and how to use terms in their correct grammatical forms. The worksheets in the third section practise the **Pronunciation** of medical vocabulary (pages 21-24). The section **Vocabulary in Context** (pages 25-36) includes topic-specific exercises such as identifying diseases and illnesses from their descriptions. The activities in the last section, **Puzzles & Quizzes** (pages 37-49), expand students' knowledge and use of vocabulary in a fun way.

## Communicative crosswords

Included in the last section are three communicative crosswords. These are speaking exercises where students complete a half-finished crossword by exchanging clues with a partner. There are two versions of the crossword: A & B. The words which are missing from A are in B, and vice versa. No clues are provided: the students' task is to invent them. This is an excellent exercise for developing linguistic resourcefulness; in having to define words themselves, students practise both their medical vocabulary and the important skill of paraphrasing something when they do not know the word for it.

## Using Communicative crosswords in the classroom

**Stage 1 - Set-up.** Divide the class into two groups - A and B - with up to four students in each group. Give out the crossword: sheet A to group A, sheet B to group B together with a copy of the *Dictionary of Medical Terms*. Go through the rules with them. Some answers may consist of more than one word.

**Stage 2 - Preparation.** The students discuss the words in their groups, exchanging information about the words they know and checking words they do not know in the *Dictionary of Medical Terms*. Circulate, helping with any problems. This is an important stage: some of the vocabulary in the crosswords is quite difficult.

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

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

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

A A	B B
A A	B B

*Students work in groups,  
checking vocabulary*

Alternatively, students can work in small groups, each group consisting of two As and two Bs and using the following strategies:

- i) defining the word
- ii) describing what the item looks like
- iii) stating what the item is used for
- iv) describing the person's role
- v) stating what the opposite of the word is
- vi) giving examples
- vii) leaving a gap in a sentence for the word
- viii) stating what the word sounds like.

A B	A B
A B	A B

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