

# GRAMMAR

## NOUNS (SOSTANTIVI)

Per fare plurale : si aggiunge :

- "s"

DOCTOR ⇒ DOCTORS  
PATIENT ⇒ PATIENTS

- "es" con i seguenti finali:

- TCH

WATCH ⇒ WATCHES

- SS

GLASS ⇒ GLASSES

- X

BOX ⇒ BOXES

-SH

RASH ⇒ RASHES

## ALTRI IRREGULARITA'

- F ⇒ VES

LIFE ⇒ LIVES

- Y ⇒ IES

CITY ⇒ CITIES

-UM ⇒ A

BACTERIUM ⇒ BACTERIA

DATUM ⇒ DATA

SPECTRUM ⇒ SPECTRA

-ON ⇒ A

CRITERION ⇒ CRITERIA

PHENOMENON ⇒ PHENOMENA

-US ⇒ I

FOCUS ⇒ FOCI

NUCLEUS ⇒ NUCLEI

-A ⇒ AE

FORMULA ⇒ FORMULAE

-IS ⇒ ES

ANALYSIS ⇒ ANALYSES

-US ⇒ ERA

GENUS ⇒ GENERA

-EX/IX ⇒ ICES

APPENDIX ⇒ APPENDICES

INDEX ⇒ INDICES

## ECCEZIONI

MAN ⇒ MEN

WOMAN ⇒ WOMEN

CHILD ⇒ CHILDREN

FOOT ⇒ FEET

TOOTH ⇒ TEETH

MOUSE ⇒ MICE

THIS ⇒ THESE

THAT ⇒ THOSE

## AGGETTIVI

**0 THE PATIENT COMPLAINS OF PRICKLING EYES, ACHING LIMBS, SWOLLEN NECK GLANDS, AND MILD DEPRESSION.**

- 1) Gli aggettivi rimangono invariati. ( an old man: an old woman )
- 2) Precedono i sostantivi. ( a rare disease: a therapeutic dose: normal values: rapid heart rate: persistent morning cough: red blood cells )

I sostantivi : **PATIENT, EYES, LIMBS, GLANDS, DEPRESSION**  
Gli aggettivi sono: **PRICKLING, ACHING, SWOLLEN, NECK, MILD.**

Gli aggettivi derivano da varie fonti: - Il participio presente.

**PRICKLING / ACHING** (INFINITO: TO PRICKLE / TO ACHE )

Altri esempi: burning pain; surrounding tissue.

Il participio passato.

**SWOLLEN** ( INFINITO: TO SWELL )

Altri esempi: handicapped children; increased appetite; reduced weight; advanced disease; controlled experiment; infected area.

Sostantivi usati da aggettivi

**NECK** ( IL COLLO ) (Si può tradurre - del collo)

Altri esempi: venous **blood** - **blood** cells; soft **tissue** - **tissue** infections; weak **heart** - **heart** rate; lower **chest** - **chest** pain; collapsed **lung** - **lung** damage; stomach **ulcer** - **ulcer** pain; artificial **kidney** - **kidney** disease; mental **hospital** - **hospital** administration.

**Molti aggettivi finiscono in “AL”.**

Clinical trials; duodenal ulcers; neurological problems; gynaecological patients; bronchial infection; myocardial activity; intestinal obstruction; rectal examination.

## AGGETTIVI DIMOSTRATIVI

THIS = questo/a    THAT = quello/a    THESE = questi/e    THOSE = quelli/e

# ARTICLES

## 1) INDEFINITE ARTICLE:    **A / AN.**

a) si usa **A** davanti ai sostantivi che iniziano con una consonante: a doctor.  
Davanti una vocale pronunciato "y" o "w": a ureter; a utensil.

b) si usa **AN** davanti ai sostantivi che iniziano con una vocale: an antigen,  
davanti ad una "h" non pronunciato: an hour.

## 2) DEFINITE ARTICLE:        **THE**            **Si usa:**

a) per specificare: A 52 year old man was admitted. The man's history was given by the patient's wife.

b) per indicare cose di cui ne esiste un solo esemplare: The National Health Service came into operation on July 5<sup>th</sup> 1948.

c) per paesi al plurale o composti da altri stati: The U S A , the U K

\_\_d) per indicare una classe di persone o cose: the sick; the elderly; the limbs.

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### **Non si usa:**

a) quando si parla in senso generale: Life is precious; Health is important.  
Surgical instruments are made of steel

b) con i nomi delle malattie: He is in bed with influenza/ measles/chickenpox.

c) con le parole che indicano liquidi: urine; saliva; mucus.

d) con le parti del corpo: She broke her leg.

## 3) PARTITIVE ARTICLE:    **SOME / ANY / NO**

**Some**- affermativo; **Any**- interrogativo e negativo; **No**- negative

The patient has some trouble with his eyes. The patient has not any trouble etc.  
Has the patient any trouble with his eyes? The patient has no trouble etc.....

## PRONOMI (PERSONALI)

<b>SOGG.</b>	<b>OGG.</b>	<b>POSS. AGG.</b>	<b>POSS. PRON.</b>	<b>RIFLESS</b>
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
<b>He</b>	<b>Him</b>	<b>His</b>	<b>His</b>	<b>Himself</b>
<b>She</b>	<b>Her</b>	<b>Her</b>	<b>Hers</b>	<b>Herself</b>
<b>It</b>	<b>It</b>	<b>Its</b>	<b>Its</b>	<b>Itself</b>
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
<b>They</b>	<b>Them</b>	<b>Their</b>	<b>Theirs</b>	<b>Themselves</b>

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### **Pronomi relativi**

Sogg. = Who (persone)      Which (Cose)      Possessivo = Whose  
Ogg.      = Whom                      Which

- The doctor who visits on Monday is Dr. Brown
- The patient whom Dr. Brown visited yesterday has been released.
- The lungs are subject to many diseases which are treatable by surgery.
- That's the woman whose husband underwent surgery.

N.B. "whom" è poco usato, normalmente "che" riferito all'oggetto non si esprime in inglese.

Dopo un verbo "che" viene tradotto da "that".

-The Authors concluded that the method was reliable.

"il che" = which                      "ciò che" = what      "tutto quello che" = all that

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## **PRONOMI INTERROGATIVI**

WHAT (che cosa); WHERE (dove); WHO (chi); WHEN (quando); WHICH (quale); WHY (perché- risposta=because); HOW (come); HOW MUCH (quanto); HOW MANY (quanti).

## **QUANTITA'**

MOLTO = “**much**” indica una quantita' singolare; “**many**” un plurale

(entrambe possono essere usati come pronomi)

Singolare: much blood; much effort; much work; much time; much research.

Plurale: many accidents, many diseases, many hospitals, many doctors.

Esempi: In this work much evidence is presented to show the disease is inherited.

Much progress has been made in reducing infant mortality.

Many oral medicines can cause allergic reactions.

There are many jobs in the hospital that do not require professional qualifications.

N.B. Come aggettivo MOLTO si esprime con VERY. (Es. Some drugs are very effective in reducing major symptoms....)

TROPPO = “ **Too much**” davanti ad un nome singolare; “**Too many**” al plurale.

Singolare: too much blood, too much effort (ecc.).....

Plurale. Too many accidents, too many diseases (ecc.).....

**POCO** = “A LITTLE” / LITTLE.

“A LITTLE” ha il senso di “some” ( cioè – “un po” . Senso positivo) mentre “LITTLE” (senza l'articolo) vuol dire “not much” (cioè – non molto , senso negativo)

Esempio: Little progress has been made in the treatment of carcinoma of the pancreas but a little advance has been made in the treatment of hairy-cell leukemia.

**POCHI** = “ A FEW” / “ FEW ”

“ A FEW “ = ha il senso di “alcuni” mentre “few” (senza l'articolo) vuol dire non molti (senso negativo).

Esempio: Few patients vomit after anaesthetics nowadays, but there are still a few patients who die after anaesthetics.

**ABBASTANZA** = “ENOUGH”. Significa non meno del numero richiesto e precede un sostantivo e segue un aggettivo o un avverbio.

Esempi: : There are not enough beds in the ward. (precede il sostantivo)

The baby is not old enough for extra vitamins. ( segue l’aggettivo)

The patient did not reach hospital quickly enough. (segue l’avverbio).

## VERBI MODALI

Si usano i verbi modali per esprimere concetti di necessità, possibilità, obbligo, potere ed abilità.

### OBBLIGO

**MUST** (Dovere) - ( to have to )

Must esprime un obbligo che la persona che parla impone ad un’altra, con la sua autorità ufficiale (di genitore, medico, insegnante, ecc.) morale (di amico, collega, ecc.) o per la sua convinzione personale .

Al **PRESENTE** è invariabile per tutte le persone. E’ un verbo ausiliare , perciò non richiede “do/does” per far interrogativo e negativo. Il verbo che segue MUST è all’infinito senza “to”.

Al negativo esprime un divieto o forte consiglio a non fare.

Esempi: All diabetic patients must learn to regulate their diet.

A Hepatitis patient must not drink alcohol.

The patient’s temperature must be checked every morning.

N.B. Il verbo MUST può essere sostituito dal verbo HAVE per esprimere un obbligo che viene imposto da un autorità esterna o dalla forza delle circostanze.

Esempi: Students of medicine have to take an English exam.

Diabetic patients have to take insulin.

In this operation a general anaesthetic has to be used.

Al **PASSATO** non esiste una forma di must, perciò viene sostituito dal verbo HAVE che al simple past = HAD. Esprime sia obbligo che necessità.

Esempi: During surgery they had to give the patient a transfusion.

The patient did not have to undergo an operation.

Al **CONDIZIONALE** si usa SHOULD per esprimere un consiglio.

Esempi: An asthma patient should not smoke .

All women over the age of 50 should have a baseline mammogram.

Diabetics should be encouraged to change their diet.

Al **CONDIZIONALE PASSATO** questo verbo esprime un obbligo non compiuto .  
= SHOULD HAVE + participio passato

Esempi: The patient should have been operated yesterday but he had a temperature.

## **ABILITA'    POSSIBILITA'**

**CAN** (potere)

Questo verbo esprime possibilità, potere, potenzialità, capacità nel senso di “essere in grado”, “essere capace di”, o saper fare.

### **ABILITÀ**

**CAN / to be able**

Al **PRESENTE** il verbo CAN è invariabile per tutte le persone. E' un ausiliare perciò non richiede do/does per le forme interrogative e negative. Il verbo che segue è un infinito senza “to”. Esprime una capacità o potere (permesso).

Esempi. Many handicapped children can read and write.

Patients cannot receive visitors before or after visiting hours.

N.B. il verbo “to be able” esprime potere nel senso di “essere in grado” e sostituisce CAN in tutte le parti mancante.(es. futuro, passato prossimo, ecc.)

Al **PASSATO** l'abilità si esprime con COULD oppure WAS/WERE ABLE TO.

Esempi: Before her accident Mrs. Blake could (was able to) walk for long distances .

After the operation the patient could not (was not able to) breathe without a ventilator.

Anche al **CONDIZIONALE** l'abilità si esprime con COULD.

Esempio: Without dialyses this patient could not survive.

### **POSSIBILITA'**

CAN si trasforma in **MAY** per esprimere possibilità; questa forma è molto usata nei testi scientifici quando è necessario esprimere un senso di dubbio. ( Can, invece, esprime una certezza)

Esempi: The Authors conclude that diet may play an important role in the .....

(PER LA TRADUZIONE DELLE VARIE FORME DI QUESTI VERBI VEDERE LA PAGINA CON TUTTE LE FORME VERBALI)

### RIASSUNTO

#### ESSENTIAL

MUST  
BE + REQUIRED  
BE + IMPORTANT  
BE + ESSENTIAL  
BE + INDICATED

#### POSSIBLY USEFUL

COULD  
MAY

#### NOT NECESSARY

NEED NOT  
BE NOT REQUIRED  
BE NOT IMPORTANT  
BE NOT NECESSARY

#### ESSENTIAL NOT TO DO

SHOULD NOT  
MUST NOT  
BE CONTROINDICATED

Esempi:

#### ESSENTIAL

All diabetics must learn to regulate their diet  
It is essential / important for all diabetics to regulate their diet  
All diabetics are required to regulate their diet.  
All diabetics should regulate their diet.

#### ESSENTIAL NOT TO DO

The patient must not take penicillin as he is allergic.  
Penicillin is controindicated for all patients who show an allergy to it.  
Doctors should never smoke when on duty.

#### POSSIBLY USEFUL

Every woman over the age of 40 should have a Pap-test regularly.  
This drug may contribute to improving blood flow.

#### NOT NECESSARY



The patient need not stay in bed.  
The patient is not required to stay in bed.  
It is not necessary / important for the patient to stay in bed.

## SIMPLE PAST

Il **simple past** (corrisponde al passato prossimo in italiano) viene usato per esprimere un'azione compiuta in un tempo definito nel passato. In un testo scientifico le sezioni "METODI E RISULTATI" sono riportate in questo tempo perché si riferiscono a un momento preciso del lavoro.

I verbi regolari formano il passato aggiungendo il suffisso "ED" all'infinito

Esempi: TREAT ⇒ TREATED                      DEVELOP ⇒ DEVELOPED  
          FINISH ⇒ FINISHED                     FINISH     ⇒ FINISHED

N.B. 1) Se l'infinito termina con "e" si aggiunge soltanto "d".

Esempi: OPERATE ⇒ OPERATED                EXAMINE ⇒ EXAMINED

2) Se l'infinito termina con "y" preceduta da una consonante la "y" diventa "i" davanti al suffisso "ed".

Esempi: STUDY ⇒ STUDIED                      WORRY     ⇒ WORRIED

### VERBI IREGOLARI

To be - <b>was,were</b> -been	- The patient's blood count was normal.
To become- <b>became</b> -become	- Dr. Brown became a consultant in 1999.
To begin- <b>began</b> -began	- The operation began at 8 a.m.
To bring- <b>brought</b> –brought	- The patient brought a specimen of his urine.
To bleed- <b>bled</b> -bled	- His nose bled for three hours
To come- <b>came</b> -come	- The patient came to the Dermatological Dept. Yesterday.
To do- <b>did</b> -done	- The surgeon who did the operation was Mr. Jones.
To fall- <b>fell</b> -fallen	- The number of head trauma victims fell last year.
To feel- <b>felt</b> -felt	- The patient felt better after the injection.
To find- <b>found</b> -found	- Researchers found no correlation between the two groups
To give.- <b>gave</b> -given	- The nurse gave the patient an injection.
To go – <b>went</b> -gone	- The man went to his G.P. for the prescription.
To have- <b>had</b> -had	- On examination the patient had no signs or symptoms.
To know- <b>knew</b> -known	- The old man knew his cancer was inoperable.
To lead- <b>led</b> -led	- Dr. Green led the research team.
To let- <b>let</b> -let	- The child let the doctor examine him.
To make – <b>made</b> -made	- The doctor made a thorough examination.
To put- <b>put</b> -put	- The doctor put the patient on a strict diet.

To say- <b>said</b> -said	- The Authors said the drug was effective in all patients.
To see - <b>saw</b> -seen	- Mr. Blake saw the accident from his office window.
To take- <b>took</b> -taken	- The patient took the medicine for two weeks.
To think- <b>thought</b> -thought	- The Authors thought the risk was too high.

## FORME INTERROGATIVE E NEGATIVE DEL SIMPLE PAST.

Per formare l'interrogativo del simple past si pone "**DID**" davanti al soggetto e il verbo principale torna alla forme di base.

Esempi: The doctor **examined** the patient. ⇒ **Did** the doctor **examine** the patient?  
 The patient **had** a stomach ulcer. ⇒ **Did** the patient **have** a stomach ulcer?

N.B. Il verbo "to be" fa eccezione perché continua ad essere un verbo ausiliare nel passato, perciò si può invertire con il soggetto.

Esempi: The patient **was** a young man. ⇒ **Was** the patient a young man.?  
 All blood tests **were** normal. ⇒ **Were** all the blood tests normal?

Per formare la forma negativa si mette **DID NOT** fra il soggetto ed il verbo principale, il quale torna alla forma di base

Esempi: The patient **responded** well to treatment. ⇒ The patient **did not** respond well....  
 The patient **underwent** surgery. ⇒ The patient **did not** undergo surgery.

N.B Il verbo "to be" è sempre un'eccezione e prende direttamente la negazione "not" senza "did" es. The patient was not young. The endometrial tissue samples were normal .

## PRESENT PERFECT

Il present perfect inglese assomiglia al passato prossimo italiano nella sua forma ( presente del verbo avere + il participio passato) ma nell'uso è molto diverso. Si usa per esprimere un'azione passata che non viene definita con un riferimento temporale. Di solito c'è un legame con il presente perché i risultati o gli effetti dell'azione durano nel tempo presente.

Il participio passato dei verbi regolari si forma aggiungendo -ed- all'infinito, invece i verbi irregolari sono da imparare a memoria. Diversamente dall'italiano non si usa mai il verbo essere come ausiliare. ( Il participio passato corrisponde alla terza forma del paradigma).

In un testo scientifico questo tempo viene usato nell'introduzione e nella conclusione dell'articolo dove il discorso è più generalizzato che nella parte dei risultati.

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Esempi: Dr Friar has done some excellent research on liver function.  
The safety of this method has been adequately demonstrated.  
Car accidents have caused more deaths recently than any disease.

## COMPARATIVO E SUPERLATIVO

Gli aggettivi di una sola sillaba e quelli di due sillabe che terminano con -y, -er, -le, -o, -ow formano il **comparativo** aggiungendo il suffisso **-ER** e **-EST** per il **superlativo**.  
Quando l'aggettivo è di una sola sillaba e termina con una consonante singola preceduta da una vocale singola, l'ultima consonante raddoppia prima di aggiungere -er o -est.  
Tutti gli altri aggettivi usano **"MORE"** per il comparativo e **"MOST"** per il superlativo.  
Il secondo termine di paragone è introdotto sempre da **"THAN"** per il comparativo e da **"IN"** / **"OF"** per il superlativo.

HIGH  
LOW  
EARLY  
SIMPLE

HIGHER  
LOWER  
EARLIER  
SIMPLER

HIGHEST  
LOWEST  
EARLIEST  
SIMPLEST

COMMON  
INTERESTING  
FREQUENT  
TOXIC

MORE COMMON  
MORE INTERESTING  
MORE FREQUENT  
MORE TOXIC

MOST COMMON  
MOST INTERESTING  
MOST FREQUENT  
MOST TOXIC

### **IRREGULARI**

GOOD  
BAD  
LITTLE

BETTER  
WORSE  
LESS

BEST  
WORST  
LEAST

Esempi.

Babies are healthier than they were 100 years ago.  
Asiatics are more susceptible to thalassaemia than Europeans.  
Diabetes is more frequent in developed countries than in developing nations.  
The patient's temperature is higher today than it was yesterday.

The earliest symptoms of botulism are diplopia and dizziness.

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The year 1969 showed the lowest infant mortality rates ever recorded in Wales.  
The most important single factor observed in cases of depression is the risk of suicide.

Preventive medicine is better than curative medicine.

## SIMPLE PRESENT

### TO BE

### TO HAVE

HE

SHE IS

IT

HE

SHE HAS

IT

THEY ARE

THEY HAVE

Per la forma interrogativa si inverte il verbo con il soggetto; per il negativo si pone “NOT” dopo il verbo. N.B. Da ricordare le seguenti espressioni:

THIS IS ( questo è )

THESE ARE ( questi sono )

THAT IS ( quello è )

THOSE ARE ( quelli sono )

THERE IS ( c'è )

THERE ARE ( ci sono )

### Verbi principali.

Il presente semplice si usa per esprimere azione che sono abituali o che il soggetto compie spesso o regolarmente. Inoltre è il tempo usato per descrizioni perciò compare spesso nei testi scientifici. Si forma con il verbo nella forma dell'infinito senza “to”, con l'aggiunto di una “s” per la terza persona singolare. Se un verbo termina per -s, -sh, -ch, -x, -z, -o alla terza persona singolare si aggiunge “es”.

La forma interrogativa si ottiene ponendo l'ausiliare “DO” prima del soggetto, mentre per la terza persona singolare si usa “DOES”; in questo caso il verbo ritorna alla forma di base.

La forma negativo si ottiene mettendo “DO NOT” tra il soggetto ed il verbo. Alla terza persona singolare si usa “DOES NOT”; in questo caso il verbo torna alla forma dell'infinito senza il “to”.

Esempi: This drug relieves pain and increases functional capacity.  
Pulmonary embolism presents a major problem for diagnosis and treatment.  
The aeroplane represents the new vector of disease.

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When does the cardiac patient need surgical treatment?

What does the liver do?

How much do outpatient clinics contribute to preventive medicine?

Mr. Burge does not operate on Wednesdays.

Some types of diabetes do not need insulin injections.

## FUTURE

Il futuro si ottiene ponendo l'ausiliare WILL tra il soggetto e il verbo

<u>SINGOLARE</u>	<u>PLURALE</u>
He <u>WILL</u> work	They <u>WILL</u> work

Per ottenere la forma negativa si usa WILL NOT tra il soggetto e il verbo

<u>SINGOLARE</u>	<u>PLURALE</u>
He <u>WILL NOT</u> work	They <u>WILL NOT</u> work

Nella forma interrogativa WILL viene posto prima dal soggetto

<u>SINGOLARE</u>	<u>PLURALE</u>
<u>WILL</u> he work?	<u>WILL</u> they work?

### EXAMPLES:

The operation will not produce 100% cures.

Barium enema will confirm the diagnosis.

Will a general anaesthetic be necessary?

**Il futuro** è spesso abbinato al presente in inglese nelle frasi ipotetiche. Queste frasi sono introdotte dalla congiunzione "if" (se) perché la loro funzione dipende dal soddisfacimento di una condizione o ipotesi. Le frasi ipotetiche del primo tipo (First conditional) sono quelle realizzabili. In italiano entrambe i verbi sono al futuro ma in inglese il verbo retto da "se" va messo al presente, anche se l'azione si verificherà al futuro.

**IF + PRESENT + FUTURE**

### **Examples**

If the patient follows the doctor's instructions, he will soon recover.

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This antibiotic will only be efficacious if it is taken for five days.

## CONDITIONAL

Il condizionale si ottiene ponendo l'ausiliare **WOULD** tra il soggetto e il verbo.

<u>SINGOLARE</u>	<u>PLURALE</u>
He <b>WOULD</b> work	They <b>WOULD</b> work

Per ottenere la forma negativa si usa **WOULD NOT** tra il soggetto e il verbo

<u>SINGOLARE</u>	<u>PLURALE</u>
He <b>WOULD NOT</b> work	They <b>WOULD NOT</b> work

Nella forma interrogativa **WOULD** viene posto prima dal soggetto

<u>SINGOLARE</u>	<u>PLURALE</u>
<b>WOULD</b> he work?	<b>WOULD</b> they work?

Gli ausiliari per il condizionale sono tre:

<b>WOULD</b> = tutti I verbi	He would work = Egli lavorebbe
<b>SHOULD</b> = Il verbo "MUST"	He should work = Egli dovrebbe lavorare
<b>COULD</b> = Il verbo "CAN"	He could work = Egli potrebbe lavorare

Il condizionale viene usato nelle frasi ipotetiche del secondo tipo che si riferiscono a situazioni non realizzate al presente e che sono meno probabili di quelli del primo tipo perché la situazione della proposizione principale (introdotta da "se") esprime una situazione non realizzata.

Il verbo della proposizione condizionale viene usata nella forma del "simple past".

Il verbo della proposizione principale è al condizionale (Would) . L'uso di **would** indica l'automaticità dell'azione, mentre l'uso di **could** aggiunge un senso di possibilità.

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**IF + SIMPLE PAST + CONDITIONAL**

If you had pneumonia, you would know it.  
If the patient were (was ) younger, he could undergo surgery.

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## ESSENTIAL VOCABULARY

### NOUNS

**Disease - illness - disorder - ailment** = Malattia.

**Increase - rise - increment** = Aumento

**Decrease - reduction - fall - drop** = Riduzione

**Report - study - survey - work - paper** = lavoro

**Symptom** = sintomo

**Clinical picture** = Quadro clinico

**Risk** = rischio

**Health** = salute (National health System)

**Remission** = remissione, guarigione

**Data** - findings = Dati

**Result** = Risultato

**Outcome** = esito

**Sign** = Segno

**Loss** = Perdita

**Weakness** = Debolezza

**Pain** = dolore

**Recurrence** = Ricaduta

**Swelling** = gonfiore

### ADJECTIVES

**Weak** = Debole

**High** = Alto

**Slight** = Leggero

**Low** = Basso

**Main** = Principale

**Healthy** = Sano

**Suitable** = Adeguato

**Available** = Disponibile

**Early** = Precoce

**Advanced** = Avanzato

Developed = **Sviluppato**  
**comune**

Common =

### VERBS

To occur / take place = avvenire

To increase / raise = aumentare

To decrease / reduce / diminish / fall / drop = ridurre

To cut = tagliare

To appear / seem = sembrare

To develop = svilupparsi

to rise = aumentare

To involve = coinvolgere

To identify = individuare

To assess / evaluate = valutare  
To lead = condurre

To find = trovare

## ILLNESSES

Allergia = Allergy  
Appendicite = appendicitis  
Arteriosclerosi = arteriosclerosis  
Artrite = arthritis  
Asma = asthma  
Attacco cardiaco = heart attack  
Bronchite = bronchitis  
Cancrena = gangrene  
Diabete = diabetes  
Emicrania = migraine  
Epilessia = epilepsy  
Febbre = temperature.  
Ferita = wound  
Frattura = fracture  
Gonfiore = swelling

Infarct = infarct, stroke.  
Infiammazione = inflammation  
Influenza = influenza, 'flu  
Leucemia = leukemia  
Morbilli = measles  
Mal di testa = headache  
Polmonite = pneumonia  
Raffreddore = cold  
Svenimento = faint  
Tifo = typhus  
Tosse = cough  
Varicella = chicken-pox  
Violo = small-pox

## PREPOSITIONS OF TIME

<u>PREPOSITION</u>	<u>USE</u>	<u>EXAMPLE</u>
AT	exact point of time, Festivals, night, weekend	at 8 o'clock; at Christmas; at night; at the weekend.
BY	shows the latest time an action will be finished. Mostly used with the future	The surgeon will be ready to operate by ten o'clock; the operate will have finished by this evening.
DURING	throughout a period of Time	During the night; during the war; during his childhood.
FOR	to express a period of Time in days, months, Years. Generally with The Present perfect	She has had rheumatism for years; he has been vomiting I have felt unwell for an hour
FROM	shows the starting point Of an action in past or future. Nearly always used with <b>to</b> or <b>till</b>	The baby cries from morning till night.
IN	months, years, centuries, Seasons. It also shows the Period in the future when Something will happen.	In the morning, afternoon, evening; in December, in 1999, in Spring, in infancy; The Social Worker will see you in 10 mins.
ON	used for days, dates	On Monday; On 7 <sup>th</sup> June.
SINCE	to express a point of time	She has not spoken since the



In the past, generally with  
The Present Perfect.

accident; since 10<sup>th</sup> May; since  
she came into hospital.

## **PREPOSITIONS OF PLACE**

<b><u>PREPOSITION</u></b>	<b><u>USE</u></b>	<b><u>EXAMPLE</u></b>
AT	shows the exact place, buildings, villages, and with certain phrases	At home; at the hospital; at the station; at the theatre; at the top, bottom, end, back, beginning of...
AROUND	about, enveloping	the initial was around 90%
BESIDE	at the side of; near	the trolley is beside the bed.
BY	near; to express means of transport, feeding,	The bed was by the window, by train, car; by mouth, ear;
OFF	Direction from the surface Also down from	lift the head off the pillow; fall off a ladder
IN	large towns, countries Inside buildings, rooms, hospital; The body; certain phrases of position	in London; in England, in a pain in the back; a growth in the stomach; a catheter in place; in the vein; in the middle of; in front of
INTO	expresses direction to a Point within something	the tube drops into the back of the mouth; tube is inserted into the trachea;
ON	contact with the surfaces of the body, furniture; certain phrases	lie on the couch; put a dressing on the wound; a boil on his neck; a rash on his face; on the top of; on the bottom of; on the left, right; on foot; on duty.
OUT OF	expresses direction from the interior; certain phrases	she went out of the room; don't go out of doors; keep out of the reach of children.

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## **SUPPLEMENTARY GRAMMAR EXERCISES**

### **Underline the correct form of the verbs**

Silvia is working / works in the pathology lab in St. Amry's Hospital. Every week she is analysing / analyses samples and carries / is carrying out tests on blood. She is testing / tests blood to look for bacteria and parasites. She is counting / counts blood cells and is matching / matches blood for transfusions. Today is a different routine, however. This week she is examining / examines body fluids through a microscope and writes / is writing a report for the Infectious Diseases department. Usually she enjoys / is enjoying her work, even if sometimes she works / is working night shifts and weekends. Her parents say / are saying she works / is working too hard.

### **Write questions for these statements.**

Who ..... I'm meeting my friends.  
Where ..... He works in the Cardiology Dept.  
How ..... They go to work by car.  
What time..... The Dispensary opens at 08.30 a.m.  
Which ..... I'm expecting the results of the English exam  
What ..... She takes anti-depressant drugs.  
When..... I'm having the operation next Monday.  
Whose..... This report is Dr. Green's.  
How much..... The patient must drink a lot of fluid.  
How many..... There are 15 beds in this ward.

### **Insert the correct preposition.**

Mr. Brown's appointment is ..... Monday ..... 9.30 a.m. .... the Out-Patients Department.  
The worst month for allergies is ..... May.  
The child's mother sat ..... the foot of the bed.  
The meeting lasted ..... 2 p.m. .... .5.00p.m.  
This medicine should be kept ..... the reach of children.  
Tom has not had a blood test ..... last year.  
The needle is inserted ..... the vein.  
John had a rash ..... his chest.

### **SIMPLE PAST & PAST CONTINUOUS.**

The patient ..... when he ..... to get up. (collapse, try)  
She .....to the patient while she.....the report. (speak, write)  
He ..... the doctor because the pain .....him awake at night. (consult, keep)  
He ..... to take his medication because he .....to feel better.(forget, begin)  
My father ..... some furniture when he ..... his back. (move, sprain)

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**Change the verbs in the present tense into the simple past (Begin “Two weeks ago”)**

Mr Mackenzie goes home after spending almost ten days in hospital: He feels better but he knows that he has to lead a different life style: Now he eats more vegetables, less meat and more fish. He still drives his taxi because he needs to work, but only part time.

During his free time he tries to take it easy, he walks when he can, so that he gets some exercise. He reads newspapers and magazines. He doesn't like books but he writes long letters to his brother in Canada.

His day begins at 7 o'clock in the morning and he does his best to keep calm and not get angry in the busy city traffic! He phones his wife at lunchtime but sometimes he forgets and she is worried about him.

He only drinks one cup of coffee a day but he still smokes a couple of cigarettes after lunch and after dinner. He finds it hard to change his way of life but he understands it is for the sake of his health.

**COMPLETE THESE SENTENCES WITH THE COMPARATIVE OR SUPERLATIVE FORMS OF THE WORDS IN THE BOX.**

HARD - FAST - WEAK - WELL - PAINFUL - FRIGHTENING - SENSITIVE - SLEEPY - STRONG - EFFECTIVE - BAD - INTENSE
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I am sorry, but Aspirin is .....painkiller we have.

What can I do to make you feel .....?

It is getting ..... to find a job.

Injection is ..... way to administer pain relief.

The patient was ..... yesterday than today, now he is able to stand up.

Sometimes people find an injection a ..... experience than the pain itself.

Your fingers are ..... than your shoulders.

The patient cannot tolerate the pain- it is getting ..... by the moment.

This is the ..... pain I have ever experienced.

These exercises are ..... than the ones you did yesterday.

A migraine is ..... than an ordinary headache.

**COMPLETE THE QUESTIONS WITH THE CORRECT AUXILIARY VERB.**

..... he have a rash on his neck?

..... the headaches worse last month?

..... the patient going to get better?

..... you take off your jacket , please.

..... the doctors finished the rounds yet?

..... your leg feel better today?

..... you come back tomorrow, please?

..... the nurse given you your medication?

..... the nurse given you your medication yesterday?

**CAN YOU IDENTIFY THE MISTAKE IN EACH OF THESE SENTENCES?**

The patient cannot to take penicillin because he is allergic.

I think you would go to the doctor if you are worried.

Your blood pressure will fall if you lost some weight.

You do not have to drink this because it is poisonous.

Have you to see the doctor tomorrow?

When she was young she can play the piano very well.

I could not be able to move my fingers.

## **PRESENT PERFECT & SIMPLE PAST.**

**Has the doctor read / did the doctor read** the case notes yet?

When **have you started / did you start** to have the headaches.

She **had / has had** an operation in 1999.

I **have not had / did not have** any medication for one month .

I **have seen / saw** the specialist two weeks ago.

I **have known / knew** my family doctor since my daughter was born.

The results I received yesterday **were / have been** very good.

The patient **has never seen / never saw** a psychiatrist before.

Before coming here I **took / have taken** a Prozac tablet as I was very agitated.

When **was / has been** the first time you spoke / have spoken to your doctor?

## **PASSIVE**

### **COMPLETE THE SENTENCES USING THE PRESENT OR PAST PASSIVE**

The bandages .....(CHANGE) daily.

The patient's blood pressure ..... (MONITORED) at all times.

The samples .... (SEND) to the lab yesterday.

The Doctor can .....(CONTACT) on his pager in an emergency.

The operation .....(POSTPONED ) because the patient had a cold.

All nurses .....(TRAIN) to give injections.

### **CHANGE FROM THE ACTIVE TO THE PASSIVE.**

They may transplant the heart if necessary.

The secretary will inform the patient of any changes.

They collect the samples every day.

The lab has confirmed the presence of a virus.

They must sign all forms before the operation.

### **FIRST AND SECOND CONDITIONAL SENTENCES**

The nurse will give you a painkiller if the pain ..... (get worse)

If the patient .....(lose) weight, he would feel better.

The doctor .....(tell) you if you needed an operation.

If you call the nurse she ..... (come).

If you .....(eat) after midnight, they will not be able to do the operation.

If the situation .....(not improve), they will have to operate.

### **PRONOUNS ( SUBJECT, OBJECT, PARTITIVE)**

Doctor Simons is in ..... study. He is visiting ..... patients. .... always spends about an hour with each of ..... .....are always satisfied with ..... and so he never has ..... problems of compliance.

### **RELATIVE PRONOUNS (WHO, WHICH , WHOSE) JOIN THE SENTENCES.**

The ward has 25 beds. We are visiting it tomorrow.

Patients need many operations. They sustain burns.

That is the woman. Her husband had a heart attack.

I am looking for the department. It treats skin problems.

We need a physician. He can speak English.

These are the results. They were published last year.

Alexander Fleming was the doctor. He discovered penicillin.

The nurse administered the new drug. It was being experimented in many centres.

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## GENERAL QUIZ REVIEW

- What organ do you associate with a cardiologist? .....
- What do the initials CNS stand for? .....
- What part of the body does Alzheimer's disease affect? .....
- What type of medicine is administered to control pain? .....
- What is the name of the health professional who practises rehabilitation after injuries?.....
- Which blood type is the universal donor? .....
- What do you understand by this: "E.D.D. 2/12" ? .....
- Which prefix means too low: Hyper / Hypo. ? .....
- What is another name for the Emergency Department? .....
- What is the healthy range for a person's BMI? .....
- What does a midwife do ? .....
- What question do you ask the patient to elicit the source of pain? .....
- What expression indicates "nearest relative"? .....
- What is the word to describe the category of people over 70 years old? .....
- What does FBC stand for? .....
- What is another word for "bruise"? .....
- Is it a sign or a symptom? .....
- Which of these two words indicate your age? "thirsty / thirty . .....
- The NHS Walk-in Centres are part of Primary or Secondary Care? .....
- Which organ contains the urine ? .....
- What does the Dermatology Department specialise in ? .....
- When measuring B.P. Which number comes first- diastolic /sistolic? .....
- What part of the body does a speech therapist work with? .....
- What is the name for a person who is dependent on drugs? .....
- What room in the hospital is used for storing dead bodies? .....
- Where would you expect to find a patient with hyperthyroidism? .....
- If something is disposable, can you use it more than once? .....
- What is the opposite of "healthy" ? .....
- In which part of the Clinical Chart is there information on any possible hereditary disease ?.....
- Who is older – A child or an infant? .....
- Does 18 bpm refer to heart rate or temperature? .....
- What do you call a doctor who operates? .....
- Appendicitis is the name of a disease or an organ? .....
- Do we say " He died (**of** or **from**) a coronary thrombosis"? .....
- Is an angiography a disease or an examination? .....
- What do these signs, + / - , indicate in reference to a blood test? ? .....
- The lungs are part of the Respiratory System. True or False' .....
- What disease are "seizures" normally associated with? .....
- Is the Blood Bank a department or a ward? .....
- What is the English for the "cuscino" on a bed? .....
- What may have a "side effect"? .....
- When a patient is "COMPLIANT" does S/he co-operate? .....
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