

## Argument

The role of this book is to provide grammar and vocabulary exercises for Pharmacy students interested in improving their English language skills. It is intended for students who have a B1-B2 level in English and who are aiming to reach a C1 level according to the Common European Framework of Reference (CEFR). Each unit includes grammar, vocabulary and writing exercises and should take about two hours to complete for an intermediate student.

You may fairly ask why would an upper-intermediate or advanced level in English help you in your career and what is the role of Language studies in the education of a medical professional such as yourself? Well, the successful teaching of specialized terminology in English is of utmost importance in the case of medical professionals whose day-to-day activities include interaction with patients and/or with other medical staff with whom they communicate in English. This not only includes pharmacists, but also doctors, dentists, nurses, veterinarians, orderlies, health assistants and consultants, pharmacy assistants, pharmacy and dental technicians and laboratory technicians, etc. In today's globalized society most communication at high levels is carried out in English, especially in the medical field where a large part of the patients as well as staff do not share the same cultural and linguistic background.

Good luck, dear students!



# Unit 1. Present Tenses, Words commonly misspelled, Punctuation

## 1. Decide which part written in *italics* is correct.

- a) I haven't decided yet whether to take an aspirin or a paracetamol but *I'm thinking about it*/*I think about it*.
- b) What's the problem? Why *do you look* / *are you looking* at the test tube like that?
- c) That must be the end of the experiment. What *happens* / *is happening* now?
- d) Okay, you try to titrate this mixture! But *I hope* / *I'm hoping* you know how to do that!
- e) The module on Pharmacovigilance is very long. *It lasts* / *It's lasting* 24 weeks!
- f) Every spring *I visit* / *I'm visiting* this forest to pick medicinal herbs.
- g) The professor said it's time to turn on the Bunsen burner. There, the solution *gets* / *is getting* warmer and warmer.
- h) I can understand you are very busy with your laboratory work during the week, but *do you do* / *are you doing* at weekend?

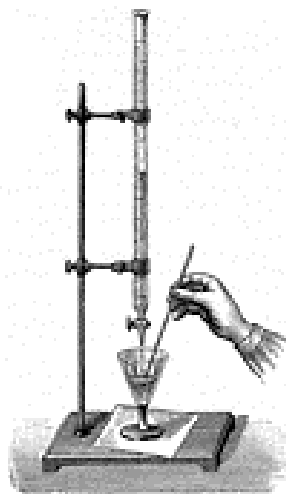


Fig. 19.

- i) Oh! You must be the new laboratory technician! Now I *recognize* / *I'm recognizing* you!
- j) I'm going to need a new set of laboratory goggles. The old pair I had *doesn't fit* / *isn't fitting* any more.

**2. Note that the following words are spelled differently in British English and American English:**

US	GB
check	cheque
honor	honour
center	centre
color	colour
jeweler	jeweller
dialed	dialled
license	licence
marvelous	marvellous
math	maths
practice	practice
story	storey
traveled	travelled

**Both spellings are acceptable, and consistency is the golden rule. If you decide to use the American spelling in your writings, you will have to be careful to use it consistently.**

**3. Homophones are words that sound the same but are spelled differently and have different meanings. There are many examples in English:**