Your address

Date:

Name (referral doctor)
Title
Address

Re: Patient’s name and suspected or known illness
Address
Tel:
D.O.B:

Dear Dr. X.

First paragraph: Introduce the patient and briefly explain the chief complaint.

Second paragraph: Explain the condition and case history of the patient chronologically. Bring the case history up to the present time not including today (doctors and dentists). Remember to start a new paragraph for each new date and event. Include tests and X-ray(s) or any other relevant advice/information regarding the patient.

Third paragraph: Explain the situation as it happened today, starting with observation followed by physical examination, reporting the result of any biochemical tests/x-rays etc. Give your diagnosis in this paragraph.

Fourth paragraph: (please note section) In this paragraph you should include all the medically related information(s) which you think is important for the specialist to know. You should also consider putting other information(s) about the social background of the patient if you think they are important.

Fifth paragraph: Refer the patient to the specialist and ask him to take over the case for further clarification of your diagnosis and treatment as he sees appropriate.

Finish your letter with statement of thanks for seeing the patient.

Closing:
Yours sincerely (if you began with Dear + a name)
Yours faithfully (if you began with Dear Sir/Madam)

Your signature

Your name
Your position
OET WRITING TASK

Letter of referral

Some points about structure and language features

Opening paragraph

- Thank you for seeing Mrs. Janet Smith, a forty year old teacher, who has had/has been having symptoms suspicious of gallbladder disease.

- I am writing to refer Mr. John Brown, a 50 year old insurance clerk, who has had several attacks of pain over the past few months indicative of gallbladder.

- Ms Patricia Brown presented at my surgery today complaining of pain in the right upper abdomen accompanied by nausea.

- I am referring Julie Kingsley, a six year old patient of mine, to you for further investigation. She ..............

Body of the letter (some grammar to keep in mind)

Tenses

- Present perfect for past and ongoing symptoms

- Simple past for finished episodes of symptoms/or pain. Also for past tests and examination results. Changeable signs should be reported in the past.

- Simple present for describing the state of the patient and his/her habits/lifestyle factors and regular medications.

- If you are unsure which tense to use, ask yourself, if at the time of writing the letter, what you are writing about is still true! If (yes) use present tense (or some of its variations). Otherwise, use past tense (or some of its variations)

Voice

- Passive voice helps to keep the patient/medication in focus e.g. patient was given Panadeine Forte. Or Panadeine Forte was given.

Articles

- No articles when saying the patient has a medical condition e.g. he has asthma

- Use an article if you refer to that patient's asthma. The asthma did not respond to treatment

- We also use "the" to refer to a test, pain, tooth or so on if we already know which one we are referring to (sometimes it is safer to use personal pronouns-his/her) .
1- How old are you?
2- Where is your problem, can you show me its location?
3- When did it start?
4- What other associated symptoms do you have?
5- Is it painful?
6- Can you think of any factors that can aggravate it or make it better?
7- Have you taken any medications for it?
8- Did it work?
Paragraph Samples

Part 1 - Chief Complaint

- Thank you for seeing Mr.…… a twenty-five-year-old man suffering from severe abdominal pain.

- Thank you for seeing Mrs.…… a 32-year-old mother of two. Mrs.…… is currently breast feeding her 2-year-old……

- I would appreciate it if you could see Mr.…… a 53-year-old man………

- I am writing to refer Mr.…… a patient of mine to you. Mr.…… is 46 years old and is an insurance clerk. He is married with one child and is suffering from his first episode of IHD.

PART 2

He first came to see me at 10am yesterday complaining of crampy central abdominal pain, nausea and …… which he had had in the previous 24 hours.

Mrs.…… first came to see me on 27/1/05. The day before she had had a sudden onset of left lower abdominal pain for which she had taken 2 Valiums and slept. On 27th the pain was sharp and constant and worsened with movement.

Mrs.…… first consulted me in January 1995 complaining of severe burning on urination. Her urine was dark.

Mr.…… first came to see me on 6th February 2006 complaining of severe burning epigastric pain, vomiting, ……. and weight loss of 4 kg for over the previous 2 weeks. He had experienced these symptoms occasionally over the last 5 years and they are aggravated in spring and winter and by stressful situation. It starts one and a half hours after meals and usually relieved by food or milk. At the present the patient can get no relief from the pain.

The patient first attended to me six months ago. His risk factors include: HTN, smoking (…….pk/day), obesity, strong family history (father died of and acute MI aged 48). He has no known allergies.
complaining of crampy central abdominal pains, nausea and which he had had in the previous 24 hours. On examination, I found he had generalized central tenderness. All other investigations were normal. I prescribed analgesics and advised him to increase his fluid intake and to rest.

PART 3

At 10am today, Mr...... presented again as his condition had deteriorated. His pain had increased and had vomited several times over night. Other .............were normal. I suspected viral infection and possibly appendicitis. I ordered blood film to confirm my diagnosis.

............came to see me again and as his condition has worsened............

On examination, I found epigastric pain in response to both deep and superficial palpation and voluntary muscle guarding with no muscle rigidity. .............has a slight cardiac arrhythmia.

............has had ovarian cystectomy and an appendectomy in ............
She was diagnosed as having a spontaneous abortion. Her last menstrual period was ............

On examination, there was tenderness on light palpation of the left lower quadrant of the abdomen, and a vague mass was palpable. I ordered a number of tests for her.

She is moderately distressed and her abdomen is tense. There has been no bowel action since --/--/2007. The bowel sounds are quiet and there is no flatus.

I suspect early bowel obstruction due to diverticulitis or carcinoma.

On examination at ............ I found a bacterial infection which I diagnosed as a non-specific ureteritis and recommended large fluid intake.

............consulted me again on the ............ because of recurrence of the symptoms. This time he complained of oliguria and nocturia. His urine was cloudy with putrid odour. He was experiencing burning on urination and back pain. On examination, I found him anxious because of the occurrence of this symptom. Once again I prescribed Bactrim three times a day.
The patient has been receiving treatment for hypertension and diabetes for 6 years. During this time he has suffered headaches approximately once a week. Mr.... parents both suffered from kidney stones. I suspect that kidney stones could be his problem as well.

After persistently elevated BP reading around 150/100, patient was commenced on ...... and this was presently increased to twice daily. He also uses ...... for reflux oesophagitis.

An electrocardiogram on 23.4.2006 was normal.

Today, Mr....... presented following a minimum of one hour of crushing retrosternal chest pain. He felt nauseous and sweaty with ......

The pain is now severe, constant and localized to ...........

The blood film showed a white cell count of 18,000, I suspect that he has acute ...........

PART 4

The patient has been under emotional stress lately, his alcohol intake is two ...... of beer daily and he smokes 2 packs of cigarettes a day.

Please note that Mr. X has been diagnosed as HIV+ as well as Hep.B+ but no confirmation has been made regarding Hep.B or C.

Please note Mrs. X has been suffering from Diabetes Mellitus and has a history arrhythmia. She is currently on medications for all the above.

Please note that Ms. X has had a hysterectomy and an appendectomy five and 7 years ago respectively.

Please note Mr. X is currently on Warfarin and Heparin. May I suggest you consult with his cardiologist regarding temporary cessation of his medications prior to your work.

PART 5

I would appreciate if you could urgently assess Mr. /Mrs..... and treat him/her further.

I would appreciate your opinion, his further management and he would be interested to know if he would be a suitable candidate for a hip replacement.

I would appreciate if you could examine, diagnose and treat him as you think appropriate.

I would appreciate it if you could confirm my diagnosis and decide on or recommend any appropriate treatment for this patient.
Please examine, diagnose and treat this patient as you think appropriate.

Please would you examine / assess Mrs. X and recommend appropriate treatment.

Please assess Mrs. Smith's condition and advice as to the best course of action from here.

Thank you for your assessment. Please don't hesitate to contact me if you have any further enquiries.

Could you please discuss his/her management with him/her and advice as to the best course of action from here.

Could you please arrange to admit Mr. Smith and follow up with the appropriate treatment.

I would appreciate it if you would provide an assessment of this patient and advice regarding treatment and management of his/her condition.

I would appreciate your assessment of this patient and advice on treatment and management of his/her condition.

Should you require any further information regarding her history, please do not hesitate to contact me.
Articles: Golden rules

Use definite articles in the following situations:
1. When the object or person is mentioned for a second or subsequent time.
2. When only one exist.
3. When something is made definite by adding extra information.
4. When the object is known by everybody.
5. When location means only one thing is being referred to.
6. With musical instruments.
7. With superlatives.
8. With adjectives describing a class or group.

Look at the following and decide on the rule for the use of the definite article.
1. There is a cat in the back yard; the cat is black.
2. The moon and the earth both go around the sun.
3. I can not find the book I borrowed yesterday.
4. Where’s the dog? It’s time for its walk.
5. Eric is in the garden.
6. She plays the piano really well.
7. It is the biggest shopping centre in the Southern Hemisphere.
8. The rich, the poor and the unemployed are all entitled to freedom of speech.
9. The USA, the King of Albania.

If the rules for the use of articles seem too complicated, just remember these three:
1. Do not use the (with plural and uncountable nouns) to talk about things in general.
   Life is hard. (Not: The life is hard.)
2. Do not use singular countable nouns without articles.
   the car  a car  but not car
3. Use a/an to say what people’s professions or jobs are.
   She’s a bank manager. (Not: She’s bank manager.)

Most mistakes with articles are made through breaking one of these rules.
# Medical Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Translation</th>
<th>Further Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not Present OR No abnormality</td>
<td>Also in superscript e.g. 00</td>
</tr>
<tr>
<td>+/-</td>
<td>Uncertain/equivocal</td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>Present or Noted</td>
<td></td>
</tr>
<tr>
<td>++</td>
<td>Present Significantly</td>
<td></td>
</tr>
<tr>
<td>+++</td>
<td>Present in Excess</td>
<td></td>
</tr>
<tr>
<td>=</td>
<td>Equivalent to</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>OK or satisfactory</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Ankle Jerk/Reflex</td>
<td>Hitting the ankle with a patella hammer to test reflexes</td>
</tr>
<tr>
<td>AAA</td>
<td>Abdominal Aortic Aneurysm</td>
<td>Swelling of the main artery in the abdomen</td>
</tr>
<tr>
<td>AAL</td>
<td>Anterior Axillary Line</td>
<td>Imaginary line drawn from the front arm pit down the chest wall</td>
</tr>
<tr>
<td>ABG</td>
<td>Arterial Blood Gas also &quot;Sats&quot;</td>
<td>Blood test to see how much oxygen there is in the blood (percentage 'saturation' with oxygen)</td>
</tr>
<tr>
<td>ACL</td>
<td>Anterior Clavicular Line OR Anterior Cruciate Ligament</td>
<td>An imaginary line down the front of the body from the inner end of the collarbone OR a ligament in the knee</td>
</tr>
<tr>
<td>A.d</td>
<td>As Directed</td>
<td></td>
</tr>
<tr>
<td>A/E</td>
<td>Air Entry to Lungs OR Accident &amp; Emergency</td>
<td></td>
</tr>
<tr>
<td>AF</td>
<td>Atrial Fibrillation</td>
<td>Irregular heart beat</td>
</tr>
<tr>
<td>AI/R</td>
<td>Aortic Incompetence/regurgitation</td>
<td>Leaking heart valve.</td>
</tr>
<tr>
<td>AoR</td>
<td>Aortic Valve Replacement</td>
<td></td>
</tr>
<tr>
<td>AS</td>
<td>Abdominal System OR Aortic Stenosis</td>
<td>Aortic Stenosis is a narrowed heart valve</td>
</tr>
<tr>
<td>AXR</td>
<td>Abdominal X-Ray</td>
<td></td>
</tr>
<tr>
<td>bid/bid</td>
<td>Twice a Day</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Biceps Jerk/Reflex</td>
<td>Hitting the arm with a</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Translation</td>
<td>Further Information</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>BCC</td>
<td>Basal Cell Carcinoma</td>
<td>patella hammer to test reflexes</td>
</tr>
<tr>
<td>BMI</td>
<td>Body Mass Index</td>
<td>Skin Cancer – Very Low Malignancy</td>
</tr>
<tr>
<td>BNO</td>
<td>Bowels Not Opened</td>
<td>A measure of body size relating to height and weight</td>
</tr>
<tr>
<td>BOR</td>
<td>Bowels Open Regularly</td>
<td></td>
</tr>
<tr>
<td>BP</td>
<td>Blood Pressure</td>
<td></td>
</tr>
<tr>
<td>BPd</td>
<td>Diastolic Blood Pressure</td>
<td>The lower blood pressure (heart relaxed)</td>
</tr>
<tr>
<td>BPs</td>
<td>Systolic Blood Pressure</td>
<td>The higher blood pressure (heart contracted)</td>
</tr>
<tr>
<td>CA or Ca</td>
<td>Carcinoma</td>
<td>Cancer</td>
</tr>
<tr>
<td>CA or Ca</td>
<td>Carcinoma</td>
<td>Cancer</td>
</tr>
<tr>
<td>CABG/S or CAG/S</td>
<td>Coronary Artery (Bypass)</td>
<td>Heart surgery to bypass blocked blood supply</td>
</tr>
<tr>
<td>CFS</td>
<td>Chronic Fatigue Syndrome</td>
<td>Also called ME</td>
</tr>
<tr>
<td>CNS</td>
<td>Central Nervous System</td>
<td></td>
</tr>
<tr>
<td>C/o or C.o</td>
<td>Complains of</td>
<td></td>
</tr>
<tr>
<td>COAD</td>
<td>Chronic Obstructive Airways Disease</td>
<td>Chronic lung disease</td>
</tr>
<tr>
<td>COPD</td>
<td>Chronic Obstructive Pulmonary Disease</td>
<td>Chronic lung disease</td>
</tr>
<tr>
<td>CT or CAT</td>
<td>Computerised Axial Tomography</td>
<td>Body Scan</td>
</tr>
<tr>
<td>CVA</td>
<td>Cerebrovascular Accident</td>
<td>Stroke</td>
</tr>
<tr>
<td>CVS</td>
<td>Cardiovascular System</td>
<td>The heart and blood vessels</td>
</tr>
<tr>
<td>CX or Cx</td>
<td>Cervix OR Cervical Spine</td>
<td>Cervix is the neck of the womb For example, Cx smear = Cervical smear</td>
</tr>
<tr>
<td>CXR</td>
<td>Chest X-ray</td>
<td></td>
</tr>
<tr>
<td>D&amp;V</td>
<td>Diarrhoea and Vomiting</td>
<td></td>
</tr>
<tr>
<td>D/H</td>
<td>Drug History</td>
<td></td>
</tr>
<tr>
<td>DIP,PIP</td>
<td>Dorsal/proximal interphalangeal joints</td>
<td>Finger joints</td>
</tr>
<tr>
<td>DLE</td>
<td>Discoid Lupus Erythematosus</td>
<td>A connective tissue disorder</td>
</tr>
<tr>
<td>DNA</td>
<td>Did Not Attend</td>
<td></td>
</tr>
<tr>
<td>DS</td>
<td>Disseminated (Multiple)</td>
<td></td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Translation</td>
<td>Further Information</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>DU</td>
<td>Duodenal Ulcer</td>
<td>Blood clot – usually in leg</td>
</tr>
<tr>
<td>DVT</td>
<td>Deep Vein Thrombosis</td>
<td>Radiotherapy</td>
</tr>
<tr>
<td>DXT</td>
<td>Deep X-ray Treatment</td>
<td>Ear canal opening</td>
</tr>
<tr>
<td>EAM</td>
<td>External Auditory Meatus</td>
<td>Electrical heart trace</td>
</tr>
<tr>
<td>ECG</td>
<td>Electrocardiograph</td>
<td></td>
</tr>
<tr>
<td>EMU</td>
<td>Early Morning Specimen of Urine</td>
<td></td>
</tr>
<tr>
<td>FNG</td>
<td>Head engaged (Baby)</td>
<td>Head of baby low in pelvis (in Womb)</td>
</tr>
<tr>
<td>ENT</td>
<td>Ear, Nose &amp; Throat</td>
<td></td>
</tr>
<tr>
<td>ESR</td>
<td>Erythrocyte Sedimentation Rate</td>
<td>A blood test for inflammation</td>
</tr>
<tr>
<td>FBC</td>
<td>Full Blood Count</td>
<td></td>
</tr>
<tr>
<td>FBG/S</td>
<td>Fasting Blood Glucose/Sugar</td>
<td></td>
</tr>
<tr>
<td>FD</td>
<td>Forceps Delivery</td>
<td></td>
</tr>
<tr>
<td>F/H or PH</td>
<td>Family History</td>
<td></td>
</tr>
<tr>
<td>FH/R</td>
<td>Foetal Heart Heard/Regular</td>
<td>Baby’s heartbeat in the womb</td>
</tr>
<tr>
<td>FROM</td>
<td>Full Range of Movement</td>
<td></td>
</tr>
<tr>
<td>FTD</td>
<td>Formal Thought Disorder</td>
<td>Psychiatric disorder</td>
</tr>
<tr>
<td>FTND</td>
<td>Full Term Normal Delivery</td>
<td></td>
</tr>
<tr>
<td>GCS</td>
<td>Glasgow Coma Scale</td>
<td>Consciousness state; score out of 15</td>
</tr>
<tr>
<td>GI or GIT</td>
<td>Gastro Intestinal/Tract</td>
<td>To do with the intestines</td>
</tr>
<tr>
<td>GORD</td>
<td>Gastro-Oesophageal Reflux Disease</td>
<td>Back flow of stomach acid into the gullet</td>
</tr>
<tr>
<td>GU or GUT or GUS</td>
<td>Genito Urinary/Tract/ System</td>
<td>Relating to kidneys, bladder &amp; genitals</td>
</tr>
<tr>
<td>GU</td>
<td>Gastric Ulcer</td>
<td></td>
</tr>
<tr>
<td>GUM</td>
<td>Genito-Urinary Medicine</td>
<td>For sexually transmitted diseases/infections</td>
</tr>
<tr>
<td>Hb</td>
<td>Haemoglobin</td>
<td>A measure of blood count (eg in Anaemia)</td>
</tr>
<tr>
<td>HH</td>
<td>Hiatus Hernia</td>
<td>Part of stomach displaced above diaphragm</td>
</tr>
<tr>
<td>HI</td>
<td>Head Injury</td>
<td></td>
</tr>
<tr>
<td>HNPU</td>
<td>Has Not Passed Urine</td>
<td></td>
</tr>
<tr>
<td>HR</td>
<td>Heart Rate</td>
<td></td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Translation</td>
<td>Further Information</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>HS</td>
<td>Heart Sounds</td>
<td></td>
</tr>
<tr>
<td>HT</td>
<td>Height</td>
<td></td>
</tr>
<tr>
<td>Hx</td>
<td>History (of complaint)</td>
<td></td>
</tr>
<tr>
<td>IBS</td>
<td>Irritable Bowel Syndrome</td>
<td></td>
</tr>
<tr>
<td>IGT or IGT N</td>
<td>In Growing Toenail</td>
<td></td>
</tr>
<tr>
<td>IMB</td>
<td>Intermenstrual Bleeding</td>
<td>Vaginal bleeding between periods</td>
</tr>
<tr>
<td>ISQ</td>
<td>&quot;In Status Quo&quot; - Nothing has Changed</td>
<td></td>
</tr>
<tr>
<td>IVP</td>
<td>Intravenous Pyelogram</td>
<td>X-ray of kidneys using an injected dye</td>
</tr>
<tr>
<td>lx</td>
<td>Investigations</td>
<td></td>
</tr>
<tr>
<td>JVP</td>
<td>Jugular Venous Pressure</td>
<td>Neck Vein – back pressure from the heart</td>
</tr>
<tr>
<td>K</td>
<td>Knee Jerk/Reflex OR serum potassium</td>
<td></td>
</tr>
<tr>
<td>KUB</td>
<td>Kidneys, Ureters, Bladder</td>
<td>X-ray or ultrasound of renal track (JVP)</td>
</tr>
<tr>
<td>LFT</td>
<td>Liver Function Test</td>
<td>Blood tests for liver function</td>
</tr>
<tr>
<td>LIF</td>
<td>Left Iliac Fossa</td>
<td>Left groin</td>
</tr>
<tr>
<td>LH</td>
<td>Left Inguinal Hernia</td>
<td>Hernia of left groin</td>
</tr>
<tr>
<td>LKKS</td>
<td>Liver, kidney, kidney, spleen</td>
<td>Result of examination</td>
</tr>
<tr>
<td>LOC</td>
<td>Loss of Consciousness</td>
<td></td>
</tr>
<tr>
<td>LN</td>
<td>Lymph Node</td>
<td></td>
</tr>
<tr>
<td>LP</td>
<td>Lumbar puncture</td>
<td>Needle inserted into the spine for diagnostic purposes</td>
</tr>
<tr>
<td>L/R/ III</td>
<td>Left or Right Inguinal Hernia</td>
<td>Hernia of groins</td>
</tr>
<tr>
<td>LS</td>
<td>Lymph System</td>
<td></td>
</tr>
<tr>
<td>LSCS or LUSCS</td>
<td>Lower (Uterine) Segment Caesarean section</td>
<td></td>
</tr>
<tr>
<td>LUQ</td>
<td>Left Upper Quadrant</td>
<td>Left upper part of abdomen</td>
</tr>
<tr>
<td>Mane</td>
<td>In the Morning</td>
<td></td>
</tr>
<tr>
<td>M&amp;C (S)</td>
<td>Microscopy &amp; Culture Sensitivity of Bacteria</td>
<td>Of a sample e.g. urine</td>
</tr>
<tr>
<td>MCL</td>
<td>Mid Clavicular Line</td>
<td>An imaginary line down the body from the middle of the collarbone to the described area</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Translation</td>
<td>Further Information</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>MCV</td>
<td>Mean Corpuscular Volume</td>
<td>A measure of the size of red blood cells</td>
</tr>
<tr>
<td>ME</td>
<td>Myalgic Encephalomyelitis</td>
<td>Also called Chronic Fatigue Syndrome</td>
</tr>
<tr>
<td>MET/S</td>
<td>Metastases</td>
<td>Cancer spread</td>
</tr>
<tr>
<td>MI</td>
<td>Myocardial Infarction OR Mitral Incompetence</td>
<td>Heart attack OR leaking heart valve (sometimes MR)</td>
</tr>
<tr>
<td>Mite or Mite</td>
<td>Dispense this number of tablets</td>
<td></td>
</tr>
<tr>
<td>MRI</td>
<td>Magnetic Resonance Imaging</td>
<td>Body/Brain Scan</td>
</tr>
<tr>
<td>MS</td>
<td>Multiple Sclerosis OR Mitral Stenosis</td>
<td>Mitral Stenosis is a narrowed heart valve</td>
</tr>
<tr>
<td>MSS</td>
<td>Musculo-Skeletal System</td>
<td></td>
</tr>
<tr>
<td>MSE</td>
<td>Mental State Examination</td>
<td></td>
</tr>
<tr>
<td>MSU or MSSU</td>
<td>Mid-Stream Urine Sample</td>
<td></td>
</tr>
<tr>
<td>NAD</td>
<td>Nothing Abnormal Discovered</td>
<td></td>
</tr>
<tr>
<td>NBI</td>
<td>No Bone Injury</td>
<td></td>
</tr>
<tr>
<td>Nocte</td>
<td>At Night</td>
<td></td>
</tr>
<tr>
<td>NFR</td>
<td>Not For Resuscitation</td>
<td></td>
</tr>
<tr>
<td>NV</td>
<td>Nausea &amp; Vomiting</td>
<td></td>
</tr>
<tr>
<td>OA</td>
<td>Osteoarthritis</td>
<td>‘Wear &amp; Tear’ Arthritis</td>
</tr>
<tr>
<td>OC/COC</td>
<td>(Combined) Oral Contraceptive</td>
<td></td>
</tr>
<tr>
<td>OCT</td>
<td>Orthotopic Cardiac Transplant</td>
<td>Heart Transplant</td>
</tr>
<tr>
<td>o.d.</td>
<td>Once a Day</td>
<td></td>
</tr>
<tr>
<td>O/E or o.e</td>
<td>On Examination</td>
<td></td>
</tr>
<tr>
<td>OGD</td>
<td>Oesophago-gastro-duodenoscopy</td>
<td>Telescope examination of stomach and gutt</td>
</tr>
<tr>
<td>on</td>
<td>At Night</td>
<td></td>
</tr>
<tr>
<td>om</td>
<td>In the Morning</td>
<td></td>
</tr>
<tr>
<td>OM (R/L)</td>
<td>Otitis Media</td>
<td>Ear infection</td>
</tr>
<tr>
<td>ORIF</td>
<td>Open Reduction and Internal fixation (of fracture)</td>
<td>Operation to set a broken bone</td>
</tr>
<tr>
<td>otc</td>
<td>Over the counter (bought medication)</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pulse</td>
<td></td>
</tr>
<tr>
<td>PCB</td>
<td>Post Coital Bleeding</td>
<td>Vaginal bleeding after intercourse</td>
</tr>
<tr>
<td>PCC</td>
<td>Post Coital Contraception</td>
<td>&quot;Morning after&quot; pill</td>
</tr>
<tr>
<td>PE</td>
<td>Pulmonary Embolism</td>
<td>Blood clot on the lung</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Translation</td>
<td>Further Information</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>PERLA</td>
<td>Pupils equal and reacting to light and accommodation</td>
<td>On examination of nervous system/eyes</td>
</tr>
<tr>
<td>PF(R)</td>
<td>Peak Flow (Rate)</td>
<td>Breathing test – speed of expiration</td>
</tr>
<tr>
<td>PID</td>
<td>Pelvic Inflammatory Disease OR Prolapsed Intervertebral Disc</td>
<td>Gynaecological infection OR Slipped Disc</td>
</tr>
<tr>
<td>PM</td>
<td>Post mortem examination</td>
<td></td>
</tr>
<tr>
<td>PMH also PHx</td>
<td>Previous Medical History</td>
<td></td>
</tr>
<tr>
<td>PND</td>
<td>Paroxysmal Nocturnal Dyspnoea</td>
<td>Short of breath at night</td>
</tr>
<tr>
<td>PO</td>
<td>Per Orim</td>
<td>By Mouth</td>
</tr>
<tr>
<td>POP</td>
<td>Progesterone Only Pill OR Plaster of Paris</td>
<td>Minipill Cast</td>
</tr>
<tr>
<td>PP's</td>
<td>Peripheral pulses</td>
<td>Pulses felt for example in the feet, ankles etc...</td>
</tr>
<tr>
<td>PR</td>
<td>Per Rectum</td>
<td>Rectal examination</td>
</tr>
<tr>
<td>PRN</td>
<td>As Required</td>
<td></td>
</tr>
<tr>
<td>PTCA</td>
<td>Percutaneous transluminal coronary angioplasty</td>
<td>Opening up the main arteries of the heart using a balloon inserted usually near the groin</td>
</tr>
<tr>
<td>PTSD</td>
<td>Post Traumatic Stress Disorder</td>
<td></td>
</tr>
<tr>
<td>PU</td>
<td>Peptic Ulcer OR Passed urine</td>
<td>Peptic Ulcer – Stomach or Duodenal Ulcer</td>
</tr>
<tr>
<td>PV</td>
<td>Per Vagina</td>
<td>Vaginal examination</td>
</tr>
<tr>
<td>PVD</td>
<td>Peripheral Vascular Disease</td>
<td>Furring up of the blood vessels of the limbs</td>
</tr>
<tr>
<td>qds (or) qid</td>
<td>Four times a day</td>
<td>Rate of breathing in breaths per minute</td>
</tr>
<tr>
<td>R (R)</td>
<td>Respiration (Rate)</td>
<td>Difficulty in breathing – usually in premature babies</td>
</tr>
<tr>
<td>RA</td>
<td>Rheumatoid Arthritis</td>
<td></td>
</tr>
<tr>
<td>RDS</td>
<td>Respiratory Distress Syndrome</td>
<td></td>
</tr>
<tr>
<td>RFT</td>
<td>Renal (Kidney) Function tests OR Respiratory Function tests</td>
<td></td>
</tr>
<tr>
<td>RIF</td>
<td>Right Iliac Fossa</td>
<td>Right groin</td>
</tr>
<tr>
<td>RII</td>
<td>Right Inguinal Hernia</td>
<td>Hernia in right groin</td>
</tr>
<tr>
<td>R/L</td>
<td>Right/Left</td>
<td></td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Translation</td>
<td>Further Information</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>R/L HC</td>
<td>Right/Left Hypochondrium</td>
<td>Right/Left upper abdomen</td>
</tr>
<tr>
<td>R/LIF</td>
<td>Right/Left Iliac fossa</td>
<td>Right/Left groin</td>
</tr>
<tr>
<td>R/LOL or RLOP</td>
<td>Right/Left occipito lateral / posterior</td>
<td>Position of baby's head in womb</td>
</tr>
<tr>
<td>RS</td>
<td>Respiratory System</td>
<td>Usually of wrist</td>
</tr>
<tr>
<td>RSI</td>
<td>Repetitive Strain Injury</td>
<td></td>
</tr>
<tr>
<td>RTA</td>
<td>Road Traffic Accident</td>
<td>Right upper abdomen</td>
</tr>
<tr>
<td>RUQ</td>
<td>Right Upper Quadrant</td>
<td>Usually prescription</td>
</tr>
<tr>
<td>Rx</td>
<td>Prescription or Treatment</td>
<td>Hitting the arm with a patella hammer to test reflexes</td>
</tr>
<tr>
<td>S</td>
<td>Supinator (jerk /reflex)</td>
<td>Blood Sugar Level</td>
</tr>
<tr>
<td>SBG</td>
<td>Serum Blood Glucose</td>
<td>Nasal operation</td>
</tr>
<tr>
<td>SLR</td>
<td>Straight Leg Raising</td>
<td>Tumour, usually of head</td>
</tr>
<tr>
<td>SMR</td>
<td>Submucosal Resection</td>
<td>Middle ear infection/glue ear</td>
</tr>
<tr>
<td>SOB</td>
<td>Short of Breath</td>
<td>Normal heart beat</td>
</tr>
<tr>
<td>SOL</td>
<td>Space Occupying Lesion</td>
<td>Normal delivery</td>
</tr>
<tr>
<td>SOM</td>
<td>Secretary Otitis Media</td>
<td></td>
</tr>
<tr>
<td>SOS</td>
<td>In an Emergency</td>
<td></td>
</tr>
<tr>
<td>SR</td>
<td>Sinus rhythm</td>
<td></td>
</tr>
<tr>
<td>Stat</td>
<td>Immediately</td>
<td></td>
</tr>
<tr>
<td>STD</td>
<td>Sexually Transmitted Disease</td>
<td></td>
</tr>
<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
<td></td>
</tr>
<tr>
<td>SVD</td>
<td>Spontaneous Vertex Delivery</td>
<td></td>
</tr>
<tr>
<td>Sx</td>
<td>Symptoms</td>
<td></td>
</tr>
<tr>
<td>SkXR</td>
<td>Skull X-ray</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Triceps Jerk/Reflex OR Temperature</td>
<td>Hitting the arm with a patella hammer to test reflexes</td>
</tr>
<tr>
<td>Tā ā</td>
<td>Temperature raised upwards or downwards</td>
<td></td>
</tr>
<tr>
<td>T (usually with a circle with a dot in the centre)</td>
<td>Trachea Central</td>
<td>Breathing tube not displaced. If displaced, direction of displacement usually indicated by an arrow</td>
</tr>
<tr>
<td>TATT</td>
<td>Tired all the Time</td>
<td></td>
</tr>
<tr>
<td>TB</td>
<td>Tuberculosis</td>
<td></td>
</tr>
<tr>
<td>TCI</td>
<td>To come in-date or fact that a</td>
<td></td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Translation</td>
<td>Further Information</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>tds (or) tid</td>
<td>Three Times a Day</td>
<td>Small, short lived stroke – often recurrent</td>
</tr>
<tr>
<td>TFTs</td>
<td>Thyroid Function Test</td>
<td></td>
</tr>
<tr>
<td>THR</td>
<td>Total Hip Replacement</td>
<td></td>
</tr>
<tr>
<td>TIA</td>
<td>Transient Ischaemic Attack</td>
<td>Treat only with symptom relief and nursing care, usually meaning that this is all that is needed.</td>
</tr>
<tr>
<td>TKR</td>
<td>Total Knee Replacement</td>
<td></td>
</tr>
<tr>
<td>TLC</td>
<td>Tender Loving Care</td>
<td></td>
</tr>
<tr>
<td>TM or Tm</td>
<td>Tympanic Membrane</td>
<td>Ear drum</td>
</tr>
<tr>
<td>Ts&amp;As</td>
<td>Tonsillectomy and Adenoidectomy</td>
<td></td>
</tr>
<tr>
<td>TShR</td>
<td>Total Shoulder Replacement</td>
<td></td>
</tr>
<tr>
<td>TTO/A</td>
<td>To take home/away (medication)</td>
<td></td>
</tr>
<tr>
<td>TURP</td>
<td>Transurethral (resection) of Prostate</td>
<td>Operation on the prostate gland carried out through the penis</td>
</tr>
<tr>
<td>UC</td>
<td>Ulcerative Colitis</td>
<td>Blood test for kidney function</td>
</tr>
<tr>
<td>U&amp;Es</td>
<td>Urea and Electrolytes</td>
<td></td>
</tr>
<tr>
<td>USS</td>
<td>Ultra Sound Scan</td>
<td></td>
</tr>
<tr>
<td>UTI</td>
<td>Urinary Tract Infection</td>
<td>Rapid uncoordinated heartbeat usually leading to collapse, and need for defibrillation (electric heart shock)</td>
</tr>
<tr>
<td>VF</td>
<td>Ventricular Fibrillation</td>
<td></td>
</tr>
<tr>
<td>V/S/TOP</td>
<td>Vaginal suction termination of pregnancy</td>
<td>Fast heart beat</td>
</tr>
<tr>
<td>VT</td>
<td>Ventricular Tachycardia</td>
<td></td>
</tr>
<tr>
<td>Wbc</td>
<td>White Blood Cell Count</td>
<td></td>
</tr>
<tr>
<td>Wt</td>
<td>Weight</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 4 – Recheck the case notes

7. Check again that you have underlined all the information the specialist needs and have not included any that the specialist does not need.

Exercise 5 – Check and amend your plan

8. Check your plan and make any changes you think are necessary.

Exercise 6 – Consider verb tenses

9. Think about the verb tenses you are going to use in each paragraph.

Exercise 7 – Write the letter and check it

10. Write your letter. Divide the letter into many paragraphs with one line between each paragraph.
11. Check for verb tenses, agreement between subjects and verbs, articles and spellings, sentence variety and sentence length.
12. Check that anything you have used from the case notes is spelt correctly. (Check for obvious things like the spelling of the parent’s name and the specialist’s name as well as the names of medications). Finally, count the number of words used.
USEFUL HINTS FOR THE OET EXAM

LISTENING TEST

PART A — Doctor / patient interview - History taking
No key words, write as much as possible (use: note-forms and standard abbreviations only) about the patient in the relevant parts. Listen while writing. Use "/ " to separate the answers from each other.

PART B — General passage
Identify the key words by high-lighting them and while listening patiently wait until the key word (or equivalent meaning) is used.
Your answer lies in or around the "Key-Word".

You must get involved with the subject as if it is a seminar!
Try listening while writing.

READING TEST

1- Read the passage twice. First time skim it.

2- Read the "Questions" very carefully. Identify and high-light the appropriate key-word(s).

3- Read the text carefully now and identify the answers in the text.

4- Do not waste too much time trying to puzzle out any answer, just put an "X" or "?" next to the question(s) and move on.

5- Identify and number the related paragraph for each question. This is important as you would not waste time searching for the relevant paragraph when trying to "re-check" your answers later on.

6- Attend to questions marked "?" first before attempting to answer the "X" questions.

7- Finally, re-check each answer with careful scrutiny if you have spare time.

8- Remember to leave minimum of 5 MINUTES at the end to transfer your answers to the computer answer sheet. Re-check this twice!
WRITING TEST
(Generally write short sentences which include one fact in them)

1- Identify by high-lighting the appropriate usable information first from the "history" of the patient provided.

2- Read the high-lighted parts and think for a minute or so to strategize your approach. Number them in order you wish to write them.

3- Write a rough version of your letter first without bothering to write the addresses, date, etc. . . . , but open the paragraphs in the right places.

4- Divide your answer into 4 parts:

PP (if required)- Past tense
a) A short history of the patient's visit with appropriate relevant information regarding the present problem(s). Do Not use note forms at all!

Past Tense- present tense
b) Write about what you have done recently prior to your letter to rectify the problem, use passive form instead of using " I " Active form. Use active form when you have prescribed tests or medications. Include the tests and the relevant results. Do not write results (figures) without interpreting them. Do not use note-forms; expand them into full sentences without the use of brackets.

c) Write about what information they have to know regarding the patient, by writing: Please note............
e.g.:
-Any transmissible diseases such as AIDS (HIV +),
-Hepatitis B (Hep. B +) etc.
-Present heart problem(s) and the relevant medication(s)
-Diabetes (type I or II) and related problem(s)
-Allergies, especially to medications
-Any other relevant information

d) What you want him (The specialist) to do for the patient. Sometimes it is best to let them carry on from where you have left the examination and diagnosis rather than trying to guide the specialist!!! (not a good idea?)
Finally thank the specialist and finish the letter in the standard form. 
Re-write the letter after you have read it couple of times in clear readable handwriting. 
Be careful about the following errors: 
a) Spelling 
b) Grammatical 
c) General structure of your sentences 
d) Proper use of the propositions 
e) General format of the letter 

SPEAKING TEST

- Read the short passage carefully and then:

a) Number the tasks which you need to talk about 
b) When ready make sure you greet the patient by saying: 
   Good morning, what has brought you to my surgery this morning? 
c) Listen and make appropriate noises to reflect you are listening (take 15-30 Secs) 
d) Before asking to examine the patient, ask the short history of the problem and a short history of other important problems (diseases), allergies etc., (take 1 min) 
e) Now continue with asking the patient to move to the examination bed (chair) 
f) Continue by saying:
   OK, now that I have examined you, I believe...... 
g) Start from the task 1 and continue until you have finished the tasks (take 2-2.5 mins)
h) Once finished with the tasks, ask the patient if they have any questions for you (invite the question stage?) 
i) Calm the patient and answer the Q's carefully (do not bully the patient!) (take 1 min) 
j) Ask the patient to come and see you if he/she has got further trouble (do not hesitate to come and see me if you have any more trouble) 
k) Say good bye to the patient

At the end don't forget to say good bye to the examiner!!
Punctuation

Definitions: There are four kinds of sentences in English: Simple, Compound, Complex and compound-complex.

A Simple sentence: is one independent clause.

Clause: A clause is a group of words containing a subject (s) and a verb (v)

Clauses:
Sharon ran the New York marathon.

Not a Clause:
Running a marathon. (No subject, no verb)

Words with -ing can never function by itself as a verb, to be a verb the -ing word must have a helper.

Rosemary is running along the beach. (The word is a helping verb)

Dependent and independent clause:

Independent clause (IC): An independent clause is a clause that makes a complete statement and therefore may stand alone as a sentence.

Independent clause: The monkey is brown.

The automobile runs smoothly.

Dependent clause (DC): A dependent clause is a clause that makes an incomplete statement and therefore may not stand alone as a sentence.

Dependent clause: Although the monkey is brown.
if the automobile runs smoothly.
...whom Marilyn knows.

After you close the door

Dependent clause is not a sentence by itself. That is why it is dependent. It depends on an independent clause in order to make a complete sentence, or even an intelligent statement. By itself it makes no sense at all!

A dependent clause almost always contains a subordinating conjunction or a relative pronoun.
Subordinating conjunction (SC): Is a kind of word that begins a dependent clause. You should memorize the italicized words (which are quite common)

<table>
<thead>
<tr>
<th>SC</th>
<th>SC</th>
<th>SC</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>how</td>
<td>though</td>
<td></td>
</tr>
<tr>
<td>although</td>
<td>if</td>
<td>unless</td>
<td></td>
</tr>
<tr>
<td>as</td>
<td>in order</td>
<td>until</td>
<td></td>
</tr>
<tr>
<td>as if</td>
<td>inasmuch</td>
<td>when</td>
<td></td>
</tr>
<tr>
<td>as long as</td>
<td>provided</td>
<td>whenever</td>
<td></td>
</tr>
<tr>
<td>as much as</td>
<td>provided that</td>
<td>wherever</td>
<td></td>
</tr>
<tr>
<td>as though</td>
<td>since</td>
<td>where</td>
<td></td>
</tr>
<tr>
<td>because</td>
<td>so that</td>
<td>whether</td>
<td></td>
</tr>
<tr>
<td>before</td>
<td>than</td>
<td>while</td>
<td></td>
</tr>
</tbody>
</table>

Examples of SC&DC:

*Because your horse is properly registered, it may run the race.*

The race will be cancelled *if the rain falls.*

Sign up for the trip to London while vacancies *still exist.*

NB: DC, IC note there should be a comma between the two clauses! IC DC there is no comma between the two clauses!

Relative pronouns (RP): These words mark dependent clauses. Unlike SCs they do not always come at the beginning of the dependent clause. The most common ones are:

*who, whose, whom, which, that*

<table>
<thead>
<tr>
<th>RP</th>
<th>RP</th>
<th>RP</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>The woman who runs the bank is registering her horse.</td>
<td>The man whose car lights are on is in the grocery store.</td>
<td>The woman whom I met is in the broker's office.</td>
<td>The schedule with which I was familiar is now obsolete.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The schedule that I knew is now obsolete.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These five words, however, can also function as words other than relative pronouns, in which case they do not mark dependent clauses.

*Not relative pronouns:
Who is that marked man?*  
*Whose golf club is this?*  
*Whom do you wish to see?*  
*Which car is yours?*  
*That car is mine.*
**Conjunctive adverb (CA):** is a kind of word that marks an independent clause and also serves as a *transition*, showing the relationship between the independent clause it is in and the independent clause that precedes it. You should memorize the italicized words (which are quite common) in the list of conjunctive adverbs below:

- accordingly
- as a result
- consequently
- first
- for example
- for instance
- furthermore
- hence
- however
- indeed
- in fact
- instead
- likewise
- meanwhile
- moreover
- nevertheless
- next
- otherwise
- second
- still
- therefore
- thus
- unfortunately

Often a conjunctive adverb begins the second independent clause in a sentence because the clause is closely related in meaning to the first independent clause:

- You thought your new car would be blue; however, the car is metallic brown.
  
- I finished in the first place; therefore, I am the winner.

Sometimes a conjunctive adverb will appear in the middle or even at the end of a clause (that clause, of course, is still independent):

- I finished in first place; I am, therefore, the winner.

- I finished in first place; I am the winner, therefore.

**Coordinating Conjunctions (CC):** Are words that are two or three letters long and joins two or more units that are grammatically alike. You should learn these seven coordinating conjunctions:

- *and, but, or, nor, for, so, yet*

  - Joining two or more words: Billy and Mary
  
  - Joining two or more phrases: in the car and beside the horse
  
  - Join two or more dependent clause: after the dance was over but before the party began.
  
  - Join two or more independent clause: He won the marathon, for he had been practicing several months.
**Comma splice and fused sentences:** These are sentences that are punctuated incorrectly.

1. **Comma splice (CS):** This occurs when two independent clauses are joined by only a comma.

   \[ IC, IC \]

   Here are some comma splice errors:
   - **Wrong:** We hiked for three days, we were very tired.
   - **Wrong:** The television is too loud, the picture is fuzzy.

   There are five ways to correct a comma splice:

   1. **Change the comma to a period and capitalize the next word.** \((IC; IC)\)
      
      **Correct:** We hiked for three days. We were very tired.

   2. **Change the comma to a semicolon.** \((IC; IC)\)
      
      **Correct:** We hiked for three days; we were very tired.

   3. **Change the comma to a semicolon and add conjunctive adverb.** \((IC; CA, IC)\)
      
      **Correct:** We hiked for three days; hence, we were very tired.

   4. **Add a coordinating conjunction before the second independent clause.** \((IC; CC IC)\)
      
      **Correct:** We hiked for three days, so we were very tired.

   5. **Change one independent clause to a dependent clause.** \((DC; IC)\)
      
      **Correct:** Because we hiked for three days, we were very tired.

   A very common form of comma splice occurs when only a comma precedes a conjunctive adverb at the beginning of the second independent clause in a sentence.

   - **Wrong:** Mount Rainer is beautiful, however, it is also forbidding.

   The best way to correct this kind of comma splice is to change the first comma to a semicolon.

   \((IC; CA, IC)\)

   **Correct:** Mount Rainer is beautiful; however, it is also forbidding.

   Another form of comma splice occurs when two independent clauses are separated by a dependent clause but the strongest mark of punctuation is still only a comma.
Wrong: The artist is selling the portrait, because he does not have enough money, he has run out of paint.

How would you correct the above sentence?

Does the writer mean that:

- The artist is selling the portrait because he does not have enough money?
- or: Does the writer mean the artist has run out of paint because he does not have enough money?

Here is one instance in which the correct punctuation is important to meaning.

There are several ways of correcting this. One is to place a period on the appropriate side of the dependent clause, depending on the meaning you wish to express.

(IC. DC. IC.) or (IC. DC. IC.)

Correct: The artist is selling the portrait because he does not have enough money. He has run out of paint.

Correct: The artist is selling the portrait. Because he does not have enough money, he has run out of paint.

**Fused sentence (FS):** Is a sentence when two independent clauses are joined without punctuation or a coordinating conjunction. In other words, a fused sentence is comma splice without the comma.

Fused sentence: IC IC.

Here are some FS errors:

Wrong: We hiked for three days we were very tired.

Wrong: The television is too loud the picture is fuzzy.

Correct a fused sentence with essentially the same methods you used to correct a comma splice.

**Comma:** There are nine most important uses of comma, some are listed below:

1- Use a comma after every item in a series except the last item.  
   e.g. I like many fruits like grapes, apples, bananas and oranges.

2- (IC, CC IC.)  
   e.g. I never liked parsnips, but my mother made me eat them.  
   She thought they were great, and she thought they would make me grow taller.

3- (DC. IC.)  
   e.g. Although Harriet tried as hard as she could, she did not win the race.  
   Because she couldn't run fast enough, she did not win anything.
4- (long phrase JC) 
  e.g.: Even after grueling night of writing, I didn't get the paper entirely finished.

5- Use commas to set off any word, phrase, or clause that interrupts the flow of the sentence. 
  e.g.: My excuse, wild as it was, didn't sound convincing. 
  The class, together with professor, turned their heads as I plowed into the classroom.
  You could set off a word or group of words using commas instead of parentheses. Use commas the same way, on either side of the word(s) if they are in the middle of a sentence. 

6- (IC;CA,IC.) or (IC;IC,CA.) e.g.: The beautiful young princess kissed the frog; however, his lily pad started sinking when she stepped on it.

The beautiful young princess kissed the frog; however, his........ 
The beautiful young princess kissed the frog; his lily pad, however....
(Note: If CA is in the middle of IC it will have commas on both side of it.)

Semicolon: (:) is stronger than a comma but weaker than a period.

1- Use it between two ICs. (IC;IC.)
  e.g.: Lee won some battles; Grant won the war.

2- (IC;CA,IC.)
  e.g.: Auto theft is a major national crime; however, people keep leaving their cars unlocked.
  Most stolen cars are recovered; unfortunately, many have been vandalized.
  Or: Most stolen cars are recovered; many, unfortunately, have been vandalized.

3- when commas are used successively in a sentence, semicolon can be used to separate them into groups (first, then, and finally).
  e.g.: Maria turned first to the doctor, then to her father, mother, and sister, and finally to the priest.
  Better: Maria turned first to the doctor; then to her father, mother and sister, and finally to the priest.

Colon: The most important rule you should follow:
Use a colon after the last independent clause in a sentence to point to some more useful information about what you just said.

Virtually any grammatical unit can then follow the colon:

- a word
- a series of words
- a dependent clause
- an independent clause (or sentence)
- even a series of independent clauses or sentences
Examples:

The used car had one large defect: no engine.
The used car had three large defects: no tires, no brakes, no engine.
She sold the car for good reason: it had no engine.

She sold the car for three good reasons: It had no tires. It had no brakes. It had no engine.

No specific ruling applies regarding using capital letter after the colon, unless there are many sentences after the colon in which case you should start each one with a capital letter.

Avoid using colon unnecessarily. If your sentence reads fine without one, omit it.
e.g: He brought two bicycle tires, a pump and a tire repair unit.

The weather radar showed the blizzard was crossing the Rockies, heading for Kansas and building up strength.

**Dash:** Can be used in a number of occasions:

1- Use a dash instead of semicolon using the same rules.

2- Use a dash instead of parentheses to set off some important information in the middle of the sentence.

Dashes add emphasis to the words they set off.
The commas are standard emphasis.
The parentheses take emphasis away, making the words set off like a whispered aside.

e.g.s: With dashes: The store – the one around the corner – was robbed again.
With commas: The store, the one around the corner, was robbed again.
With Parentheses: The store (the one round the corner) was robbed again.

**Apostrophe:** A much neglected mark of punctuation. Unlike other punctuation marks, it can be omitted without any loss of meaning.

1- Use it to show possession
   Singular: dog's collar
   Plural: dogs' collars

2- Abbreviate some words: do not = don't (Do NOT use them at all in Official letters/writings)
cannot = can't
it is/it has = it's
WRITING SKILL

Model for the one – paragraph essay:

Let’s have a look at one paragraph writing skill first. The first sentence states the idea you want the readers to accept (this is called a topic sentence). All the middle sentences present specific support for that idea, and the last sentence rewords the topic sentence – to remind your readers of the point you’ve just made.

The real secret of good writing is using examples. There are two kinds of examples you can use.

1- Quick Example: One occurrence of whatever you’re talking about.

   e.g: - There are many expensive cars in the school’s parking lot during the football game.
       + There are…..Football game – Mercedes convertibles, low-slung Porsches, red Ferraris.

       - You could tell spring was here because of all the flowers in bloom.
       + You could….in bloom: tulips of all colours, yellow daffodils and (if you want to call them flowers) even a few early dandelions.

       - Why do lawyers use words that mean one thing to them and something else entirely in ordinary English?
       + Why do lawyers ……………. ordinary English (words like "party" and "action" and "motion")?

2- Narrative Example: Is a brief story. The narrative example can be a terrific support. Sometimes you want to emphasize an idea, to really help your readers understand what you mean.

Let’s look at a sample of each below and see how "a narrative example" is far more descriptive than "a quick example" in defining what you wish to transfer to the reader:

Although my roommate is a helpful companion at times, she is distracting nuisance whenever I try to study. Throughout the evening, her stereo blares in my ears. Even worse, she insistson smacking her gum. She also interrupts me with questions that have nothing to do with homework. At any other time my roommate is a friend, but while I'm studying she's my greatest enemy.
The above shows the use of "quick examples" to define your feelings. The same can now be shown using "narrative examples".

Although my roommate is a helpful companion at times, she is a distracting nuisance whenever I try to study. Just last Wednesday night, Anna decided to spend the evening playing her "classic" Bob Dylan records. While I was trying desperately to integrate a math function, all I could hear was that the answer was somewhere "blowin' in the wind." Even worse, the entire time Dylan was rasping away, Anna accompanied him by smacking and popping her Bazooka bubble gum. I'd finally given up on math and started my struggle with chemistry when she abruptly asked (loudly, of course, so I could hear her over the music), "Do you think any Cokes are left in the Coke machine?" My stomach started rumbling and my throat suddenly felt dry — even drier than the chemistry text I was trying to read. As I dropped the change into the Coke machine, I realized that although Anna is usually a friend, while I'm studying she is my greatest enemy.

UNITY

For a paragraph to have unity, it must have "oneness". "More specifically, each idea in the paragraph should be clearly supporting the "one main point". Normally there shouldn't be any ideas that are irrelevant, that aren't supporting the point of the paragraph.

For example if you are writing about the dullest class you ever took, you'd destroy the unity by talking about the fascinating lectures and exciting field trips.

Can you find the two places in this next paragraph where the writer loses her sense of unity?

My most frustrating job was cooking for the dorm cafeteria during my freshman year. No matter how hard I tried, I never could cook what the menu said because the food company always delivered the wrong food or brought it too late. I was also frustrated because I had trouble estimating how much food to cook — many times we ran short of hamburgers or had to throw away pounds and pounds of french-fries, though, and we'd sit around, joking and having a good time. The worst thing, however, was the condition of my clothes after the meal was over. Even if I hadn't spilled anything (and I usually had spilled spaghetti or something worse), my clothes smelled awful. I'd want to go home to change before going any place else. Some of the other students who didn't work in the cafeteria also spilled food and had to change, too. No wonder, then, I thought cooking for the dorm cafeteria was frustrating.
COHERENCE

This means that words connect in such a way that they make sense to the reader or listener. Say, if someone run in this room and shouts: Fire! Dog! House! We all call him/her incoherent? Right? Why?

Because the above shouted words could mean:

1- The dog is on fire in the house.

Or 2- The house is on fire with a dog in it, or

3- The dog-house is on fire.

You must link your support — clearly and unambiguously — to the topic sentence in order to be Coherent. Remember your readers are not clairvoyant (mind readers).

e.g: In the early morning, I am easily annoyed by my roommate. I have to shut the ice covered windows. A white tornado of dandruff swirls around the room. A mass of smoke from cigarettes hovers near the door. No wonder I find my roommate annoying!

The paragraph is incoherent because the author has failed to explain how his support relates to the topic sentence. Does he mean his roommate is annoying Because:

He does not close the window in the morning?

He opens the window every night, even in winter, thus causing the writer to be cold in the morning? or what?

And who has dandruff, and who smokes? Is it roommate or is it the author, who is upset because the roommate does not understand?

After all, the author may be doing his best to get rid of the dandruff, and he is smoking heavily only because he is trying to distract himself after waking up every morning in a cold room.

By being incomplete and not explaining the support fully, the writer expects too much of the reader, as the reader has to guess the incomplete part himself and then fill it with his best guess.

Let's see how the above paragraph can be written more clearly:

In the early morning, I am easily annoyed by my roommate. I am annoyed each time I have to shut the ice-covered windows that John, my roommate, insists on opening every night, even during the winter. A disgusting white tornado swirling around the room shows me that his dandruff problem is still in full force. A choking mass of stale smoke from John's Pack-a-day habit hovers near the door. No wonder I find my roommate annoying.

By reminding the readers that each example presents something annoying, the paragraph becomes more coherent.
TRANSITION: These words are used to add to the coherence of what you wish to write. These act as road signs, telling the readers where they are going. Each transition has an specific meaning.

For example, however is used to tell readers that the next idea is going to contradict with the one just presented. also: is used to tell readers that another idea like the previous one is going to be presented. therefore: is used to tell readers to prepare for a conclusion.

To add an idea: also, and, another, equally important, finally, in addition, last, likewise, moreover, most important, next, second, third.

To give an example: as a case in point, consider, ................................, for example, in instance, as an illustration.

To make a contrast: and yet, but, however, instead, nevertheless, on the contrary, on the other hand, still.

To begin a conclusion: as a result, clearly, hence, in conclusion, no wonder, obviously, then, therefore, thus.

A paragraph must have transitions, but where should these transitions be placed? The critical locations are between the topic sentence and the supports sentence, in between the support sentence and finally between the final support sentence and the last sentence.

In the early morning, I am easily annoyed by my roommate. For Example, I am annoyed each time I have to shut the ice-covered windows that John, my roommate, insists on opening every night, even during the winter. I am also disgusted by a white tornado swirling around the room, which shows me that his dandruff problem is still in full force. Most bothersome, though, is the choking mass of stale smoke—from John's pack-a-day habit—that hovers near the door. No wonder I find my roommate annoying.

Finally the paragraph is coherent.

You might think that transitions aren't really necessary. Perhaps you are right. But what if you read a paragraph that begins like this?

If you've ever bought a pomegranate, you probably know that it's one of the most difficult fruits to eat. The juice is delicious and a beautiful ruby colour. It drips everywhere, staining whatever it hits. The bitter, inedible pulp seems impossible to avoid......
By now you are probably lost. If the writer has trouble eating a pomegranate, then why starts by
telling us how delicious and beautiful it is? The writer knows why, but the readers don’t because
there aren’t any transitions. Let’s insert them:

If you’ve ever bought a pomegranate, you probably know that it’s one of the most difficult
fruits to eat. Although, the juice is delicious and a beautiful ruby colour, it unfortunately
drips everywhere, staining whatever it hits. Also frustrating, the bitter, inedible pulp seems
impossible to avoid.....

The transitions (and the reminder frustrating) make the paragraph easy to understand the first
time through. Your immediate goal, therefore, should be to communicate coherently with your
readers.

SUBORDINATION:

When you first learn to read or write, almost every sentence was an independent clause, as all
had exactly the same emphasis. Of course, nobody in college writes like that, but often many
college students have not progressed far enough from the grade-school style.
Your challenge is to combine related ideas into one sentence, giving them just the right
emphasis. To succeed you must learn subordination.

Let’s define couple of other words:

Phrase: A phrase is a group of two or more related words not containing both a subject and a verb.
e.g. in the submarine
     running along the beach (remember,"-ing" words are not verbs, they are verbal and
     need helping verbs like is)
Sentence: A sentence is a group of words containing at least one independent clause.

Marilyn knows her.

Although Marilyn knows her, she does not know Marilyn.

After you close the door, Susan will turn on the record player, and Sally will get the potato
chips.

The independent clauses are underlined.
The following rule applies when writing:

Independent clause               more important
dependent clause                ↑
phrase                          ↓
word                            less important
Ideas expressed in an independent clause naturally seem more important than ideas expressed by only a word. Subordination, then, reduces the emphasis of an idea by lowering its position on the rank structure. We might subordinate an idea by lowering its position on the rank structure. We might subordinate an idea originally in an independent clause by placing it in a dependent clause, a phrase, or -- sometimes -- even a word. For example:

Original:  
Art flew to Gilda Bend. He arrived on time.

Subordination
(a dependent clause): Because he flew to Gilda Bend, Art arrived on time.

Subordination
(a phrase):  
By flying to Gilda Bend, Art arrived on time.

Notice that subordination here has two effects. First, it shows that Art's arriving on time (expressed above in the independent clause) is the important idea to the writer. Second, it shows the relationship between the two ideas: The word because in the first revision and by in the second revision act as road signs, telling readers to be ready for a cause-effect relationship ("Because something happened, something else resulted." "Because he flew to Gilda Bend, Art arrived on time."). These road signs make the readers' task much easier.

If flying is more important than arriving on time we can write:

Art flew to Gilda Bend, where he arrived on time.

Art flew to Gilda Bend, arriving on time.

So, use subordination when you wish to emphasis on a cause and effect relationship.

SENTENCE VARIETY

Good writing consists of a mixture of, both sentence length and sentence structures. Good sentence variety is often an indication of good coherence -- of the smooth flow of ideas from one to another. The desirable average sentence length should be between 14-20 words. A combination of many small sentences may achieve the goal of informing the reader but it is not beautiful. There is a good example below:

The new governor was sworn in today. He is a Democrat. Ten thousand people attended the ceremony. The governor gave a brief inaugural address. The governor promised to end unemployment. He said he would reduce inflation. He also promised to improve the environment. The audience gave him a standing ovation.
Pretty dismal, right? The average sentence length is only 6 words and many of the sentences start with the subject of the independent clause.

Now, let's use the subordination technique to change the above:

The new Democratic governor was sworn in today. At a ceremony attended by ten thousand people, he gave a brief inaugural address, promising to end unemployment, reduce inflation, and improve the environment. The audience gave him a standing ovation.

It is natural when you think of an idea, you start writing it down; "Subject – verb"; you think of another idea; "Subject – verb"; generally stringing a lot of short sentences together this way. Then, because you never revise that draft for sentence variety, your sentences all begin the same way. Many sentences, of course, should begin with the subject of an independent clause; however, they should still not all look alike. They could end with a dependent clause, they could contain a couple of independent clauses, or they could contain a series of phrases or clauses.

PARALLELISM

The principle of parallelism requires that all items in a series must be grammatically alike. That is, all words in a series must be the same type of word, all phrases the same type of phrase, and all clauses the same type of clause. Two or more items in a series normally use a coordinating conjunction (CC): and, but, or, nor, for, so, or yet. Thus, the series looks like this:

item CC item
or
item, item CC item.

e.g.: dogs and cats /or I saw John and Mary.

e.g.: dogs, cats and horses /or I saw John, Bill and Mary.

e.g.: The phone rang when I reached the motel but before I unpacked my suitcase.

The use of Correlative conjunctions such as: either .... or; neither .... nor; not (only) .... but (also); and whether .... or to produce parallelism is shown below. The example demonstrates the most common failure to maintain parallelism with correlative conjunctions:

e.g.: Wrong: Either I go to bed early or get up late.
Corr.: I either go to bed early or get up late.
Correct: Either I go to bed early or I get up late.

If the words are preceded by the articles a, an, or the, be sure the articles fall in one of these two patterns:

*article word, word cc word
*article word, article word cc article word
Writing subset

The correct sentences have either an article before the entire series or an article before every item in the series. (i.e.: Don't mixed the two!)

---

**A.** Wrong: I bought food for the dog, cat and the horse.
Correct: I bought food for the dog, cat and horse. ✓
Correct: I bought food for the dog, the cat and the horse.

Many times, students mix different types of phrases. Be sure that -ing phrases fit with other -ing phrases, to phrases with to phrases, and so forth.

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**B.** Wrong: I like swimming in the pond, cycling down the lane and to ride horses in the pasture.
Correct: I like swimming in the pond, cycling down the lane and riding horses in the pasture.
Correct: I like to swim in the pond, to cycle down the lane and to ride horses in the pasture.

---

**MISUSED MODIFIERS**

Modifiers are words, phrases, or clauses that limit or describe other words. e.g: "I never saw a purple cow", the modifier purple limits the discussion from "all cows" to only "purple cows."

Using **modifiers**, you can combine several ideas into one sentence. You might write this:

Jonathan ate the doughnut. It was the only doughnut.

To condense this into one sentence we can say:

Only Jonathan ate the doughnut. (No one else ate it.)
Jonathan only ate the doughnut. (He didn't do anything else to it.)
Jonathan ate only the doughnut. (He ate nothing else.)
Jonathan ate the only doughnut. (There were no other doughnuts.)
Jonathan ate the doughnut only. (He ate nothing else.)

Five combinations yield four distinct different meanings. Try this game with other words such as: only, almost, most, just, every, merely, and nearly.
SUBJECT—VERB AGREEMENT

A verb must agree in number with its subject. If the subject is singular, the verb must be singular; if the subject is plural, the verb must be plural. The -s or -es ending that make a noun plural work conversely with verbs.

Wrong: One of the Coyne boys have climbed the water tower.
Correct: One of the Coyne boys has climbed the water tower.

The writer thought the word boys is the subject, yet it is one that is the subject.

Let's look at the phrase that might seem to be part of the subject:

Wrong: Martha, as well as her sisters, work in the fields regularly.
Correct: Martha, as well as her sisters, works in the fields regularly.

By simply eliminating the middle phrase mentally we can see how to deal with such problems.

Martha works in the fields regularly.

Words such as:

as well as accompanied by along with in addition to

including like together with with

Are merely propositions and therefore have nothing to do with determining the agreement between a subject and its verb.

RECOGNIZING THE SUBJECT NUMBER

Sometimes it is not clear whether a subject is singular or plural.

1- Two or more subjects joined by and are almost always plural.

e.g.: John and his dad drive a blue car.

Exception: If the two subjects joined by and refer to a single person or act as a single unit.

e.g.: A scholar and gentleman is what we need for a leader.

2- If or or nor joins subjects, the verb agrees with whichever subject is closer to the verb.

e.g.: Either Beverly or my other aunts have my thanks.
Here the *aunts* is closer to the verb than is *Beverly*, so the verb is plural.
  e.g. Either my other *aunts* or *Beverly* has my thanks.
      Now Beverly is close, so the verb is singular.

3- Some, all, none, part, half (and other fractions) may be either singular or plural, depending on the phrase that follows them.

  e.g. All of the *jurors*........... Some of the *tea*............
       If the *main word* is plural or singular, it determines the type of verb that should be used in the sentence.

  e.g. *Some of the grapes are* still on the table. (*Grapes* is plural, so the verb is plural)
       *Some of the milk is* dripping on the floor. (*Milk* cannot be counted, so the verb is singular)

4- Relative pronouns (*who, whose, whom, which, and that*) may be singular or plural. The word before the RP determines this.

  e.g. Jeannette is *one of the children* who love to read.

      If Jeannette is the only one in the group who loves to read? Then the pronoun who refers to the word one, not the word children:

  Jeannette is the *only one* of the children who loves to read.

**INDEFINITE PRONOUN**

The following indefinite pronouns are singular and always require singular pronoun references:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>each</td>
<td>everyone</td>
<td>everybody</td>
</tr>
<tr>
<td>either</td>
<td>someone</td>
<td>somebody</td>
</tr>
<tr>
<td>neither</td>
<td>anyone</td>
<td>anybody</td>
</tr>
<tr>
<td>another</td>
<td>no one</td>
<td>nobody</td>
</tr>
<tr>
<td>one</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The words form from *-one* (like *everyone*) and from *-body* (like *everybody*) often seem plural, but they are not.

  e.g: Wrong: *Everyone wore their coats.*
      Correct: *Everyone wore his/her coat.*

  e.g: Wrong: *Everybody looked at their books.*
      Correct: *Everybody looked at his/her book.*

Similar problems occur with words like each, either, another, and one.

  e.g: Wrong: *Each of the girls gave me *their* money*
      Correct: *Each of the girls gave me *her* money.*
Writing subset

The pronoun refers to each and not to girls.

e.g. Wrong: Either of the students may bring their books.
Correct: Either of the students may bring his/her book.

His/her refers to either and not to student.

Common Sentence Problems

There are four major sentence structure problems that students often make. These are:
- Fragments
- Run-ons
- Choppy sentences
- Stringy sentences

A fragment is only part of a sentence. You can fix it most easily by attaching it to an independent clause. (E.g: DC or phrase alone)

A run-on or comma splice is two independent clauses that are not joined correctly. To fix this there are 5 ways. (Refer to P 4)

Choppy sentences result when you write a lot of simple sentences in the same paragraph. To fix this problem, join some of the sentences to make compound and complex sentences. (E.g: P 13)

A stringy sentence results when a sentence contains too many independent clauses. Divide a stringy sentence into two or three complex or compound complex sentences, or use subordination and combine.

Example:

eg: Many students attend classes all morning and they work all afternoon and then have to study at night so they are usually exhausted.

Correction: Many students attend classes all morning and work all afternoon. Then, they have to study at night. As a result, they are usually exhausted by the weekend.

Compound sentence: is made up of two or more independent clauses joined together, like two adults joined together in marriage. Each clause is of equal importance and would stand alone.

Complex sentence: contains one independent clause and one or more dependent clause. It is like a mother with one or more children depending on her. The more important idea is placed in the independent clause and the less important ideas are placed in the dependent clause.

Compound - Complex sentence: is a combination of two or more independent clauses and one or more dependent clauses. It is like a family of two adults and one or more children.

1- If the simple sentences are equal in importance, a compound sentence, using a coordinating conjunction (and, or, but, so, yet, nor, for) or conjunctive adverb (moreover, otherwise, however, therefore, etc.)

Example:

eg: Government and industry are spending huge sums of money to develop solar energy, and research scientists are working hard to develop economical means of converting the sun’s rays into usable energy.
2. If one sentence depends on the other, make a complex sentence, using a subordinating conjunction (who, which, when, although, because, since, if, etc.)

eg: We must find new sources of energy because the earth's natural energy sources are dwindling. Solar energy, which is energy from the sun's radiation, is a promising new source of energy.

Examine your own writing carefully. Do you use too many simple sentences. If you do, practice combining them.

GOOD ADVICE

Good writing is not an automatic process, a flow of uninterrupted inspiration pouring forth from a pen. It is the result of painstaking and very conscious process. If you want to write with good sentence variety, you have to check your draft to see if the variety is there. Don't just hope it will happen to you. After writing that draft, ask yourself these questions:

1. Are my sentences different length?
2. Do my sentences begin in a variety of ways?
3. Do those sentences that do begin with the subject of an independent clause have a variety of structures?

If your answers are "no," then edit your paper for sentence variety. Be careful, though, so you don't sacrifice clearness just for the sake of variety. And don't create grotesque, unnatural sentences. Variety is a means to achieve the goal of good writing – it is not the goal itself.