

**GUÍA DE APOYO PARA ACREDITACIÓN DE SUFICIENCIA EN
IDIOMA INGLÉS
CIENCIAS DE LA SALUD**

**CONCEPTOS BÁSICOS Y TEXTOS DE TRADUCCIÓN
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Los estudiantes deben acreditar comprensión de textos de inglés científico como condición de egreso de sus respectivas carreras de grado. Esta guía tiene como propósito ofrecer algunos conceptos esenciales de gramática, así como vocabulario de la salud en general para la correcta interpretación y textos científicos de nivel medio para su traducción del inglés al español.

ENFOQUE DE LA TRADUCCIÓN

No siempre se puede hacer una traducción literal (palabra por palabra) porque podría no tener sentido.

La base de la traducción es poder comprender la idea principal de la **lengua fuente** (inglés) y saber expresarla en la **lengua meta** (español).

Siempre tendremos presente que traducimos ideas; las palabras servirán para darle forma a dichas ideas. En este sentido, una palabra aislada puede tener poco o ningún sentido, pero formando parte de un contexto puede significar mucho.

Aún dentro de una traducción correcta habrá variaciones entre una persona y otra dependiendo del estilo personal.

Es muy importante saber redactar una idea al traducir dándole al párrafo flexibilidad y naturalidad en la expresión. Se debe parafrasear (expresar lo mismo con otras palabras) una oración cuando lo consideremos necesario.

Es muy común que una palabra pueda tener dos o más traducciones dependiendo del contexto. Para saber cuál es la apropiada apelaremos al sentido común respaldado por nuestro conocimiento de la química y nuestro conocimiento general.

Debemos recordar siempre que el orden de las palabras en la traducción puede modificar totalmente el sentido de la misma.

Las frases nominales o frases sustantivas son uno de los escollos a superar. Es imprescindible saber qué palabra está modificando un premodificador para captar el sentido de la oración. En la frase:

'congenital thyroid hormonal deficiency' traducimos *'deficiencia congénita de hormona tiroidea'*. (en este ejemplo, lo congénito es la deficiencia y no la hormona tiroidea).

Palabras engañosas o falsos cognados:

Es de práctica regular en la traducción científica apelar a las palabras **transparentes** (muy similares al castellano en forma y significado) que aparecen con frecuencia, ayudándonos por el sentido de la frase. Esto, en ciertas ocasiones, puede confundirnos ya que podemos encontrarnos con palabras engañosas o falsos cognados (similares en su escritura pero con significado distinto en nuestra lengua).

La palabra *carbon* significa *carbón* (*carbón* en castellano es *coal* en inglés). Dicha palabra no es problema alguno en la frase *'carbon monoxide'*: monóxido de carbono, pero en *'carbon is a simple substance'* podríamos traducirla mal si no estamos advertidos.

Ejemplos:

discoloration: cambio de color (pero no decoloración)

fluid: líquido

infant: lactante

realize: darse cuenta

actual: real, efectivo

Palabras transparentes:

No ofrecen problema de traducción.

to accept: aceptar

result: resultado

cellular: celular

to exist: existir

production: producción

difficult: difícil

En general, una misma palabra tendrá distintos significados según la clase a la que pertenezca y dentro de cada categoría según el contexto que la rodea.

Las clases más comunes a las que puede pertenecer una palabra son: sustantivos (s), adjetivos (a.), verbos (v.) o adverbios (adv.). Es muy importante saber que función está cumpliendo una palabra en la oración para poder traducirla.

Como ya mencionamos, una palabra puede tener varios significados que dependerán del contexto. Por ejemplo 'strain' significa *cepa* en microbiología y *esguince* en medicina.

La oración

En inglés, el orden de las palabras es esencial para comprender el significado de una oración. Debemos distinguir cuidadosamente entre sujeto y predicado. El predicado es todo lo que se dice acerca del sujeto, es decir, todas las palabras de una oración excepto el sujeto.

SUJETO

The dog

The man

PREDICADO

bit the man.

bit the dog.

Como estos ejemplos lo demuestran, un cambio en el orden de las palabras trae aparejado un importante cambio en el significado de la oración.

Diversas acepciones de las palabras

Acepción es el sentido o significado con que se toma una palabra o frase.

Muchas palabras pueden tener más de un sentido y diversos significados según el contexto. Esta variedad de significados son las distintas acepciones de una palabra.

El verbo

Todos los verbos en inglés, tanto regulares como irregulares, tienen cuatro partes principales y todos los tiempos verbales derivan de estas.

| | INFINITIVO | PASADO SIMPLE | PARTICPIO PASADO | LA FORMA -ing |
|-------------|------------------------------|--------------------------|-----------------------------|------------------------------|
| Regulares | <i>(to) work</i> Trabajar | <i>worked</i> trabajó | <i>worked</i> trabajado | <i>working</i> trabajando |
| Irregulares | <i>(to) go</i> Ir | <i>went</i> fue | <i>gone</i> ido | <i>going</i> yendo |

A medida que desarrollemos los tiempos verbales ejemplificaremos sus usos y traducción.

Algunos conceptos gramaticales

El artículo

The: Se usa para femenino y masculino, singular y plural.

Se traduce: el, la, los, las.

| | |
|-------------------|-----------------|
| Ej: the physician | the physicians |
| the pharmacist | the pharmacists |
| the doctor | the doctors |
| the biologist | the biologists |
| the chromosome | the chromosomes |
| the gene | the genes |

A, an: Se usa para femenino y masculino, singular.

Se traduce: un, una

| | |
|----------------|---------------|
| Ej: a molecule | an antibody |
| a project | an enzyme |
| a culture | an antibiotic |
| a pathology | an amino acid |
| a protein | an aim |

El sustantivo

El sustantivo en inglés es variable sólo en número y no siempre va precedido del artículo como en castellano.

Ejemplos

| | | |
|-------------|-------------|-------------|
| reagent | flask | light |
| test | assessment | level |
| density | weakness | maturation |
| fluid | heat | drug |
| residue | humidity | leukocyte |
| activity | irradiation | health |
| environment | improvement | involvement |
| seizure | host | result |
| chemistry | biology | cell |

Frases sustantivas o nominales

Una frase sustantiva es una combinación de dos o más palabras (adjetivos o sustantivos) que modifican a un sustantivo. La frase sustantiva añade información sobre un sustantivo

principal. Para traducir es necesario localizar el sustantivo principal (generalmente el último del grupo) y luego traducir los modificadores. Esto es imprescindible para captar el sentido de la frase y por ende de la oración.

Ejemplos

- the organs of vision
- reduced growth rate
- essential respiratory organs located in the chest
- blood glucose determination
- a small temperature difference
- the flexible spongy tissue in the interior of bones
- an orally given drug

Traduzca

1. an antigen
2. a strain
3. the heat
4. a kidney
5. the environment
6. a disease
7. an aim
8. the disorder
9. an illness
10. a cell
11. the small bowel
12. a pain
13. some known genes
14. central nervous system development

15. normal human leukocytes
16. aspirin-containing drug
17. a particularly interesting subject
18. a possible anticancer agent
19. extremely large concentration differences
20. viral acute upper respiratory tract infection.

El adjetivo

Un adjetivo describe a la persona, cosa, etc. a la cual un sustantivo se refiere. En inglés el adjetivo es invariable en género y número; por regla general precede al sustantivo.

Al traducir las frases sustantivas es necesario dar a los adjetivos la correcta ubicación en castellano.

Ejemplos:

| | |
|--------------------------|--------------------------|
| a coloured mixture | a colourless mixture |
| a soluble preparation | an insoluble preparation |
| relevant data | irrelevant data |
| hot water | cold water |
| a serious illness | a slight illness |
| a heavy apparatus | a light apparatus |
| an acute insufficiency | a chronic insufficiency |
| a strong person | a weak person |
| a high cholesterol level | a low cholesterol level |
| the right choice | the wrong choice |
| an old microscope | a new microscope |
| an old biologist | a young biologist |

a big tablet

a small tablet

the fat man

the thin man

a long treatment

a short treatment

hard tissue

soft tissue

an ill baby

a healthy baby

severe pain

mild pain

Adjetivos demostrativos

Estos adjetivos son invariables en cuanto al género, pero variables en número. Como el resto de los adjetivos, preceden al sustantivo en la oración.

This: este, esta

These: estos, estas

That: aquel, aquella; ese, esa.

Those: aquellos, aquellas; esos, esas.

Ejemplos:

this research

these researches

this state

these states

that tissue

those tissues

-This set of tests is appropriate for every patient.

-These laboratory findings are not very important.

-That report is wrong.

Pronombres personales

| Singular | Plural |
|-----------------|---------------|
| I | We |
| You | You |
| He | |
| She | They |
| It | |

El pronombre “*It*” se refiere a todo aquello que no sea persona; generalmente no se traduce al español.

Verbo “ser” o “estar” = “To be”

Presente simple afirmativo

I am
You are
He is
She is
It is
We are
You are
They are

Cuando este verbo funciona como verbo principal de la oración su significado es “ser” o “estar”.

Ejemplos

- They are researchers.
- I'm a scientist.
- He is a graduate student.
- It is a needle.
- The pathologist is in the laboratory.
- Minerals, like vitamins, are essential in the human diet for normal development and health.
- Is that drug toxic?
- They are not invasive procedures.
- These tests are wrong.
- The human skeleton is composed of 206 bones.
- Anatomy is the study of the structure and function of the body.

El imperativo

Es la forma verbal usada para dar órdenes o instrucciones. Se construye con el infinitivo del verbo sin "to". Puede agregarse la palabra "please" antes o después del verbo.

- Close the door, please.
- Put the test tube on the shelf.
- Please, come back in five days.

La forma negativa se construye anteponiendo el auxiliar "Do+ not" = "Don't" al verbo.

- Do not smoke in the Lab.
- Do not select that kind of anaesthetics.
- Do not use that drug in pregnancy because of the effects it produces in the fetus.

Plural de sustantivos

Como regla general los sustantivos forman el plural agregando “-s” al sustantivo singular.

Ejemplos: bone bones
 neutrophil neutrophils
 stage stages

Caso posesivo

En inglés la posesión se expresa de diferentes formas.

La estructura inglesa puede llevar la preposición “of”:

-the window of the clinic
the chair of the laboratory

También se forma agregando ‘s (apóstrofo + s) para algunos sustantivos en el singular y s’ (s + apóstrofo) para algunos sustantivos en el plural, pero con usos limitados.

-the patient’s clinical response
-the children’s urine
-the researchers’ analyses
-the doctor’s surgery

Verbo “tener” = “TO HAVE”.

El verbo “to have” como verbo principal de la oración significa “tener”, también puede aparecer como verbo auxiliar formando los tiempos compuestos, en cuyo caso significa “haber”.

Presente simple afirmativo

Afirmativo

I have

You have

He has

She has

It has

We have

You have

They have

- I have many symptoms suggestive of gastroesophageal reflux disease.

- Do you have back and neck problems?

- Most people who suffer from migraine have their first attack during childhood or adolescence.

- Does radiation therapy have early side-effects?

El modo infinitivo

El infinitivo en inglés se construye con la forma simple del verbo más la palabra “to”.

Ejemplos: to improve

to develop

to cause

to study

- Some objectives of the American National Institute studies are: to improve vaccine and drug development and to improve pain management.

- A Pap test, or Papanicolaou test is a medical procedure used to detect cancer of the uterine cervix.

-This study is to prevent and control epidemic diseases.

Verbo “haber” = “There be”

Estas dos construcciones corresponden al tiempo presente de la forma verbal “there+be=haber”. “There is” se usa para el singular y “There are” para el plural.

| Affirmative | Negative | Interrogative |
|--------------------|-----------------|----------------------|
| There is | There is not | Is there? |
| There are | There are not | Are there? |

-There are a number of factors that influence the level of cholesterol in your blood.

-There are not any satisfactory procedures for determining the nutritional value of proteins.

- There is not a history of breast carcinoma in her family.

- Are there many biochemists in this clinic's laboratory?

-How many types of diabetes are there? There are two: Type 1 diabetes and Type 2 diabetes: Type 1 is also known as insulin-dependent or juvenile diabetes. Type 2 is sometimes called adult-onset diabetes.

-Gaseous and liquid water are in dynamic equilibrium. There is always some water vapour above a sample of liquid water.

Some. Any

"Some" y *"Any"* significan "una cierta cantidad", "algunos", "algo". Se usan generalmente cuando no es importante precisar esa cantidad. Estas palabras se usan tanto delante de sustantivos contables en plural como delante de sustantivos incontables.

- Antibiotics may have side effects. Some of the most common side effects are diarrhea and stomach-ache.

-Some basic nutrients are necessary for the production of energy, for adequate growth and the maintenance of health. The basic nutrients include: carbohydrates, proteins, fats, vitamins and minerals.

-There isn't any blood in his urine.

-In many patients there aren't any symptoms or signs.

-There aren't any students in that secondary school.

- Any patient with frequent headaches must consult a neurologist.

-Somebody is waiting in the corridor.

-Is there anything severe in the history case?

Preposiciones

Las preposiciones son palabras que establecen relaciones entre las palabras de una oración. Normalmente se usan delante de un sustantivo, frase sustantiva, pronombre o gerundio para establecer la relación entre una persona, cosa, suceso, etc. y otra. A continuación, veremos algunas de ellas.

On: sobre, en.

That drug exerts analgesic and antipyretic effects **on** the patient.

In: dentro, en.

Cytomegalovirus is a type of virus that usually causes infections in the eye and the stomach area.

Under: debajo, bajo.

These patients are under psychological treatment.

In front of: delante de, en frente de.

The laboratory is in front of the lift.

Behind: detrás de.

The kidneys are two organs located on each side of the spine, behind the stomach.

Beside: al lado de.

The blood sample is beside the urine sample.

From: de, desde, a partir de.

To: hasta, a.

The spinal cord is the main connection between the brain and the rest of the body. It collects information from our arms, legs, chest and back and sends it to the brain.

Into: dentro, en.

When a person who has the flu coughs, sneezes or speaks, the virus spreads into the air.

Around: alrededor.

Electrons are distributed around the nucleus or around neighbouring atoms within the molecule.

About: sobre, aproximadamente, acerca de.

About one in every 9 women develops breast cancer by the age of eighty.

With: con.

Ophthalmologists provide care to patients with disorders of the eyes, including blindness and glaucoma.

At: en, a.

The endoscopy is an outpatient procedure which can be done in the physician's office or at the hospital.

This patient has an appointment with the lung specialist at 2 p.m.

Otras preposiciones de uso frecuente son las siguientes:

Above: sobre, por encima de

Against: contra

Below: bajo, por debajo de

Beneath: debajo

Beyond: detrás

Off: lejos de, fuera

Through: a través

Towards: hacia

Up to: hasta

Tiempo presente simple

Este tiempo verbal se usa para expresar:

a) acciones habituales y verdades universales:

-He always performs his tests with adequate equipment.

-Gases expand when heated.

-Oil floats on water.

Afirmativo

I work
You work
He works
She works
It works
We work
You work
They work

Negativo

I do not (don't) work
You do not work
He does not (doesn't) work
She does not work
It does not work
We do not work
You do not work
They do not work

Interrogativo

Do I work?
Do you work?
Does he work?
Does she work?
Does it work?
Do we work?
Do you work?
Do they work?

Ejemplos

-Lozenges contain one or more medicaments, usually in a flavoured, sweetened base.

-Do you think that urine analysis can provide valuable information on every infectious agent?

- Tuberculosis is a type of infection that usually affects the lungs.

- El presente simple generalmente va acompañado de adverbios de frecuencia como:

always: siempre

often: a menudo

generally: generalmente

never: nunca

seldom: rara vez

sometimes: a veces

frequently: frecuentemente, con frecuencia

rarely: rara vez

Ejemplos

-Modern drugs are often powerful chemical products.

-Depending on the case, it is sometimes useful to request a urine and a blood sample from the victim.

-Bacteria are microscopic organisms present in almost all natural environments, generally in extremely large numbers - millions in one drop of saliva.

-Acute bronchitis usually lasts approximately 20 or 30 days.

-Patients with chronic pancreatitis often lose weight, even when their appetite and eating habits are normal.

-Blood transfusion saves lives and improves health, but millions of patients requiring transfusion do not have adequate access to safe blood.

-Do I have to do anything special to prepare for the colonoscopy?

- Brain death is the complete and irreversible loss of brain function including the brain stem, which controls breathing and heart rate.

- An allergist-immunologist specializes in the diagnosis and treatment of asthma and other allergic diseases.

1. Gerundio y participio presente (forma “-ing”)

Esta estructura se forma añadiendo “-ing” a la base del verbo. No siempre equivale a la forma “-ando”, “-endo” del español. Su traducción debe adecuarse a cada caso particular. Analizaremos los siguientes ejemplos.

- **Treating** mental illnesses and drug abuse can reduce the risk of suicide.
- Patients with heart valve abnormalities typically require antibiotic prophylaxis before **undergoing** certain dental procedures.
- The **following** video in Clinical Medicine shows how to perform a lumbar puncture.
- Oral contraceptives are tablets **containing** an estrogen or a progestogen which prevent conception.
- Patients **suffering** from fibromyalgia benefit significantly from regular physical exercise.
- Perioperative nurses assist surgeons by selecting and handling instruments, controlling bleeding, and suturing incisions.
- A radiologist is a healthcare professional that specializes in taking and developing images.
- The freezing point of water is 0° C; the boiling point depends on atmospheric pressure and is calculated using a formula.

Tiempo presente continuo

Se forma con el verbo “to be” conjugado como auxiliar y el verbo principal con la terminación “-ing”.

Afirmativo

I am showing

You are showing

He is showing

She is showing

It is showing

We are showing

You are showing

They are showing

Negativo

I am not showing

You are not showing

He is not showing

She is not showing

It is not showing

We are not showing

You are not showing

They are not showing

Interrogativo

Am I showing?

Are you showing?

Is he showing?

Is she showing?

Is it showing?

Are we showing?

Are you showing?

Are they showing?

-Water and humidity are affecting that medicinal substance.

-The physician is reading the side-effects of the drug.

-Scientists are working to develop cytotoxic drugs which have less serious side-effects.

-People are becoming less tolerant of smoking these days.

Comparativos de adjetivos y adverbios

Los adjetivos y adverbios presentan formas especiales para hacer comparaciones.

a) comparativos que indican **igualdad**:

as.....as

-Any HIV patient must start treatment as soon as possible.

-He is not as young as you think.

b)comparativos que indican **inferioridad**:

not so.....as

less..... than

-Influenza is less frequent in summer than in winter.

-This disease is not so contagious as that one.

c) comparativos que indican **superioridad**:

Los adjetivos y adverbios forman el comparativo agregando la terminación **-er** y la palabra **than** (que); o forman el comparativo anteponiéndoles la palabra **more** (más) y agregando **than** (que).

- Rich countries have a lower perinatal mortality rate than poor countries.

- Women are more susceptible than men to suffer alcohol-related damage in organs such as the liver.

El **superlativo** indica el grado máximo de comparación.

Los adjetivos y adverbios forman el superlativo agregando la terminación **-est**, precedidos por el artículo **"the"** o, anteponiendo la palabra **most** precedida por **the**.

- The femur is the longest and strongest bone in the skeleton.

-The abdomen is the largest cavity in the body.

-Skin cancer is one of the most preventable types of cancer.

-Those are the most careful measures you can take.

Traduzca estas oraciones

1. Children have smaller airways than adults, which makes asthma especially serious for them.

2. Iron deficiency is the most common cause of anemia.

3. A cell is the smallest, most basic unit of life, that is capable of existing by itself.

4. The liver is the largest organ in the body and is responsible for filtering harmful chemical substances, producing important chemicals for the body, and other relevant functions.

5. Water is probably the most important substance in our life.

6. Which is the best drug available for arthritis?

7. Because fat contains more than twice as many calories per gram as protein and carbohydrate, adding high-fat foods to your diet would be an efficient way to add calories.

8. Lidocaine and procaine in 1% solutions are the most frequently used local anesthetics.

Verbos defectivos

Los siguientes son los verbos modales o defectivos más comunes: **can, may, could, might, should, must**

Can: poder

- In some instances, endocrine problems, genetic syndromes, and medications can be associated with excessive weight gain.

- Atherosclerosis is a condition which can lead to heart attack or stroke.

May: poder

-Body Mass Index (BMI) is often used as a general indicator of health. A BMI between 18.5 and 24.9 is considered normal for most adults. Higher BMIs may indicate that an individual is overweight or obese.

- May I have a copy of my history record, x-rays and Lab tests?

Could: podría y en algunos casos pasado de **can**

- Without treatment, a person with AIDS could die from a simple infection.
- This drug could cause serious side-effects, such as dizziness, nausea and malaise.

Might: podría

- Pregnant women might be more vulnerable to infections, such as coughs, colds, and flu.
- If you are very overweight you can reduce your weight with a healthy diet and exercise.

Must: deber

- People of all ages must be careful to maintain their blood pressure at below 140/90.
- Drugs administered to the patient for different treatments must be reported to the laboratory in the case of blood studies.

Should: debería.

- Children and adults should do 30 minutes or more of moderate physical activity each day.

- All drugs should include storage conditions on their labeling.

Tiempo futuro simple

Este tiempo se forma con el auxiliar “**will**” y el infinitivo del verbo a conjugar sin la preposición “**to**”.

Afirmativo

I will learn
You will learn
He will learn
She will learn
It will learn
We will learn
You will learn
They will learn

Negativo

I will not learn (won't)
You will not learn
He will not learn
She will not learn
It will not learn
We will not learn
You will not learn
They will not learn

Interrogativo

Will I learn?
Will you learn?
Will he learn?
Will she learn?
Will it learn?
Will we learn?
Will you learn?
Will they learn?

Ejemplos

- The doctor will use a stethoscope to listen to your lungs.
- This patient education program will help you understand the benefits and limitations of mammography.
- We will study the role of certain amino-acids in the active center of these enzymes.
- The researchers will not publish the results of this trial until the end of the present year.

Futuro + “going to”

Existe otra forma de expresar tiempo futuro. Se construye con el verbo **“to be”** conjugado en presente seguido de la expresión **“going to”** + el verbo principal para todas las personas.

Afirmativo

I am going to eat

You are going to eat

He is going to eat

She is going to eat

It is going to eat

We are going to eat

You are going to eat

They are going to eat

Negativo

I am not going to eat

You are not going to eat

He is not going to eat

She is not going to eat

It is not going to eat

We are not going to eat

You are not going to eat

They are not going to eat

Interrogativo

Am I going to eat?

Are you going to eat?

Is he going to eat?

Is she going to eat?

Is it going to eat?

Are we going to eat?

Are you going to eat?

Are they going to eat?

- The surgeon is going to remove the diseased liver and replace it with a healthy one.

- They are not going to donate the child's organs.

- They are going to give you a local anesthetic, so you will not feel pain.

- Is he going to undergo a laser eye surgery?

Pasado simple

El tiempo pasado simple se usa para denotar una acción que empezó y terminó en un período de tiempo en el pasado. Generalmente va acompañado de frases de tiempo como:

-yesterday, (ayer)

-last year, last month, last week (el año pasado, el mes pasado, la semana pasada)

-two months ago, a year ago (hace dos meses, hace un año)

-in 2023 (en 2023)

Verbo “to be” en pasado

Este tiempo tiene una forma del pasado que es irregular; no sigue las reglas generales de construcción de pasado del resto de los verbos.

Afirmativo

I was

You were

He was

She was

It was

We were

You were

They were

- A bacteriological evaluation was not possible.

- Her pulse was rapid, she was feverish and too weak to stand up.

- Which was the most important symptom at the moment of admission?

- Haemoglobin and erythrocyte counts were within the normal range.
- Our objectives were to estimate the degree of energy intake and analyze associations with previous BMI (body mass index).
- Those tests were not widely available to most residents.

Verbo “there be” en pasado simple

Este es el pasado simple del verbo “there + be”: **there was y there were** (había, hubo)

- Were there any pills to relieve the symptoms?
- There was a significant number of students suffering from anorexia nervosa and bulimia nervosa.
- There were several organic reactions.
- There were few adverse events associated with the treatment.

Pasado continuo

El tiempo pasado continuo se forma con el pasado del verbo “**to be**” y el participio presente del verbo principal “**-ing**”.

Afirmativo

I was showing

You were showing

He was showing

She was showing

It was showing

We were showing

You were showing

They were showing

-About 58 patients were only receiving anti-epilepsy drugs.

- The patient was not taking any drug for his migraine attacks.

-They were performing blood tests for screening of hepatic, renal, and haematological functions.

- The female patients were not undergoing an effective treatment for *Chlamydia*.

Pasado simple de verbos regulares e irregulares

Según sean regulares o irregulares, los verbos siguen dos formas de construcción en el pasado.

Los verbos **regulares** forman su pasado agregando **-ed** (o solamente **-d** si el verbo ya termina en **-e**) al infinitivo.

Ejemplos

| | |
|---------|--------|
| to call | called |
| to die | died |
| to live | lived |
| to look | looked |

Los verbos **irregulares** se caracterizan por tener formas distintas a las de su infinitivo para el tiempo pasado y para el participio pasado.

La forma interrogativa se forma con el auxiliar **did** y la forma negativa con **did not (didn't)** y el infinitivo del verbo sin la preposición **to** para todas las personas.

El auxiliar **did** no tiene traducción; su función es indicar tiempo pasado.

El auxiliar **did not** se traduce: **no**; su función es indicar negación en pasado.

| Afirmativo | Negativo | Interrogativo |
|-------------------|------------------|----------------------|
| I ate | I did not eat | Did I eat? |
| You ate | You did not eat | Did you eat? |
| He ate | He did not eat | Did he eat? |
| She ate | She did not eat | Did she eat? |
| It ate | It did not eat | Did it eat? |
| We ate | We did not eat | Did we eat? |
| You ate | You did not eat | Did you eat? |
| They ate | They did not eat | Did they eat? |

- The patient's condition improved rapidly.

- The patient had a lacerated spleen and liver and a fractured pelvis and ribs.

- The woman became paraplegic four days later.

-Did the research group evaluate the relationship between suicide and alcohol intake?

- Clinical tolerability of the therapy with sultamicillin was excellent and doctors did not observe any adverse effects.

A continuación se encuentra la lista de los verbos irregulares

| Infinitivo | Pasado simple | Participio pasado |
|-----------------------------------|----------------------|--------------------------|
| arise (originarse, nacer) | arose | arisen |
| be (ser o estar) | was/were | been |
| bear (soportar) | bore | borned/born |
| become (volver, tornarse, quedar) | became | become |
| begin (comenzar) | began | begun |
| bend (doblar) | bent | bent |
| bind (ligar, unir) | bound | bound |
| bite (picar, morder) | bit | bitten |
| bleed (sangrar) | bled | bled |
| break (quebrar, romper) | broke | broken |
| bring (traer) | brought | brought |
| burn (quemar, arder) | burnt/burned | burnt/burned |
| catch (atrapar, agarrar) | caught | caught |
| choose (elegir) | chose | chosen |
| come (venir) | came | come |

| | | |
|------------------------------------|-------|--------|
| cost (costar) | cost | cost |
| cut (cortar) | cut | cut |
| deal (versar sobre/tratar) | dealt | dealt |
| do (hacer) | did | done |
| drink (beber) | drank | drunk |
| eat (comer) | ate | eaten |
| fall (caer) | fell | fallen |
| feed (alimentar) | fed | fed |
| feel (sentir, palpar) | felt | felt |
| find (encontrar) | found | found |
| freeze (helar, congelar) | froze | frozen |
| get (obtener, conseguir, contraer) | got | got |
| give (dar) | gave | given |
| go (ir) | went | gone |
| grow (crecer) | grew | grown |
| have (tener, haber) | had | had |
| hear (oir) | heard | heard |
| hide (esconder, ocultar) | hid | hidden |
| hold (mantener, sostener) | held | held |
| hurt (doler, lastimar) | hurt | hurt |
| keep (guardar, mantener) | kept | kept |
| kneel (arrodillarse) | knelt | knelt |

| | | |
|------------------------------|----------------|-----------------|
| know (saber, conocer) | knew | known |
| lead (conducir, guiar) | led | led |
| learn (aprender) | learnt/learned | learnt/ learned |
| leave (dejar, partir, salir) | left | left |
| let (permitir) | let | let |
| lie (yacer) | lay | lain |
| lose (perder, malgastar) | lost | lost |
| make (hacer) | made | made |
| mean (significar) | meant | meant |
| put (poner) | put | put |
| read (leer) | read | read |
| rise (aumentar, subir) | rose | risen |
| run (correr) | ran | run |
| say (decir) | said | said |
| see (ver) | saw | seen |
| seek (buscar, solicitar) | sought | sought |
| send (enviar) | sent | sent |
| shake (sacudir, temblar) | shook | shaken |
| show (mostrar, demostrar) | showed | showed/shown |
| sleep (dormir) | slept | slept |
| speak (hablar) | spoke | spoken |
| spend (pasar [tiempo]) | spent | spent |

| | | |
|-----------------------------------|------------|------------|
| spread (diseminar) | spread | spread |
| stand (pararse, estar de pie) | stood | stood |
| take (tomar, llevar) | took | taken |
| tell (decir) | told | told |
| set (fijar, establecer) | set | set |
| think (creer, pensar) | thought | thought |
| understand (entender, comprender) | understood | understood |
| undergo (sufrir, ser sometido a) | underwent | undergone |
| undertake (emprender, intentar) | undertook | undertaken |
| write (escribir) | wrote | written |

Pronombres relativos

Estos pronombres pueden introducir una oración relativa o introducir una pregunta. Estos son: **who, whom, which, that, whose, where, where, when, why.**

Who: que, quien, quienes (el antecedente es una persona).

Whom: que, quien, quienes; (el antecedente es una persona y generalmente va precedido de una preposición).

Which: que, el cual, la cual, los cuales, las cuales; (el antecedente es una cosa o animal).

That: que, quien, quienes, el/ la cual, los/las cuales; (el antecedente es una persona, cosa o animal).

Este pronombre puede usarse en lugar de **who** y **which**.

Whose: cuyo/a, cuyos/ a. (el antecedente es una persona o cosa). Indica posesión.

Where: donde (el antecedente es un sustantivo que indique lugar).

When: cuando (el antecedente es un sustantivo que indique tiempo).

Why: porqué, por el cual /los cuales, por la cual/ las cuales (el antecedente es un sustantivo que indique causa).

Ejemplos

-There is a great need for safer and less expensive drugs.

-We do not know the reasons why they forbid the use of these drugs.

-Vitamins C and E are often added to processed foods as preservatives, but in quantities which are not nutritionally meaningful

- The term for persistent anxiety which affects your daily life is Generalized Anxiety Disorder (GAD).

-Vitamins contribute to good health by regulating the metabolism and assisting the biochemical processes that release energy from digested food.

-For patients whose condition is inadequately controlled with inhaled corticosteroids alone, the addition of a long-acting B-agonist is recommended.

-A weakening of the immune system is the reason why AIDS (SIDA, en español) patients must avoid contact with people with tuberculosis or any other infectious disease.

- Involuntary euthanasia is the violation of the right to life of the victim, who does not want to renounce it.

Pronombres interrogativos

What: ¿qué? ¿cuál?

Which: ¿qué? ¿cuál?

Why: ¿por qué?

Who: ¿quién?

Whom: ¿quién? ¿a quién?

When: ¿cuándo?

Where: ¿dónde?

How: ¿cómo?

Whose: ¿de quién?

1. Whose stethoscope is this?

2. What is his temperature and blood pressure?

3. Why does the common cold return again and again?

4. Which is the best painkiller?

5. Whom do you want to give that medication?

6. How do you feel today, Mr. Black?

Conjunciones coordinantes

Las conjunciones coordinantes o conectores son palabras que sirven para unir ideas, manteniendo la conexión dentro de un párrafo y de los párrafos entre sí. La clasificación se basa en la función que cumplen dentro del texto. Familiarizarse con su significado es de considerable ayuda para conseguir fluidez en la traducción.

Nos concentraremos en las siguientes:

and: y

not only.... but also...: no sólo sino también...

both...and...: tanto.....como.....

as well as: al igual que, así como

but: pero

although: aunque

however: sin embargo

nevertheless: no obstante

yet: no obstante, sin embargo

or: o

either....or: ya sea.....o

neither.....nor: ni.....ni

so: así, por lo tanto

consequently: consecuentemente, en consecuencia

thus: por lo tanto, de este modo

therefore: así, por lo tanto

Algunos ejemplos

-Antibiotics typically are effective against bacteria but not against viruses. Therefore, antibiotics do not help in viral illnesses such as measles, mumps and common colds.

-He studies Nutrition and Medicine.

-Cytotoxic drugs interfere with the reproduction of cancer cells as well as normal body cells.

-He was badly injured but he survived.

- Parents must usually give consent for medical procedures involving their minor children; however, such consent is not necessary when they are in emergency situations, have sexually transmitted diseases, or show drug or alcohol dependence.

-She will analyze the case today or tomorrow.

- Nutrients that cannot be synthesized by the body and thus must be derived from the diet are considered essential. They include vitamins, minerals, some amino acids, and fatty acids

- Antibiotics are extremely effective in the treatment of some infectious diseases, but they do not cure all illnesses and can sometimes even cause significant medical problems. Thus, it is important that antibiotics are administered appropriately.

- The hepatitis E virus (HEV) affects about one-third of the world's population, so there is an enormous interest in developing a vaccine against this important cause of morbidity.

-Oxides of elements may be either ionic or covalent in character.

-Neither oral hypoglycemic drugs nor nonsteroidal anti-inflammatory drugs (NSAIDs) are associated with depression.

Tiempo presente perfecto

El Presente Perfecto se forma con el tiempo presente del verbo **“to have”** con el significado de **“haber”** y el participio pasado del verbo principal (3era columna de los verbos).

Los verbos regulares forman el participio pasado agregando **“-ed”** a su infinitivo.

report - reported

stay - stayed

apply - applied

Los verbos irregulares cambian considerablemente en el participio pasado (consulte el cuadro de los verbos irregulares cuando lo necesite).

see - seen

go - gone

eat - eaten

El tiempo presente perfecto sugiere una relación entre el presente y el pasado. Se usa para hablar de algo que sucedió en el tiempo pasado pero tiene relevancia en el presente, ya sea porque ocurrió hace poco tiempo o porque es una acción que no ha finalizado.

-I have studied English for many years.

-We have just finished the round.

-I have not prepared the test.

-She has recently entered the graduate program for nutrition.

-The doctor has not recorded the patient's personal and family history.

-Have you ever had a high cholesterol level?

- In recent years, public health programs providing vaccinations have made incredible advances in promoting health, including the eradication of diseases that killed people for thousands of years.

- Have you had a cold or sore throat recently?

- Researchers have found that schizophrenia and psychotic bipolar disorder are characterized by distinctions in the size of some regions of the brain.

- He has not completed his antibiotic treatment, so resistance will probably develop.

Afirmativo

I have found

You have found

He has found

Negativo

I have not found

You have not found

He has not found

Interrogativo

Have I found?

Have you found?

Has he found?

| | | |
|-----------------|---------------------|------------------|
| She has found | She has not found | Has she found? |
| It has found | It has not found | Has it found? |
| We have found | We have not found | Have we found? |
| You have found | You have not found | Have you found? |
| They have found | They have not found | Have they found? |

Tiempo pasado perfecto

Este tiempo se forma con el auxiliar **“had”** y el **participio pasado** del verbo principal para todas las personas (3era columna de los verbos).

Se usa para referirse a una acción que sucedió antes que otra.

-The patient had died when the doctor arrived.

-When I met him, he had finished the treatment.

-He told the doctor he had worked in a gas station and had had contact with dangerous chemicals.

- The resident told us she had not had time to finish the reports.

- The FDA had not approved the medicine, when they began to sell it in certain states.

3. La voz pasiva

La voz pasiva es muy frecuente en el lenguaje científico, se la utiliza para transmitir un concepto en forma impersonal.

Se forma con el verbo **'to be'** en cualquiera de sus tiempos y el **participio pasado** del verbo principal (3era columna de los verbos).

Cuando lleva la preposición **'by'** la traducción es literal.

Ejemplos

1. The nervous system **is found** in the nerves and the brain.
2. It **is now known** that children may have peptic ulcers.
3. Studies **have been made** to find the solution.
4. Relevant side effects **are produced** by the daily ingestion of corticosteroids.
5. Excessive blood loss **may be followed** by failure of the circulation.
6. Research **is being made** to find an effective drug against cancer.
7. All sorts of treatment **have been tried** without a significant improvement.
8. Three types of cellular membranes **will be considered** here.
9. Intravenous antibiotic therapy **should be initiated** as soon as the diagnosis of sepsis **is suspected**.
10. In the United States, the manufacture and sale of drugs **is regulated** by the FDA.

11. Many cancers **are prevented**; others **are detected** early in their development and they **can be treated** and **cured**.

TEXTOS PARA TRADUCIR

Los textos a continuación sintetizan y repasan los temas gramaticales y vocabulario revisados en la guía.

Se sugiere ESCRIBIR su traducción y así como buscar el vocabulario desconocido para incorporarlo a su conocimiento.

Traducción 1

1. Basically, a cell consists of three parts: the cell membrane, the nucleus, and between the two, the cytoplasm.

2. The cell nucleus contains genetic material and regulates activities of the cell. It determines how the cell will function, as well as the basic structure of that cell.

3. All of the functions for cell expansion, growth and replication are carried out in the cytoplasm of a cell.

4. Tissue is a group of cells that have similar structure and that function together as a unit. Primary types of body tissues include epithelial, connective, muscular, and nervous tissues.

5. Epithelial tissues form the covering of all body surfaces, line body cavities and hollow organs, and are the major tissue in glands.

6. Connective tissues bind structures together and support for organs and the body as a whole, store fat, transport substances, protect against disease, and help repair tissue damage.

7. Muscle tissue is composed of cells that have the special ability to shorten or contract in order to produce movement of body parts.

8. Nervous tissue is responsible for coordinating and controlling many body activities.

9. Body membranes are thin sheets of tissue that cover the body, line body cavities, and cover organs within the cavities in hollow organs.

10. The digestive system is a group of organs that work together to change the food you eat into energy and nutrients. After you consume food and liquids, the digestive system breaks them down into their basic parts: carbohydrates, proteins, fats, and vitamins.

Taken from "NIH. SEER Training Modules"

Traducción 2

Basic Instructions for Laboratory Work

1. Read the assignment before coming to the laboratory.
2. Work independently unless instructed to do otherwise.
3. Record your results directly onto your report sheet or notebook.
4. Work with care to avoid accidents.
5. Never return reagents to the reagent bottle.
6. Use only the amount of reagent necessary; avoid excesses.
7. Whenever instructed to use water in these experiments, use distilled water.
8. Keep your area clean.
9. Do not borrow apparatus from other desks.
10. Do not weigh hot or warm objects. Objects should be at room temperature.

Taken from "Laboratory Experiments for Chemistry".

Traducción 3

A hospital

A hospital is a health care institution providing patient treatment with specialized medical and nursing staff and medical equipment. The best-known type of hospital is the general hospital, which typically has an emergency department to treat urgent health problems

ranging from fire and accident victims to a heart attack. A district hospital typically is the major health care facility in its region, with large numbers of beds for intensive care and additional beds for patients who need long-term care. Specialized hospitals include trauma centers, rehabilitation hospitals, children's hospitals, geriatric hospitals, and hospitals for dealing with specific medical needs such as psychiatric and certain disease categories.

A teaching hospital combines assistance to people with teaching to medical students and nurses. The medical facility smaller than a hospital is generally called a clinic. Hospitals have a range of departments (e.g.: surgery and urgent care) and specialist units such as cardiology. Some hospitals have outpatient departments and some have chronic treatment units. Common support units include a pharmacy, pathology, and radiology.

Hospitals are usually funded by the public sector, by health organizations, by health insurance companies, or by charities, including direct charitable donations. Historically, hospitals were often founded and funded by religious orders, or by charitable individuals and leaders.

At present, hospitals are largely staffed by professional physicians, surgeons, and nurses.

Adapted from PubMed Central (PMC)

Traducción 4

Anatomy

Anatomy is the branch of biology concerned with the study of the structure of organisms and their parts. Human anatomy is one of the basic essential sciences of medicine.

The history of anatomy is characterized by a progressive understanding of the functions of the organs and structures of the human body. Anatomy and physiology, which study (respectively) the structure and function of organisms and their parts, make a natural pair of related disciplines, and they are often studied together.

Introduction to the Human Body

Human beings are the most complex organisms on this planet. The human body is a single structure but it is composed of billions of smaller structures of four major kinds:

Cells

Cells are the simplest units of living matter that can maintain life and reproduce themselves. The human body, which is composed of numerous cells, begins as a single, newly fertilized cell.

Tissues

Tissues are more complex units than cells. By definition, a tissue is an organization of a great many similar cells with varying amounts and kinds of nonliving, intercellular substance between them.

Organs

Organs are more complex units than tissues. An organ is an organization of several different kinds of tissues; together they can perform a special function. For example, the stomach is an organization of muscle, connective, epithelial, and nervous tissues. Muscle and connective tissues form its wall, epithelial and connective tissues form its lining, and nervous tissue extends throughout both its wall and its lining.

Systems

Systems are the most complex of the component units of the human body. A system is an organization of varying numbers and kinds of organs that together can perform complex functions for the body. Ten major systems compose the human body:

- Skeletal
- Muscular
- Nervous
- Endocrine
- Cardiovascular

- Lymphatic
- Respiratory
- Digestive
- Urinary
- Reproductive

Taken from <https://training.seer.cancer.gov>

Traducción 5

Nurses job duties and responsibilities

Nurses are highly trained, licensed members of medical staff who use their knowledge and skills to support patients through operations and various procedures, develop treatment plans and offer advice on outpatient care. Most nurses have a varied schedule during their day, so a day in the life of a nurse can include a wide range of duties.

Common clinical nurse duties

- Assessing patients, ordering medical tests and developing treatment plans.
- Providing clinical expertise for complex cases and medical emergencies.
- Teaching patients and caregivers how to manage health conditions.
- Mentoring and educating nurses.

What are nursing activities?

- Examples of nursing interventions include discharge planning and education, the provision of emotional support, self-hygiene and oral care, monitoring fluid intake and output, ambulation, the provision of meals, and surveillance of a patient's general condition [

What are nurses direct care activities?

- Direct care refers to interventions that are carried out by having personal contact with patients. Examples of direct care interventions are wound care, repositioning, and ambulation.

What are the daily activities of Intensive care unit (ICU) nurse?

Responsibilities:

- Evaluate and monitor the patient's progress.
- Identify sudden or subtle changes in a patient's medical condition.
- Deliver regular updates to doctors, patients, and their family members.
- Begin treatment and monitor doses.
- If necessary, respond to a medical emergency and alert the appropriate doctors.

What do critical care nurses do?

Critical care nursing involves working with doctors and specialists to assess, treat, and monitor critically ill patients while also providing their basic care.

Adapted from <https://bmcnurs.biomedcentral.com/>

Traducción 6

The Digestive System:

It is the system of organs responsible for getting food into and out of the body and for making use of food to keep the body healthy. The digestive system includes the salivary glands, mouth, esophagus, stomach, liver, gallbladder, pancreas, small intestine, colon, and rectum. The digestive system's organs are joined in a long, twisting tube from the mouth to the anus. Inside this tube is a lining called the mucosa. In the mouth, stomach, and small intestine, the mucosa contains tiny glands that produce juices to help digest food. Two solid organs, the liver and the pancreas (both of which are embryologically derived from the digestive tract), produce digestive juices that reach the intestine through small tubes known as ducts. In addition, parts of other organ systems (for instance, nerves and blood) play a major role in the digestive system.

Adapted from: <http://www.medicinenet.com>

Traducción 7

What are the symptoms of COVID-19?

- Fever, dry cough, fatigue and loss of appetite are the most common symptoms.
- Sore throat and dry cough may be the first symptoms.

- Headache, confusion, runny nose, diarrhea, and nausea and vomiting can occur but are less common (< 10%).
- Loss of taste and smell have been reported.
- Shortness of breath is reported by 30-40% of patients. If pneumonia develops, shortness of breath can get much worse requiring hospital treatment with oxygen or even mechanical ventilation.
- Some patients diagnosed with COVID-19 have not developed symptoms (pre-symptomatic).
- Also, about 35% of people infected with the virus that causes COVID-19 do not develop symptoms (asymptomatic).

Taken from <https://www.msmanuals.com/>

Traducción 8

Definition of disease:

A definite pathological process having a characteristic set of signs and symptoms. It may affect the whole body or any of its parts, and its etiology, pathology, and prognosis may be known or unknown. (*Miller-Keane Encyclopedia and Dictionary of Medicine*)

Specific diseases, disorders, injuries

- **Skin:** skin irritation, skin inflammation, redness, tenderness, swelling, rash, itching, acne, pimple, blister, burn, scar.
- **Eye:** nearsightedness, farsightedness, conjunctivitis, cataract.
- **Ear:** wax blockage, hearing loss, earache, ruptured eardrum.
- **Nose, throat, lungs:** nosebleed, runny nose, stuffy nose, rhinitis, hay fever, sinusitis, a cold, laryngitis, bronchitis, pneumonia, asthma.
- **Heart and circulation:** high blood pressure, heart disease, heart failure, heart attack, cardiac arrest.
- **Blood:** anemia, bleeding, internal bleeding, hemorrhage, leukemia.
- **Brain and nervous system:** headache, migraine, dizziness, meningitis, epilepsy, convulsions, seizure, stroke, paralysis, cerebral palsy, dementia.
- **Nutrition:** vitamin deficiency, obesity, to be overweight, weight loss, anorexia, bulimia.
- **Stomach, intestines:** indigestion, upset stomach, diarrhea, nausea, vomiting, gastritis, colitis, appendicitis, cholera.
- **Liver:** hepatitis, cirrhosis.
- **Kidneys:** kidney stones.
- **Bones, joints:** backache / back pain, osteoporosis, arthritis.
- **Muscles:** muscle spasm, muscle cramp, muscular dystrophy, hernia.

- **Injuries:** injury, wound, trauma, hand injury, knee injury, foot injury, head injury, concussion, contusion, fracture, fractured bone, sprained ankle, bruise to have a broken arm.
- **General infections:** the flu / influenza, tuberculosis, tetanus, rabies, yellow fever, smallpox, anthrax.
- **Infectious diseases:** measles, polio, chicken pox, scarlet fever.
- **Hormonal disorders:** diabetes.
- **Oncology:** benign tumor, malignant tumor, cancer, lung cancer, breast cancer, stomach cancer, skin cancer.
- **Mental disorders:** depression, phobia, schizophrenia.
- **Addictions:** alcohol abuse, drug abuse.

Taken from "pubmed"

Traducción 9

Nutrition: overview

Nutritional science investigates the metabolic and physiological responses of the body to diet. With advances in the fields of molecular biology, biochemistry, and genetics, the study of nutrition is increasingly concerned with metabolism and metabolic pathways: the sequences of biochemical steps through which substances in living things change from one form to another.

The human body contains chemical compounds, such as water, carbohydrates (sugar, starch, and fiber), amino acids (in proteins), fatty acids (in lipids), and nucleic acids (DNA and RNA). These compounds in turn consist of elements such as carbon, hydrogen, oxygen, nitrogen, phosphorus, calcium, iron, zinc, magnesium, manganese, and so on. All of these chemical compounds and elements occur in various forms and combinations (e.g. hormones, vitamins, phospholipids), both in the human body and in the plant and animal organisms that humans eat.

The human body consists of elements and compounds ingested, digested, absorbed, and circulated through the bloodstream to feed the cells of the body. In a typical adult, about seven liters of digestive juices enter the lumen of the digestive tract. These break chemical bonds in ingested molecules, and modulate their conformations and energy states.

Studies of nutritional status must take into account the state of the body before and after experiments, as well as the chemical composition of the whole diet and of all material excreted and eliminated from the body (in urine and feces). Comparing the food to the waste can help determine the specific compounds and elements absorbed and metabolized in the body.

In general, eating a wide variety of fresh, whole (unprocessed), foods is more favorable than monotonous diets based on processed foods. Regularly scheduled meals (every few hours) have also proven more wholesome than infrequent or haphazard ones.

Adapted from The Merck Manual

Traducción 10

Anorexia nervosa

Anorexia nervosa is characterized by a constant pursuit of thinness, a distorted body image, an extreme fear of obesity, refusal to maintain a minimally normal body weight, and, in women, the absence of menstrual periods.

- Anorexia nervosa usually begins during adolescence and is more common among females.
- People with anorexia constantly diet despite continued weight loss; they are obsessed with food, and deny that they have a problem.
- Severe or rapid weight loss can have life-threatening consequences.
- Doctors base the diagnosis on symptoms and do a physical examination and tests to check for adverse effects of excessive weight loss.
- Cognitive-behavioral therapy, usually for 1 to 2 years, can help.

Hereditary and social factors play a role in the development of anorexia nervosa. The desire to be thin is present in Western society, and obesity is considered unattractive, unhealthy, and undesirable. Even before adolescence, children are aware of these attitudes, and more than half of preadolescent girls are on a diet or take other measures to control their weight. Yet only a small percentage of these girls develop anorexia nervosa. Other factors, such as psychological susceptibility, probably predispose certain people to develop anorexia nervosa. In areas with a genuine lack of food, anorexia nervosa is rare.

The disorder usually begins during adolescence. Anorexia nervosa affects primarily people in middle and upper socioeconomic classes. In Western society, the number of people who have this disorder seems to be increasing. About 0.9% of females have severe anorexia nervosa, compared with only about 0.3% of males. However, mild cases may not be identified.

Taken from "The Merck Manuals", revised 2024

Traducción 11

Alcohol intake

Although alcohol consumption has occurred for thousands of years, many of the varied health effects have been discovered quite recently. Alcohol consumption has health and social consequences via intoxication (drunkenness), dependence (habitual, compulsive and long-term drinking), and other biochemical effects. Chronic diseases may affect drinkers after many years of severe use. Alcohol contributes to traumatic outcomes that kill or disable at a relatively young age. There is increasing evidence that besides volume of alcohol, the pattern of the drinking is relevant for the health outcomes. In general, there is a causal relationship between alcohol consumption and more than 60 types of disease and injury. Alcohol causes about 20-30% worldwide of esophageal cancer, liver cancer, cirrhosis of the liver, homicide, epilepsy, and motor vehicle accidents.

Globally alcohol consumption has increased in recent decades, with most of that increase in developing countries. This increase is often occurring in countries with little tradition of alcohol use on population level and few methods of prevention, control or treatment. The rise in alcohol consumption in developing countries causes great concern over the possible increase in alcohol-related problems in those regions of the world most at risk.

Taken from www.who.int/substance.abuse

Traducción 12

René Gerónimo Favaloro (Argentine surgeon)



René Gerónimo Favaloro, (born July 14, 1923, La Plata, Arg.—died July 29, 2000, Buenos Aires, Arg.), Argentine heart surgeon who performed the first documented coronary bypass operation and was the first surgeon to perform successful heart-transplant surgery in Argentina. Favaloro earned a degree in medicine from the National University of La Plata in 1948; he worked as a doctor in the province of La Pampa before moving to the U.S. in 1962 to study thoracic and cardiovascular surgery at the Cleveland (Ohio) Clinic. In 1967, while working at the Cleveland Clinic, Favaloro successfully performed bypass surgery on a 51-year-old woman; the procedure involved hooking the patient to an artificial heart-lung machine, removing a saphenous vein from her leg, and using the vein to form a bypass around blockages in her heart. In 1972 Favaloro returned to Argentina, where he specialized in heart transplant surgery and later established a

medical institute—the Favaloro Foundation—in Buenos Aires to promote cardiological research.

Written by “The Editors of Encyclopædia Britannica”

Traducción 13

Surgical Team

When a patient undergoes surgery, a team of medical staff assists the surgeon in the procedure. The number of team members differs depending on the type of surgery done.

Among others, most teams include:

The surgeon

A surgeon has completed four years of medical school and has received four or more years of additional specialized training after medical school. Most surgeons have passed exams given by The American Board of Surgery.

The anesthesiologist

An anesthesiologist has completed four years of postgraduate training in anesthesia, in addition to the required 4 or more years of medical school. Anesthesiologists may then

specialize in certain surgery specialties, such as neurosurgical anesthesia or cardiac anesthesia. The anesthesiologist is involved in all three phases of surgery: preoperative, intraoperative, and postoperative management.

The certified registered nurse anesthetist

The nurse anesthetist provides anesthesia care of the patient before, during, and after surgical or obstetrical procedures. The nurse constantly monitors every important function of the patient's body and can modify the anesthetic to ensure maximum safety and comfort. Nurse anesthetists must pass a national certification examination.

The operating room nurse/circulating nurse

Registered nurses are registered and licensed by the state to care for patients. Some nurses concentrate in a specialized field, such as surgery. The operating room nurse assists the surgeon during surgery. Operating room nurses are certified in various surgical areas.

Residents/medical students

In many teaching hospitals, resident physicians in training and medical students may be a part of the surgical team.

Taken from: Johns Hopkins Medicine

Traducción 14

Diseases & Conditions. Taken from <https://www.niaid.nih.gov>

Fungal Diseases

Fungal diseases are caused by a wide variety of fungi that are commonly found in the environment. Invasive fungal infections rarely occur in healthy people, but fungi can cause serious infections in individuals with weakened immune systems.

Hepatitis

Hepatitis is an inflammation of the liver. Viruses are the most common cause of hepatitis, but the condition can also be caused by other infections, heavy alcohol use, toxins, certain medications, and autoimmune disease. There are five main virus types that cause hepatitis---type A, B, C, D, and E.

HIV/AIDS

HIV, or human immunodeficiency virus, is the virus that causes AIDS (acquired immunodeficiency syndrome) and can be transmitted during sexual intercourse; by sharing (compartir) syringes; or perinatally during pregnancy, childbirth or breastfeeding. Since the first AIDS cases were reported in 1981, HIV/AIDS has been one of humanity's most fatal and most persistent epidemics. Although extraordinary progress has been made in the fight against new HIV cases and AIDS deaths, the HIV pandemic continues.

Respiratory Syncytial Virus (RSV)

Respiratory syncytial virus, or RSV, is a respiratory virus that infects the lungs and breathing passages. Healthy people typically experience mild, cold-like symptoms and recover in a week or two. RSV is the most common cause of bronchiolitis (inflammation of the small airways in the lung) and pneumonia in children younger than 1 year of age.

Traducción 15

Long-Lasting Effects of Undernutrition

Abstract

Undernutrition is one of the most important public health problems, affecting more than 900 million individuals around the World. It is responsible for the highest mortality rate in children and has long-lasting physiologic effects, including an increased susceptibility to fat accumulation mostly in the central region of the body, lower fat oxidation, lower resting and postprandial energy expenditure, insulin resistance in adulthood, hypertension, dyslipidaemia and a reduced capacity for manual work, among other impairments. Marked changes in the function of the autonomic nervous system have been described in undernourished experimental animals. Undernutrition in children has been linked to poor mental development and school achievement as well as behavioural abnormalities. However, there is still a debate in the literature to prove if some of these effects are permanent or reversible. Stunted (enano, mal desarrollado) children who had experienced catch-up growth had verbal vocabulary and quantitative test scores that did not differ from children who were not stunted. Children treated before 6 years of age in day-hospitals and who recovered in weight and height have normal body compositions, bone mineral densities and insulin production and sensitivity.

Adapted from <https://www.ncbi.nlm.nih.gov>

Traducción 16

Case Report

Acute drug induced hepatitis secondary to a weight loss product purchased over the internet

Abstract

Background

Many people now seek alternative methods of weight loss. The internet provides a readily available source of weight reduction products, the ingredients of which are often unclear. The authors describe a case of acute hepatitis in a 20-year-old woman caused by such a product purchased over the internet.

Case Presentation

A 20-year-old woman presented with a two-day history of abdominal pain, vomiting and jaundice. There were no identifiable risk factors for chronic liver disease. Liver function tests demonstrated an acute hepatitis. A chronic liver disease screen was negative. The patient had started a weight loss product (*Pro-Lean*), purchased over the internet two weeks prior to presentation. The patient was treated conservatively, and improved. The sequence of events suggests an acute hepatitis caused by an herbal weight loss product.

Conclusion

This case report calls the attention to the dangers of weight loss products available to the public over the internet, and the importance of asking specifically about alternative medicines in patients who present with an acute hepatitis.

Taken from Nutrition Journal

Traducción 17

Four Ethical Principles in Nursing

Ethical principles of nursing include looking beyond the bedside to individual self-regard and human rights while striving to maintain health care advancement and social justice.

Developing an ethical awareness can ensure quality care. Nursing ethical principles can be broadly categorized into four major ethical nursing principles:

1. **Autonomy:** The right to self-determination. Autonomy in nursing means providing adequate information to allow patients to make their own decisions based on their beliefs and values, even if they are not the ones the nurse chooses. Autonomy also relates to only providing nursing care within the scope of practice defined by state and organizational rules. Examples of autonomy in nursing include administering medications or assigning nursing duties based on levels of competence.

2. **Beneficence:** The promotion of good. Beneficence in nursing relates to ensuring that the patient's best interest is considered. Examples of beneficence in nursing include providing comfort to a dying patient or assisting with tasks a patient cannot perform independently.

3. **Justice:** An equal distribution of benefits. Justice in nursing relates to impartiality regarding a patient's age, ethnicity, economic status, religion, or sexual orientation. Examples of justice in nursing include impartiality when assigning clinical or prioritizing patient care.

4. **Nonmaleficence:** The avoidance or minimization of harm. Nonmaleficence in nursing requires the provision of safe, effective, high-quality care.

Ethical Decision Making in Nursing

A health care organization's support of ethical principles unifies its nursing practices and settings. Registered nurses have a range of responsibilities in various roles in clinical practice, education, leadership, or research. The nurse may have to make decisions beneficial to the patient, nursing student, employee, or organization.

If a nursing action ignores a patient's preference or conflicts with ethical principles, the registered nurse may be acting unethically. Emphasizing ethical principles in nursing will increase decision-making confidence across any nursing practice.

Adapted from <https://www.nursingworld.org/practice>

Traducción 18

What are the mental health benefits of exercise?

People who exercise regularly tend to do so because it gives them an enormous sense of well-being. They feel more energetic throughout the day, sleep better at night, have sharper memories, and feel more relaxed and positive about their lives. And it is also a powerful medicine for many common mental health challenges.

Regular exercise can have a profoundly positive impact on depression and anxiety. It also relieves stress, improves memory, helps you sleep better, and boosts your overall mood. Research indicates that modest amounts of exercise can make a real difference. No matter your age or fitness level, you can learn to use exercise as a powerful tool to deal with mental health problems, improve your energy and Outlook.

Studies show that exercise can treat mild to moderate depression as effectively as antidepressant medication—but without the side-effects, of course. As one example, a recent study done by the Harvard T.H. Chan School of Public Health found that running for 15 minutes a day or walking for an hour reduces the risk of major depression by 26%.

Exercise fights depression. Most importantly, it promotes all kinds of changes in the brain, including neural growth, reduced inflammation, and new activity patterns that promote feelings of calm and well-being. It also releases endorphins, powerful chemicals in your brain that energize your spirits and make you feel good. Finally, exercise can also serve as a distraction.

Exercise is a natural and effective anti-anxiety treatment. It relieves tension and stress, boosts physical and mental energy, and enhances well-being through the release of endorphins.

Try to notice the sensation of your feet hitting the ground, for example, or the rhythm of your breathing, or the feeling of the wind on your skin. By adding this mindfulness element—really focusing on your body and how it feels as you exercise—you may also be able to interrupt the flow of constant worries running through your head.

Adapted from <https://www.helpguide.org/>

Traducción 19

Severe scurvy: an underestimated disease

Abstract

Scurvy is one of the oldest diseases in human history. Nowadays, although scurvy tends to become a forgotten disease in developed countries, rare cases still occur, especially in people undergoing extreme diet, old people or children with poor diet and patients with

malabsorption. We describe three cases of scurvy. The first case is a patient diagnosed with Crohn's disease, the second one is in a context of anorexia nervosa and drug addiction, and the third case is in a context of social isolation. Early recognition of scurvy can be difficult because symptoms may appear nonspecific and can mimic more common conditions. In any patient with spontaneous hematoma and purpura, in the context of nutritional disorder, scurvy should be systematically considered. As this disease can lead to severe complications, such as bone pain, heart failure or gastrointestinal symptoms, nothing should delay vitamin C supplementation, which is a simple and rapidly effective treatment.

Case 1

A 51-year-old woman with Crohn's disease was hospitalized in a nutrition unit. She had several ileal resections in her past leading to short bowel disease with need for a parenteral nutrition.

The patient was hospitalized in a nutrition unit. The clinical examination revealed perifollicular purpura on the legs, with hematomas. She was suffering from bone pain on the right knee.

Results of primary investigations revealed normal hemostasis, normocytic normochromic anemia. Platelets, electrolytes, kidney function, vitamin B12, B9, albumin and iron status were in normal range.

A dermatologic examination was solicited and scurvy was diagnosed. Despite vitamin C supplementation in parenteral nutrition, ascorbic acid serum level was significantly decreased. The patient was given enteral ascorbic acid at a dose of 250 mg per day instead of 125 mg. The patient's condition rapidly improved and the skin symptoms disappeared in 1 month.

Case 2

A 38-year-old woman was hospitalized for purpura and spontaneous hematomas on the lower extremities. She had a history of drug addiction, chronic hepatitis C, iron deficiency and eating disorders including anorexia nervosa. She was not on any medications.

Clinical examination revealed purpura. Spontaneous hematomas were also observed on the legs. The initial diagnosis was scurvy.

The patient refused diagnostic investigations that led to a therapeutic test with 1 g of oral vitamin C daily for 1 month. Skin lesions gradually resolved, confirming the diagnosis of scurvy.

Case 3

A 41-year-old man was hospitalized for confusion, in a context of social isolation. We learned from his family that he was divorced, unemployed and had a long history of alcohol intoxication and major depressive syndrome with suicide attempt. He was not on any medication.

Dermatological examination revealed purpura, perifollicular hyperkeratosis, hematomas on the legs and hemorrhagic gingivitis with tooth loss. Neurological findings included a polyneuropathy, confusion, disorientation. The rest of the clinical examination was normal.

Result of primary investigations revealed a normocytic normochromic anemia secondary to an iron and folate deficiency. Serum ascorbic acid was decreased.

A diagnosis of scurvy was made and the patient was treated with enteral ascorbic acid at a dose of 1 g per day for 1 month, associated with multivitamin supplementation, allowing a slow improvement of skin lesions. We noticed a significant improvement of the polyneuropathy.

Conclusion

Early recognition of scurvy can be difficult because symptoms may appear nonspecific and can mimic other conditions. In any patient with spontaneous hematoma and purpura, especially in the context of nutritional disorder or inflammatory bowel disease, scurvy should be systematically considered. As this disease can lead to severe complications, nothing should delay vitamin C supplementation, which is a simple and rapidly effective treatment.

Taken from <https://www.nature.com/>

Este último texto resume todos los contenidos teóricos y prácticos trabajados en el manual.

Dengue. Overview

Dengue fever is a mosquito-borne illness that occurs in tropical and subtropical areas of the world. Mild dengue fever causes a high fever and flu-like symptoms. The severe form of dengue fever, also called dengue hemorrhagic fever, can cause serious bleeding, a sudden drop in blood pressure (shock) and death.

Millions of cases of dengue infection occur worldwide each year. Dengue fever is most common in Southeast Asia, the western Pacific islands, Latin America and Africa. But the disease has been spreading to new areas, including local outbreaks in Europe and southern parts of the United States.

Researchers are working on dengue fever vaccines. For now, in areas where dengue fever is common, the best ways to prevent infection are to avoid being bitten by mosquitoes and to take steps to reduce the mosquito population.

Symptoms

Many people experience no signs or symptoms of a dengue infection.

When symptoms do occur, they may be mistaken for other illnesses — such as the flu — and usually begin four to 10 days after you are bitten by an infected mosquito.

Dengue fever causes a high fever — 104 F (40 C) — and any of the following signs and symptoms:

- Headache
- Muscle, bone or joint pain
- Nausea
- Vomiting
- Pain behind the eyes
- Swollen glands
- Rash

Most people recover within a week or so. In some cases, symptoms worsen and can become life-threatening. This is called severe dengue, dengue hemorrhagic fever or dengue shock syndrome.

Severe dengue happens when your blood vessels become damaged and leaky. And the number of clot-forming cells (platelets) in your bloodstream drops. This can lead to shock, internal bleeding, organ failure and even death.

Warning signs of severe dengue fever — which is a life-threatening emergency — can develop quickly. The warning signs usually begin the first day or two after your fever goes away, and may include:

- Severe stomach pain
- Persistent vomiting
- Bleeding from your gums or nose
- Blood in your urine, stools or vomit
- Bleeding under the skin, which might look like bruising
- Difficult or rapid breathing
- Fatigue
- Irritability or restlessness

When to see a doctor

Severe dengue fever is a life-threatening medical emergency. Seek immediate medical attention if you have recently visited an area in which dengue fever is known to occur, you have had a fever and you develop any of the warning signs. Warning signs include severe stomach pain, vomiting, difficulty breathing, or blood in your nose, gums, vomit or stools.

If you have been traveling recently and develop a fever and mild symptoms of dengue fever, call your doctor.

Risk factors

You have a greater risk of developing dengue fever or a more severe form of the disease if:

-You live or travel in tropical areas. Being in tropical and subtropical areas increases your risk of exposure to the virus that causes dengue fever. Especially high-risk areas include Southeast Asia, the western Pacific islands, Latin America and Africa.

-You have had dengue fever in the past. Previous infection with a dengue fever virus increases your risk of severe symptoms if you get dengue fever again.

Complications

Severe dengue fever can cause internal bleeding and organ damage. Blood pressure can drop to dangerous levels, causing shock. In some cases, severe dengue fever can lead to death.

Women who get dengue fever during pregnancy may spread the virus to the baby during childbirth. Additionally, babies of women who get dengue fever during pregnancy have a higher risk of pre-term birth, low birth weight or fetal distress.

Prevention. Vaccine

Dengue fever vaccines may be available for people ages 6 to 60. Dengue vaccination is a series of two or three doses, depending on the vaccine you get, over the course of months. These vaccines are for use by people who live where the viruses that cause dengue are common, and who have already had dengue fever at least once.

The vaccines are not available in the continental United States. But in 2019, the U.S. Food and Drug Administration approved a dengue vaccine called Dengvaxia for people ages 9 to 16 who have had dengue fever in the past and who live in U.S. territories and freely associated states where dengue fever is common.

Taken from <https://www.mayoclinic.org>

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