

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Сибирский государственный медицинский университет»
Министерства здравоохранения Российской Федерации

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**АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ СТУДЕНТОВ МЕДИЦИНСКИХ
СПЕЦИАЛЬНОСТЕЙ**

ЧАСТЬ I

учебное пособие

**ТОМСК
Издательство СибГМУ
2024**

УДК 61:81'276.6(075.8)

ББК Ш143.21-9

А 647

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А 647 Английский язык для студентов медицинских специальностей:
учебное пособие. В 2-х частях. Часть 1 / А. А. Абрамова и [др.] –
Томск: Издательство СибГМУ, 2024. – 154 с.

Учебное пособие по английскому языку для студентов медицинских специальностей предназначено для студентов медицинских вузов 1–2 курсов, обучающихся по направлениям «Лечебное дело» и «Педиатрия». Данное пособие имеет своей целью формирование и совершенствование лексических и грамматических навыков, а также развитие умений чтения, говорения, аудирования и письма на английском языке.

Пособие может помочь обучающимся значительно расширить словарный запас, научит их применять полученные знания как при выполнении заданий в рамках учебного процесса, так и в ситуациях реального общения.

Учебное пособие составлено на основе Федерального государственного образовательного стандарта высшего профессионального образования по дисциплине «Иностранный язык» и рабочей программы для специальностей «Лечебное дело» и «Педиатрия».

УДК 61:81'276.6(075.8)

ББК Ш143.21-9

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Утверждено и рекомендовано к печати методической комиссией по специальности «Лечебное дело» ФГБОУ ВО СибГМУ Минздрава России (протокол №1 от 22.02.2024).

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LESSON 1. EDUCATION

SECTION 1: VOCABULARY

Nouns: admittance, completion, fellowship, graduate, graduation, license, prerequisite, qualification, postgraduate, requirement, research, residency, study, subject, submission, supervisor, undergraduate.

Verbs: to admit, to complete, to graduate, to require, to research, to study, to submit.

Adjectives: advanced, complicated, extensive, full-time, major, minor, doctoral, qualified (for), post-doctoral

Word combinations and phrases: associate of science, bachelor's degree, background check, doctoral degree, entrance examinations, foundation program, master's degree, medical degree, medical school, medical studies, pass an exam\test, pre-medical studies, take an exam\test.

EXERCISE 1. MATCH THE SYNONYMS

- | | |
|-------------------|----------------------|
| 1. prerequisite | a. difficult |
| 2. undergraduate | b. student |
| 3. complete | c. requirement |
| 4. submit | d. accept |
| 5. advanced | e. certificate |
| 6. complicated | f. complementing |
| 7. major | g. mastership |
| 8. extensive | h. progressive |
| 9. admit | i. completion |
| 10. qualification | j. main |
| 11. minor | k. graduated student |
| 12. school | l. give in |
| 13. license | m. university |
| 14. graduation | n. broad |
| 15. Graduate (n) | o. finish |

**EXERCISE 2. FILL IN THE GAPS IN THE SENTENCES BELOW.
USE THE WORDS FROM THE BOX**

background check / license / Master's degree / supervisor / Foundation Program / entrance examination / Residency / research / Medical school / Pre-medical Program / Extensive / qualified / post-doctoral / pass / take

1. _____ generally requires one to two years of study beyond the bachelor's degree.
2. She is highly _____ for the job.
3. Recent _____ shows that the disease is caused partially by bad nutrition.
4. If you have a problem, go to your _____.
5. Yvonne Franz is a _____ researcher at the Institute for Urban and Regional Research within the Austrian Academy of Sciences.
6. Applicants must pass an _____ in chemistry and biology in written form.
7. Students who wish to practice medicine in the UK then go on to apply to the _____.
8. _____ or postgraduate training is specifically a stage of graduate medical education.
9. _____ teaches physicians a broad range of medical knowledge, basic clinical skills.
10. An employment _____ typically takes place when someone applies for a job.
11. The _____ provides you with the opportunity to prepare for medical school regardless of your major.
12. To enter the medical university, you need to _____ your exams successfully.
13. Tomorrow I will study all day because I _____ my History exam on Monday.
14. The university will provide you with _____ knowledge on your major subject.
15. To practice in the UK a doctor should get a _____ first.

EXERCISE 3. MATCH THE WORDS WITH THE DEFINITIONS

- | | | | |
|-----|----------------------|----|--|
| 1. | bachelor's degree | a. | a postgraduate Professional clinical degree, which usually takes three years to complete |
| 2. | master's degree | b. | professional training and research usually taken after residency |
| 3. | doctoral degree | c. | training during which students prepare for the professional study of medicine |
| 4. | associate of science | d. | a secondary subject that complements your major one |
| 5. | foundation program | e. | a student who has successfully completed an undergraduate course at a university and studies at a more advanced level. |
| 6. | residency | f. | a process used by companies and educational institution to verify the information about their new employee or student |
| 7. | fellowship | g. | an undergraduate program offered at many universities |
| 8. | full-time student | h. | a postgraduate program for qualified doctors, which offers clinical experience across hospitals and career placement |
| 9. | background check | i. | the main subjects in the program chosen by the students |
| 10. | pre-medical studies | j. | an official document that permits a person to legally practice medicine |
| 11. | medical studies | k. | a degree usually obtained from a community college, which usually takes two years to complete |
| 12. | postgraduate | l. | a two-year training program for newly qualified doctors |
| 13. | license | m. | a course of study leading to qualification as a doctor of medicine |
| 14. | major subject | n. | an undergraduate student, who must attend all the lectures and seminars and take credits in the end of each semester |
| 15. | minor subject | o. | or PhD is a postgraduate research degree awarded at any university |

EXERCISE 4. CHOOSE THE CORRECT ANSWER

1. You can find a job in another country only if its government _____ your qualifications.

- a. acquire b. submit c. assess d. admit

2. I have to _____ an exam in English and chemistry at the end of the academic year.

- a. fail b. have c. take d. pass

3. You will need to _____ a qualification in surgery to work in a local hospital.

- a. give b. obtain c. complete d. provide

4. You need to get _____ to work at the clinic in the UK.

- a. higher education b. foundation course c. post-graduate degree d. further education

5. People who attend university after Foundation Program are called _____ students.

- a. postgraduate b. undergraduate c. residency d. fellowship

6. She conducts _____ into the causes of Alzheimer's disease.

- a. research b. work c. course d. education

7. After college, she spent her first _____ year studying abroad.

- a. associate b. bachelor c. graduate d. postgraduate

8. She wants to complete the _____ course so she can get a license.

- a. minor b. undergraduate c. college d. full-time

9. Passing a written test is a _____ for taking the advanced course.

- a. exquisite b. prerequisite c. requisite d. perquisite

10. She has a _____ degree in physics from Yale.

- a. doctor's b. doctor c. doctorate d. doctors

11. I had to fill in this really _____ form.

- a. advanced b. extensive c. complicated d. associate

12. If you want to give lectures at the university, you have to be a _____.
- a. postgraduate b. graduate c. doctor d. master
13. The final step of becoming a doctor in the UK is getting a _____ and going through your background check.
- a. license b. degree c. course d. research
14. Her _____ subject is Math because she has always been interested in calculations.
- a. complicated b. advanced c. extensive d. major
15. I got a _____ a month ago and now I can apply for a fellowship.
- a. degree b. course c. background d. submission check

EXERCISE 5. USE THE WORDS IN BRACKETS TO FORM A NEW WORD THAT FITS INTO EACH BLANK

1. We decided to organize a big party to celebrate our GRADUATE.
2. Your QUALIFY is not good enough to get a position of a surgeon at this hospital.
3. Our boss's new REQUIRE is that every employee must learn foreign languages.
4. His STUDY is closely connected to nanotechnologies in medicine.
5. To apply for a foundation program you need to SUBMISSION your academic papers first.
6. My SUPERVISE always gives me good advice.
7. Alan is worried because he still doesn't know if the university will ADMITTANCE his papers.
8. To get EXTEND knowledge on this subject, you will need to study at the university.
9. DOCTOR degree will give you much more opportunities in your career.
10. It is not easy to enter the MEDICINE school this year because many students would like to get there.
11. GRADUATE students have to study 4 years to get a diploma.
12. This organization is not approved to LICENSE doctors.
13. You can do residency only if you COMPLETION the main course.
14. Our postgraduate students do their RESEARCH in the laboratories.

15. My brother wants to do his DOCTOR studies after he's got his doctor's degree.

EXERCISE 6. WATCH THE VIDEO

A) answer the questions

1. What do you know about Melbourne?
2. What is this video about?
3. What can you learn from the video?
4. Do you think the information from the video is important? Why?
5. Was that easy for you to understand the video? Why?
6. Do you think that some important information is missing in this video? Which one?

B) mark the statements true or false

7. To become a doctor you need to study 7 years at the university.
8. Undergraduate degree is called a Master's degree.
9. Being involved in Medical students' society is an important part at the University of Melbourne.
10. You can get hospital placement only after university graduation.
11. Hospital placement gives you an opportunity to learn much theory on your major subject.
12. Bachelor students can apply to Master's degree program online.

C) choose the correct answer.

13. What does the sentence "I am in my final year" mean?

- a. I have only one year left before graduation
- b. I am going to give up university studying.
- c. I have already finished the university.

14. What is NOT true about studying at Melbourne University?

- a. Qualification you will get is internationally recognized.
- b. You can choose any career path after graduation.
- c. You can't get PhD at that university.

15. At the end of her video Erere says

- a. you can call to the administration office to get more information
- b. you can get more information on the website of the university
- c. both

SECTION 2: GRAMMAR

PRESENT SIMPLE

A) How do we make it?

1. Positive sentences

subject	+	main verb He/she/it V+ (e)s
---------	---	--------------------------------

E.g. I/you/we/they study at the University.
He studies at the University.

2. Negative sentences

subject	+	do/does not or don't/doesn't	+	main verb
---------	---	------------------------------------	---	-----------

E.g. I do not (don't) study at the University.
He does not (doesn't) study at the University.

3. Questions

do/does	+	subject	+	main verb
---------	---	---------	---	-----------

E.g. Do you study at the University?
Does he study at the University?

Present Simple with main verb *be*

The structure of the Present Simple with the main verb *be* is:

subject	+	main verb <i>be</i>
I		am
You/we/they		are
He/she/it		is

Look at these examples:

	subject	main verb <i>be</i>		
+	I	am		French.
	You, we, they	are		French.
	He, she, it	is		French.
-	I	am	not	French.
	You, we, they	are	not	French.
	He, she, it	is	not	French.
?	Am	I		French?
	Are	you, we, they		French?
	Is	he, she, it		French?

B) How do we use it?

We use Present Simple to talk about

1: something is generally or always true.

E.g. It snows in winter here.

2: a situation that we think is more or less permanent.

E.g. She works at the University.

3: habits or things that we do regularly.

E.g. Do you smoke?

Past Simple

A) How do we make it?

1. Positive sentences

subject	+	main verb (-ed or V2)
---------	---	-----------------------

E.g. I **studied** at the University.

He **tought** at the University.

2. Negative sentences

subject	+	did not or didn't	+	main verb
---------	---	---------------------------------------	---	-----------

E.g. **I did not (didn't) study** at the University.

He did not (didn't) teach at the University.

3. Questions

did	+	subject	+	main verb
------------	---	---------	---	-----------

E.g. **Did you study** at the University?

Did he teach at the University?

Past Simple with main verb *be*

The structure of the Present Simple with the main verb *be* is:

subject	+	main verb <i>be</i>
I/he/she/it		was
You/we/they		were

Look at these examples:

	subject	main verb <i>be</i>		
+	I/he/she/it	was		in the library.
	You, we, they	were		in the library.
-	I/he/she/it	was	not	in the library.
	You, we, they	were	not	in the library.
?	Was	I/he/she/it		in the library?

	subject	main verb <i>be</i>		
	Were	you, we, they		in the library?

B) How do we use it?

We use Past Simple to talk about

1: finished actions, states or habits in the past when we have a finished time word (yesterday, last week, at 2 o'clock, in 2003).

E.g. I went to the laboratory yesterday.

2: with finished actions, states or habits in the past when we know from general knowledge that the time period has finished.

E.g. Mendeleev devised the periodic table.

3: stories or lists of events.

E.g. He came into the room and saw many people there. All of them were students waiting for the lecture to start.

Future Simple

A) How do we make it?

1. Positive sentences

subject	+	will Or 'll	main verb
---------	---	----------------	-----------

E.g. I'll (will) study at the University.

He'll (will) teach at the University.

2. Negative sentences

subject	+	will not or won't	+	main verb
---------	---	-------------------------	---	-----------

E.g. I will not (won't) study at the University.

He will not (won't) teach at the University.

3. Questions

will	+	subject	+	main verb
------	---	---------	---	-----------

E.g. **Will** you **study** at the University?
Will he **teach** at the University?

B) How do we use it?

We use Future Simple to

1: to predict the future.

E.g. I think I will pass this exam.

2: make promises / requests / refusals / offers.

E.g. Will you give me a hand?

3: make a decision at the moment of speaking.

E.g. I'm cold. I will close the window.

EXERCISE 1. CHOOSE THE CORRECT FORM OF THE VERB 'TO BE' IN PRESENT SIMPLE

1. He _____ a second year student and knows much about University life.
2. We need to help Alan and Stacy because they _____ new here.
3. _____ you busy this evening with your new research project?
4. I _____ not sure I should apply for this program.
5. It _____ clear he does not want to study here.
6. All these people _____ patients.
7. My cousin entered the university. She _____ a student now.
8. Professor Higgins does not know we _____ postgraduate students too.
9. My tutor helps me every time he _____ not busy.
10. Two students _____ late for the class.
11. I _____ ready to do residency in this university.
12. The only person who knows what to say _____ me.
13. Can you tell me when you _____ ready to leave?
14. The information from this book _____ very useful for my research.
15. My friend's English level _____ advanced.

EXERCISE 2. WHICH SENTENCE IS RIGHT? CORRECT THE MISTAKES. USE PRESENT SIMPLE RULE TO HELP YOU

1. Tommy don't do his Master's degree this year.
2. What do you do after classes?

3. It is hard to find a job when you are a full-time student.
4. He doesn't qualified for this job.
5. High exam score is the prerequisite.
6. My brother is not want to do pre-medical studies.
7. Do you know you should submit your papers by Monday?
8. Students doesn't get published in this journal.
9. This student's room is empty.
10. When is your first lecture?
11. It is not as complicated as it may seem.
12. Who is your supervisors here?
13. Math and Physics is my favorite subjects.
14. Which university does choose she?
15. This Anatomy course gives extensive knowledge to students.

EXERCISE 3. LAURA IS THE FIRST YEAR STUDENT AT THE UNIVERSITY. READ WHAT LAURA SAYS ABOUT HER TYPICAL DAY (PICTURE 1):



I usually get up at 6 o'clock and have a big breakfast. I walk to the main University building, which takes me about half an hour. My classes start at 7.45. I never have lunch. My classes finish at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I read books and do assignments. I go to bed at about 11 o'clock, and I always sleep well.

Picture 1

Write what she did or didn't do yesterday.

1. She _____ at 7 o'clock
2. She _____ a big breakfast.
3. She _____.
4. It _____ to get to the University.
5. _____ at 7.45.
6. _____ lunch.
7. _____ at 5 o'clock.
8. _____ tired when _____ home.
9. _____ a meal yesterday evening.
10. _____ out yesterday evening.
11. She _____ books yesterday.
12. She _____ assignments too.

13. But _____ movies last night.
14. _____ at 11 o'clock.
15. _____ well last night.

EXERCISE 4. MAKE A QUESTION AND A NEGATIVE SENTENCE TO EACH STATEMENT BELOW

1. You will have to study 6 years to become a doctor in Russia.
2. To master a particular specialization, you will need to finish residency.
3. To apply for a further training you will need to pass specialty and English exams.
4. By the end of the third year, most students will choose a specialty area.
5. Senior students will work with career advisors at their medical school.
6. She will find mentors to guide her research work.
7. The process of starting medical school will be intimidating.
8. Your typical day of a first-year med student will consist of hours of coursework.
9. Medical schools will often provide housing resources.
10. Many medical students will receive significant financial aid during med school.
11. Students will do their laundry on campus.
12. You will have internet access in each University building.
13. Most students will get overwhelmed with the volume of information.
14. Medical schools will record lectures or electronically post the information.
15. Professors will always be ready to recommend you something to read.

EXERCISE 5. WRITE THE SENTENCES WHICH ARE TRUE FOR YOU

1. Yesterday I _____.
2. My classes _____ most of the time.
3. Each day I _____.
4. In two years' time I _____.
5. I never _____ when I am tired.
6. My teacher _____ often.
7. In 5 minutes I _____.
8. I don't think my friends _____ next weekend.
9. 10 years ago I _____.

10. We _____ very rarely with my friends.
11. Last year on my summer holidays I _____.
12. In the evenings I _____.
13. When my phone rings, I _____.
14. In winter this year I _____.
15. Today at 8am I _____.

EXERCISE 6. CHOOSE THE CORRECT ANSWER

1. I _____ my residency next year.
 a. will do b. do c. does d. did
2. She _____ very hard as a rule.
 a. studyes b. studies c. study d. studes
3. Studying at the University for 6 years _____ easy for me as I can remember.
 a. not was b. not is c. is not d. was not
4. Last year I _____ my pre-medical studies.
 a. start b. starts c. started d. will start
5. I _____ career in science when I graduate the university.
 a. will b. choose c. chooses d. chose
 choose
6. Each year on the 1st of September we _____ together with my friends.
 a. got b. get c. will get d. gets
7. My professor _____ me about his project yesterday.
 a. tell b. tells c. tolds d. told
8. Next time I _____ more time working on this subject.
 a. will b. spent c. spend d. will spend
 spends
9. Medicine _____ a scientific discipline.
 a. was b. is c. were d. will

10. I _____ my papers on time last year.

- a.** didn't submit **b.** didn't submitted **d.** don't submit **e.** don't sumbitted
f. sumbitted

11. A day in the life of a medical student typically _____ a lot of studying.

- a.** involves **b.** involve **c.** involved **d.** did involve

12. _____ how much time you will need to complete the assignment?

- a.** Did you know **b.** You did know **d.** Do you know **e.** You do know

13. _____ your tutor _____ you every time when you ask?

- a.** Did/help **b.** Will/help **c.** Does/help **d.** Do/helps

14. Where _____ you _____ last year?

- a.** did/studies **b.** did/study **c.** Did/studied **d.** Did/studys

15. How many times _____ Brigid usually _____ you?

- a.** does/call **b.** do/calls **c.** do/call **d.** does/calls

LESSON 2. ANATOMY

SECTION 1: VOCABULARY

Nouns: a head, a trunk (a torso), a limb, an extremity, a skull, a brain, a face, a forehead, an eye, a nose, a mouth, a lip, a cheek, an ear, a chin, a gum, a jaw, a tooth (teeth), a tongue, a palate, a neck, an eyebrow, an eyelash, a chest (a thorax), an abdomen (tummy, stomach), a lung, a heart, a gullet (esophagus), a stomach, a liver, a spleen, an intestine, a pancreas, a kidney, a gall-bladder, a bladder, a bone, a muscle, a shoulder, an arm, a forearm, an elbow, a wrist, a hand, a finger, a hip, a knee, a calf, an ankle, a leg, a foot, a toe, skin, a spine (spinal column), a rib, a vertebra (pl vertebrae), a ligament, a pelvis, a cartilage, a joint, a breastbone.

Verbs: to connect, to include, to protect, to consist of, to cover, to be situated, to contain, to support, to be composed of, to be divided into.

EXERCISE 1. WATCH THE VIDEO. REPEAT THE WORDS AFTER THE SPEAKER

<https://www.youtube.com/watch?v=jkMtgLBtoFI>

EXERCISE 2. READ AND TRANSLATE THE TEXT

The Anatomy of the human body.

The human body is obviously separable into 3 principal parts - the head, the trunk (torso) and the limbs (extremities). We speak of the upper extremities (arms) and the lower extremities (legs).

The head consists of two parts: the skull (which contains the brain) and the face (which consists of the forehead, the eyes, the eyebrows, the eyelashes, the nose, the mouth with the lips, the cheeks, the chin and the ears). The mouth has two lips: an upper lip and a lower lip. In the mouth there are jaws, the gums with the teeth, a tongue and a palate.

The head is connected with the trunk by the neck.

The upper part of the trunk is the chest (a thorax) and the lower part is the abdomen. The principal parts in the chest are the lungs, the heart and the gullet.

The principal organs in the abdominal cavity are the stomach, the liver, the spleen, the intestines, the kidneys, the pancreas, the gall-bladder and the bladder.

The upper limb (arm) is connected with the chest by the shoulder. Each arm consists of the forearm, the elbow (or cubitus), the wrist (or carpus) and the hand. We have four fingers and a thumb on each hand.

The lower extremity (the leg) consists of the hip (the thigh), the knee, the calf, the ankle and the foot. The lower extremities are connected with the trunk by the pelvis.

The framework of bones is called the skeleton, it supports the soft parts and protects the organs from injuries. In the adult the skeleton has over 200 bones. There are 26 bones in the skull. The bones of the trunk are the spinal column (or the spine) and the chest (ribs and breastbone). The spinal column is composed of 32 or 34 vertebrae. The chest (thorax) is composed of 12 thoracic vertebrae, the breastbone and 12 pairs of ribs. The bones of the skeleton are connected together by the joints or by the cartilages and ligaments.

The bones are covered with muscles. A muscle is a piece of tissue inside your body that connects two bones and which we use when we make a movement. In the adult the muscles form about 35-40% of the body. All the muscles are divided into the muscles of the trunk, head and extremities. Long, short and wide muscles form three basic groups. The long muscles compose the free parts of the extremities. The wide muscles form the walls of the body cavities. Some short muscles form facial musculature.

The body is covered with the skin. The skin is the largest organ of the body. One of the main functions of the skin is protection. It protects the body from external factors such as bacteria, chemicals, and temperature.

A) Answer the questions

1. What are the upper extremities?

a. the kidneys

b. the ears

c. the arms

2. Where are the gullet and the lungs situated?

a. in the head

b. in the chest

c. in the abdomen

3. What are the parts of the mouth?

- a.** the spleen, the liver **b.** the gums, the teeth **c.** the elbow, the wrist
4. How is the upper part of the trunk called?
- a.** the chest **b.** the thigh **c.** the skeleton
5. How many kidneys does a man have?
- a.** one **b.** two **c.** ten
6. What connects the trunk with the head?
- a.** the neck **b.** the nose **c.** the heart
7. Where are the calf, the ankle, the foot situated?
- a.** in the head **b.** in the abdomen **c.** in the lower limb
8. What are the principal organs in the abdominal cavity?
- a.** the eyes, the forehead **b.** the stomach, the liver, the spleen, the intestines, the kidneys, the gall-bladder, the bladder. **c.** the cheeks, the chin
9. What are the bones covered with?
- a.** with the skin **b.** with the muscles **c.** with the joints?
10. What does the lower extremity consist of?
- a.** of the skull and brain **b.** of the hip, the knee, the calf, the ankle, the foot **c.** of the ears and eyes
11. What does the shoulder connect the chest with?
- a.** with the upper extremity **b.** with the abdominal cavity **c.** with the foot
12. What are the principal organs in the chest?
- a.** the lungs, the heart, the gullet **b.** the upper lip, the lower lip. **c.** fingers and thumb.

13. How are upper limbs called?

- a. legs b. intestines c. hands

14. What does the skull contain?

- a. the stomach b. the brain c. the ankle

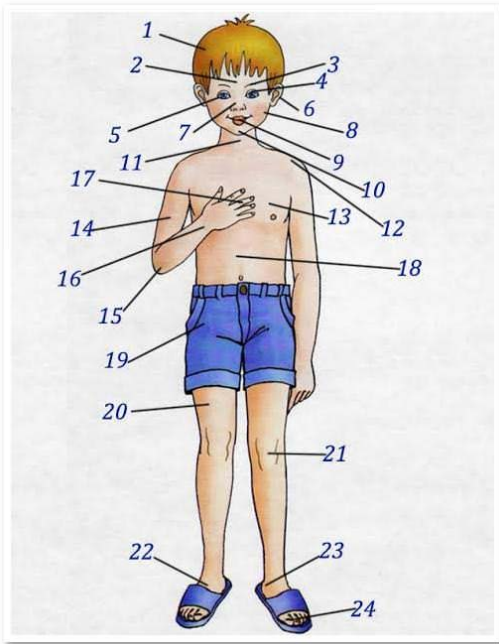
15. What is the element of each hand?

- a. the palm b. the tongue c. the bladder

B) Complete the sentences with the words from the text

1. The human ... is obviously separable into 3 principal parts
2. The lower extremities are connected with the trunk by the... .
3. The framework of bones is called the... .
4. ... the skeleton has over 200 bones.
5. There are... bones in the skull.
6. The spinal column is composed of 32 or 34
7. The... is composed of 12 thoracic vertebrae, the breastbone and 12 pairs of ribs.
8. The bones of the... are connected together by the joints or by the cartilages and ligaments.
9. A muscle is a piece of tissue inside your body that connects two bones and which we use when we make a....
10. All the muscles are divided into the muscles of the..., head and extremities.
11. In the adult the ... form about 35–40% of the body.
12. The wide muscles form the ... of the body cavities.
13. Some ... muscles form facial musculature.
14. The ... muscles compose the free parts of the extremities
15. The... is the largest organ of the body.

EXERCISE 3. MATCH THE WORDS WITH NUMBERS



- | | |
|-------------|------------|
| a) head | m) eye |
| b) toe | n) nose |
| c) chest | o) heel |
| d) eyelash | p) abdomen |
| e) ear | q) knee |
| f) lips | r) elbow |
| g) arm | s) foot |
| h) finger | t) eyebrow |
| i) shoulder | u) wrist |
| j) chin | v) thigh |
| k) forehead | w) cheek |
| l) neck | x) leg |

Picture 1

EXERCISE 4. WATCH THE VIDEO

<https://www.youtube.com/watch?v=4oNOA3HnGG4>

A) Choose the correct answer.

1. The head is supported by the ...

- a. shoulder b. neck c. skull

2. There are...in the mouth.

- a) lips, tongue, gums and teeth b) forehead, cheeks and chin c) liver, kidneys and bladder

3. We chew with our ...

- a. gullet b. fingers c. teeth

4. Our... has palm, thumb and fingers.

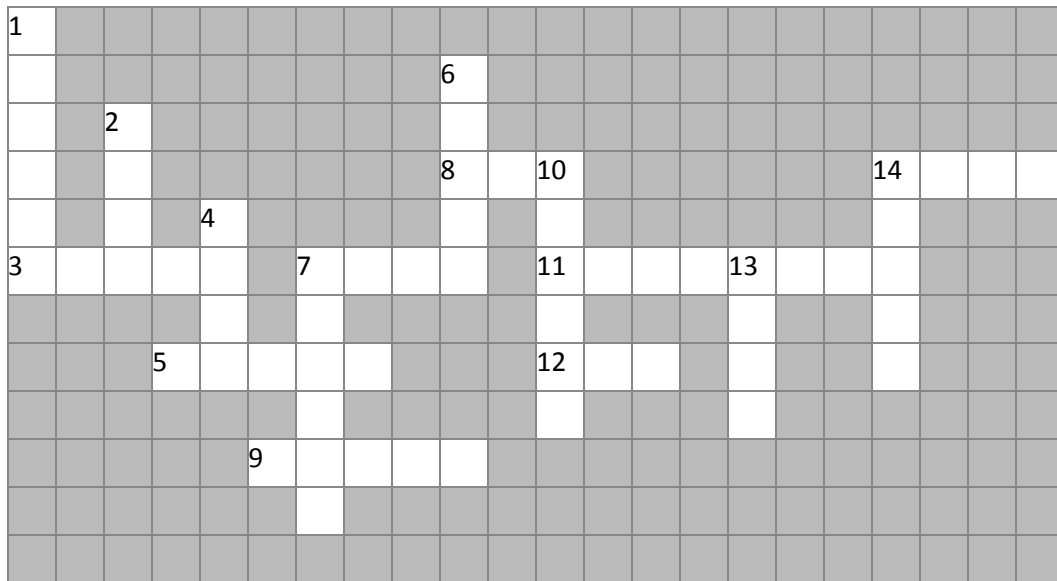
- a. legs b. shoulders c. hand

5. The ... is below the chest.

- a. stomach b. neck c. head

6. The ankle is a part of our... .
a. skull **b.** leg **c.** abdomen
7. The ... is above the knee.
a. foot **b.** heel **c.** thigh
8. The ...rests on the neck.
a. spleen **b.** head **c.** trunk
9. We have 10
a. toes **b.** legs **c.** lips
10. We do all our work with our
a. cheeks **b.** hands **c.** ears
11. We have ...to walk.
a. eyes **b.** feet **c.** gallbladder
12. The ...are attached to the shoulder.
a. shins **b.** elbows **c.** arms
13. The ... has a forehead, 2 eyes, 2 ears, a nose, 2 cheeks and a mouth.
a. chest **b.** face **c.** intestine
14. The ... is in the upper part of the trunk.
a. thigh **b.** heel **c.** chest
15. The ... contains liver, stomach, kidneys, gallbladder and bladder.
a. abdomen **b.** lower limb **c.** foot

EXERCISE 5. COMPLETE THE CROSSWORD PUZZLE BELOW



Across

3. A hard, white, bone-like structures used for biting and chewing food
5. The part of your leg that connects it to your foot
7. Our body is covered with this organ
8. The part of the body from the shoulder to the hand
9. This organ pumps blood to your whole body
11. This part protects your inner organs from injuries
12. One of the two parts of the body used for standing and walking
14. With this part of the body you kiss

Down

1. An organ in the body, into which food passes when swallowed
2. The part of the body that contains eyes, a nose and a mouth
4. The front part of the face below the mouth
6. This organ is located in the skull
7. This organ is situated in the abdominal cavity
10. This organ allows you to move.
13. Many women apply mascara to these parts of the body
14. These organs allow you to breathe

SECTION 2: GRAMMAR
ACTIVE VOICE. CONTINUOUS TENSES

EXERCISE 1. CHOOSE THE CORRECT CONTINUOUS FORM OF THE VERB

1.
a. was placing b. places c. is placed
2.
a. join b. are joining c. joins
3.
a. connects b. are connecting c. will connect
4.
a. passed b. are passing c. are passed
5.
a. answered b. will be answering c. will answer
6.
a. is protecting b. is protected c. protects
7.
a. were supported b. was supported c. was supporting
8.
a. forms b. will form c. will be forming
9.
a. investigate b. investigates c. is investigating
10.
a. were covering b. were covered c. cover
11.
a. study b. are studying c. studied
12.
a. were describing b. describes c. described
13.
a. will contract b. will contract c. will be contracting
14.
a. demonstrate b. will be demonstrating c. will be demonstrated
15.
a. were responded b. were responding c. responded

EXERCISE 2. PUT THE VERB IN THE CONTINUOUS FORM

Example: The students; study the anatomy (Past cont.)

Answer: were studying

1. The surgeon; to operate (Present cont.)
2. The doctor; to prescribe (Past cont.)
3. The therapist Ivanov; to make (a diagnosis) (Future cont.)
4. The students; to translate (Present cont.)
5. The professor; to explain (Past cont.)
6. The friends; to discuss (Future cont.)
7. The researchers; perform (Past cont.)
8. The joint; to move (Future cont.)
9. Lector Petrov; to ask (Past cont.)
10. The dean; to have (a rest) (Present cont.)
11. The nurse; to examine (Present cont.)
12. My supervisor; to demonstrate (Past cont.)
13. The patient; to wait (Present cont.)
14. You; to list (Future cont.)
15. We; to work (Past cont.)

EXERCISE 3. CHOOSE THE CORRECT FORM

1. They (discuss) the parts of the human body at 2 o'clock yesterday.
a. was discussing **b.** were discussing **c.** discussed
2. We (study) the bones of the palm for the whole day tomorrow.
a. will be studying **b.** study **c.** will study
3. He (take) his examination in English now.
a. is taking **b.** was taking **c.** takes
4. I (write) my report about the skeleton when he entered the room.
a. wrote **b.** am writing **c.** was writing
5. They (make) their experiment from 5 to 7 p.m.
a. was making **b.** were making **c.** made
6. The medical students (study) the anatomy during 10 lessons next year.
a. study **b.** will study **c.** will be studying
7. We (learn) the framework of the chest today.
a. learn **b.** were learning **c.** are learning

8. The researchers (work) in the chemical laboratory from 9 till 10 yesterday.
a. worked **b. were working** **c. will be working**
9. When we came they (classify) the bones of the upper extremities.
a. were classifying **b. classify** **c. classified**
10. She (translate) the text about the anatomy of the human body at 3 p.m. the day before yesterday.
a. translated **b. will be translating** **c. was translating**
11. Now the professor N. (consult) the first year students.
a. is consulting **b. was consulting** **c. consults**
12. Doctor Ivanov (operate) the rupture of the patient's forearm from 11 till 13 tomorrow.
a. will operate **b. will be operating** **c. operate**
13. The patient with COVID disease (breathe) by means of the artificial lung ventilation now.
a. breathes **b. was breathing** **c. is breathing**
14. The students (prepare) for the credit tests the whole night.
a. were preparing **b. was preparing** **c. prepared**
15. I (dissect) the corpse at 2 p.m. last Monday.
a. dissected **b. will dissect** **c. was dissecting**

EXERCISE 4. CHOOSE THE CORRECT VARIANT

1. Я ждал тебя вчера с 11 до 12 часов в химической лаборатории.
a. was waiting **b. were waiting** **c. waited**
2. Мы проводили эксперимент, когда ты позвонил.
a. conducted **b. will conduct** **c. were conducting**
3. Завтра студенты будут учить биологию с 3 до 6.
a. will be studying **b. will study** **c. study**
4. Послезавтра мы будем сдавать экзамен по химии в 9 утра.
a. passed **b. will pass** **c. will be passing**

5. Вчера студенты нашей группы изучали анатомию человеческого тела в течение 4х часов в аудитории № 15.

- a.** was studied **b.** were studying **c.** was studying

6. Когда профессор вошел, студенты сидели в лекционном зале и обсуждали проблемы медицины.

- a.** were sitting and discussing **b.** sat and discussed **c.** will sit and discuss

7. Наши друзья не будут завтра участвовать в дискуссии в 16 ч.

- a.** will not participate **b.** will not be participating **c.** will be participating

8. Хирург Смирнов проводит сейчас операцию.

- a.** is operating **b.** are operating **c.** operates

9. Студенты группы 1234 будут выполнять лабораторную работу по анатомии завтра в течение 2 часов.

- a.** do **b.** will do **c.** will be doing

10. Вы повторяете сейчас строение тела человека?

- a.** are you repeating **b.** do you repeat **c.** were you repeating

11. Ты исправлял вчера домашние задания в 10 часов вечера.

- a.** corrected **b.** was correcting **c.** were correcting

12. Ты будешь делать завтра читать английскую статью с 15 до 17 часов?

- a.** will you be reading **b.** will you read **c.** were you reading

13. Декан не будет послезавтра в 14 часов утра проводить собрание.

- a.** was not holding **b.** will be holding **c.** will not be holding

14. Пациент занимался вчера физкультурой когда зашел врач.

- a. was doing b. were doing c. did

15. Студенты не разговаривали в тот момент, когда лектор зашел в аудиторию.

- a. were not talking b. were talking c. didn't talk

EXERCISE 5. COMPLETE THE GAPS WITH THE WORDS GIVEN

Sitting, discussing, was, be having, be delivering, answering, is, be reporting, smoking, translating, performing, having, will, were.

1. What ... you talking about when I came in?
2. They will not ... an Anatomy lesson at 13.30 tomorrow.
3. The second year students were ... near the university building when the dean saw them.
4. I was ... dinner in the cafe when I met my friend.
5. The students of the group №1222 are ... their problems in the corridor at the moment.
6. What lecture will the professor ... at 6 p.m. after tomorrow.
7. Where ... you be studying the parts of the human body at 9 a.m.?
8. ... you reading an English text when I rang you up?
9. Surgeons are ... a difficult operation at this time.
10. Students will ... at the conference at 3 p.m. tomorrow.
11. Was he ... the lecturer's questions during 30 minutes yesterday?
12. Where are you ... now?
13. Student S. ... classifying the organs of the abdominal cavity at the moment.
14. We ... be demonstrating the results of our research work at the conference at 11 a.m. tomorrow.
15. My friend is not ... the text from English into Russian now.

EXERCISE 6. MATCH THE RUSSIAN SENTENCES WITH THE ENGLISH ONES

1. У него сейчас занятие по анатомии в аудитории №5.
2. Завтра у студентов не будет зачета по химии в 3 часа дня.

3. Именно сейчас я объясняю моему другу строение скелета человека.
4. Лектор Иванов читал позавчера лекцию по биологии в 4 часа?
5. Три дня назад, в 9 часов утра, я беседовал с коллегами об органах брюшной полости.
6. Ты сейчас пишешь доклад по биологии?
7. Студенты-первокурсники обсуждали важные вопросы в том момент, когда профессор вошел в аудиторию.
8. Лектор перечисляет в данный момент нижние и верхние конечности скелета человека.
9. Мы не изучали вчера с 11 до 12 часов основные кости грудной клетки.
10. Будешь ли ты завтра в 4 часа дня переводить текст на русский язык?
11. Что ты сейчас делаешь?
12. Студент повторял английские названия частей скелета, когда вошел преподаватель.
13. Хирург будет проводить операцию завтра с 9 до 11 часов утра.

Translation

1. He is not having an Anatomy lesson in the room №5 now.
2. Students will not be having the credit test in chemistry at 3 p.m. tomorrow.
3. I am explaining the human body structure to my friend at this moment.
4. Three days ago I was discussing the organs of the abdominal cavity with my colleagues at 9 a.m.
5. I am explaining the human body structure to my friend at the moment.
6. Was lector Ivanov delivering the lecture in biology at 4 p.m. the day before yesterday?
7. Three days ago I was discussing the organs of the abdominal cavity with my colleagues at 9 a.m.
8. Students will not be having the credit test in chemistry at 3 p.m. tomorrow.
9. Will they be translating the text into Russian tomorrow at 4 p.m.?
10. Is he writing the report in Biology now?

11. First year students were discussing important questions when the professor entered the room.
12. The lecturer is listing upper and lower limbs of the human skeleton at the moment.
13. We were not studying the basic bones of the chest yesterday from 10 till 11 a.m.
14. Student was revising English names of the skeleton parts when the lecturer came in.
15. The surgeon will be performing the operation from 9 till 11 a.m. tomorrow.
16. What are they doing now?
17. Will you be translating the text into Russian tomorrow at 4 p.m.?
18. He is having an Anatomy lesson in the room №5 now.
19. Are you writing the report in Biology now?
20. Was he delivering a lecture in biology at 4 p.m. the day before yesterday?
21. First year students were not discussing important questions when the professor entered the room.
22. What are you doing now?
23. The lecturer isn't listing upper and lower limbs of the human skeleton at the moment.
24. Was a student revising English names of the skeleton parts when the lecturer came in.
25. We were studying the basic bones of the chest yesterday from 10 till 11 a.m.
26. The surgeon was performing the operation from 9 till 11 a.m. yesterday.

LESSON 3. RESPIRATORY SYSTEM

SECTION 1: VOCABULARY

Nouns: lungs; right / left lung; chest / chest cavity; trachea; windpipe; bronchial tubes/bronchi; bronchioles; alveolus, alveoli / air sacs; airways, air passages mouth and nose; nasal cavity; oral cavity; nostrils, nares; sinuses; adenoids; tonsils; pharynx (throat); diaphragm; ribs; epiglottis; vocal cords; larynx (voice box); pulmonary artery; pulmonary vein; cilia; mucus; pleura / membrane; capillaries; lobes / sections; tubes; lung base; surfactant; compliance; oxygen; carbon dioxide (CO₂); diffusion; breathing; inhalation; exhalation; respiration; expiration; inspiration; ventilation.

Verbs: to breathe; to exhale; to inhale; to compress; to breathe in; to breathe out; to expand; to filter.

Adjectives: respiratory; inflamed; pulmonary.

Adverbs: unconsciously.

Word combinations, phrases: respiratory system; respiratory tract; respiratory airways; pulmonary artery; pulmonary vessels; breathing muscles; bronchial tree; mucociliary escalator; gas exchange; autonomic nervous system; aerobic respiration; oxygen diffusion; breath sounds; rate of breathing; rhythm of breathing; surface tension; air-cleansing system; mouth-breathing habit; lymph tissue.

EXERCISE 1. READ THE TEXT. COMPLETE THE TASKS AFTER THE TEXT

The Respiratory System: How the Lungs Work

The lungs are situated on each side of the heart, inside the chest cavity. They are the main organs of the respiratory system. The right lung is divided into three lobes (or sections), and the left lung is divided into two lobes. The left lung is slightly smaller than the right lung, since the heart takes up some space on the left side. When we breathe in, air enters the airways and travels down into the air sacs, or alveoli, in the lungs. This is where gas exchange takes place.

The circulatory system, which is made up of the heart and blood vessels, supports the respiratory system by bringing blood to and from the lungs. The circulatory system helps to deliver nutrients and oxygen from

the lungs to tissues and organs throughout the body. It also helps to remove carbon dioxide and waste products. Other body systems that work together with the respiratory system include the nervous system, lymphatic system, and immune system.

The airways are pipes that carry oxygen-rich air to the alveoli in the lungs. They also carry the waste gas carbon dioxide out of the lungs. The airways include the following body parts: the mouth, the nose and linked air passages (called the nasal cavity and sinuses), the larynx (or voice box), the trachea (or windpipe), the tubes (also called bronchial tubes, or bronchi) and their branches, the smaller tubes called bronchioles that branch off of the bronchial tubes.

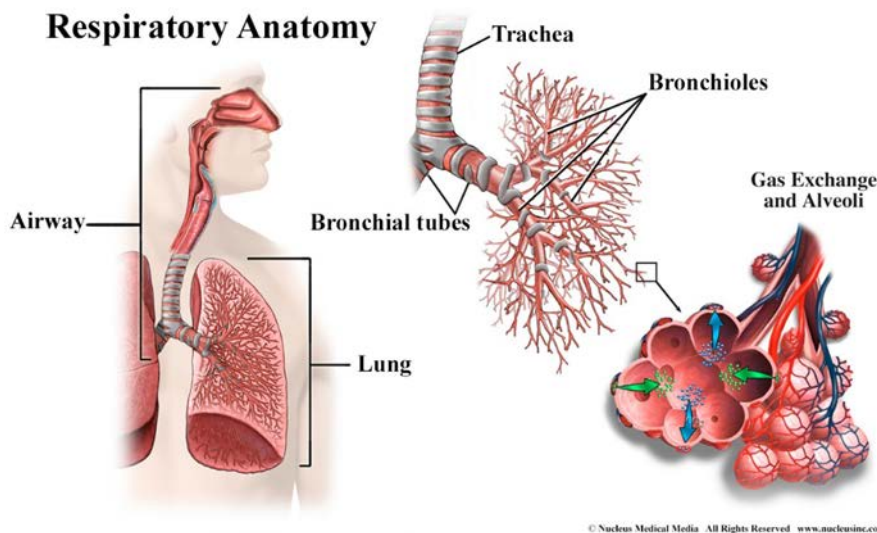
Air first enters the body through the nose or mouth, which moistens and warms the air since cold, dry air can irritate the lungs. The air then travels past the voice box and down the windpipe. Rings of tough tissue, called cartilage, acts as a support to keep the bronchial tubes open. Inside the lungs, the bronchial tubes branch into thousands of thinner tubes called bronchioles. The bronchioles end in clusters of tiny air sacs called alveoli.

The lungs have about 150 million alveoli. Normally, the alveoli are elastic, meaning that their size and shape can change easily. Alveoli are able to easily expand and contract because their insides are coated with a substance called surfactant. Surfactant reduces the work it takes to breathe by helping the lungs inflate more easily when you breathe in. It also prevents the lungs from collapsing when you breathe out. Each of these alveoli is made up of a mesh of tiny blood vessels called capillaries. The capillaries connect to a network of arteries and veins that move blood through the body.

The pulmonary artery and its branches deliver blood to the capillaries that surround the alveoli. This blood is rich in carbon dioxide and low in oxygen.

Carbon dioxide moves from the blood into the air inside the alveoli. At the same time, oxygen moves from the air into the blood in the capillaries.

The lungs are surrounded by the pleura, a membrane with two layers. The space between these two layers is called the pleural cavity. A slippery liquid called pleural fluid acts as a lubricant to reduce friction during breathing.



Picture 1

The image shows an enlarged view of the airways and lungs, as well as the trachea; bronchial tubes, or bronchi; and bronchioles. The image also shows a close-up view of gas exchange at the alveoli. Blue arrows show oxygen in inhaled air passing into the bloodstream, and green arrows show the carbon dioxide leaving the bloodstream

A) Put the titles in the correct order in accordance with the structure of the text.

- Air comes into the body
- Oxygen flows into the blood
- The lungs are the centerpiece of the respiratory system
- Airways
- Blood low in oxygen flows through the lungs
- The pleura
- Air fills the lung's air sacs

EXERCISE 2. WATCH THE VIDEO ABOUT *BREATHING*. ANSWER THE QUESTIONS TO THE VIDEO

https://www.youtube.com/watch?v=GVU_zANtroE&t=1s

A) Answer the questions to the video

1. Approximately how many times do you breathe in every day?

- a. 2,000 b. 7,000 c. 12,000 d. 17,000**

2. What do we call the process that uses oxygen and results in the production of the ATP that we use as energy?
 - a. Anaerobic respiration
 - b. Ventilation
 - c. Aerobic respiration
 - d. Circulation
3. Which organ(s) is/are regulated by the level of red blood cells?
 - a. The heart
 - b. The lungs
 - c. The liver
 - d. The kidneys
4. To ensure sufficient oxygen diffusion, the lungs contain hundreds of millions of miniature balloon-like projections. What is the approximate area (in square meters) for the lungs' surface to expand to?
 - a. 10
 - b. 70
 - c. 100
 - d. 120
5. Which of the following are necessary for oxygen to reach the cells of your body?
 - a. Nervous system
 - b. Cardiovascular system
 - c. Gastrointestinal system and respiratory system
 - d. All of the above

B) Discuss the following questions:

1. Our body's major organ systems are intimately connected and work as an overall unit. Describe the ways in which the human body systems are interdependent.
2. If all these major organ systems need to work together to achieve oxygen delivery, in what ways could the process of oxygen transportation from air to cell be positively influenced by the choices we make and the actions we take?
3. From cells to major organ systems, the architecture of the body and the functions the body can perform are very closely related. Can you identify body cells, tissues, organs, systems that demonstrate this relationship and discuss its significance?
4. Based on the idea that all the systems in the body are interconnected, what steps might you take to promote your health?

EXERCISE 3. WATCH THE VIDEO HOW THE LUNGS WORK. ANSWER THE QUESTIONS TO THE VIDEO

https://www.youtube.com/watch?v=8NUxvJS-_0k&t=2s

A) Answer the questions to the video

1. What controls the movement of the lungs?

- a. The ribcage b. Your heart rate c. The diaphragm d. The autonomic nervous system

2. From largest to smallest, the airways are structured as follows:

- | | | | |
|--|--|--|---|
| a. Trachea,
bronchi,
bronchioles,
alveoli | b. Alveoli,
bronchi,
trachea,
bronchioles | c. Trachea,
bronchioles,
bronchi,
alveoli | d. Bronchi,
alveolus,
bronchioles,
trachea |
|--|--|--|---|

3. _____ drives O₂ and CO₂ across the capillaries and air sacs in the lungs.

- a. Breathing b. Inhalation c. Diffusion d. Heat

4. How do the lungs get rid of all the CO₂ they've picked up from the blood?

- a. They convert it into oxygen
b. They inhale to bring in fresh air
c. They send it back into the bloodstream
d. They compress and exhale

5. Choose the true statement:

- a. If we forget we're breathing our lungs work much better
b. The autonomic nervous system makes breathing automatic
c. If we forget to breathe the brain reminds us
d. We have to focus on breathing

B) Discuss the following questions:

1. Why do you think the body's cells need oxygen?
2. What are the benefits of the lungs to be spongy rather than empty like a balloon?
3. How do you think your breathing and lungs adapt when you're exercising?
4. Imagine you have to think about every breath you take. Why do you think the lungs and brain evolve to make breathing automatic? What are the benefits, and what would the disadvantages be if breathing was something we had to think about?
5. Breath Holding: How are we able to hold our breath? What causes us to hit a breaking point and breathe out? What happens to our bodies with the inability to expel the carbon dioxide?

6. What happens to our lungs when we hold our breath for an extended period of time?

EXERCISE 4. GIVE SYNONYMS TO THE FOLLOWING WORDS AND TRANSLATE THEM

- | | |
|----------------|---------------------------|
| 1. section | 11. air sacs |
| 2. small hair | 12. membrane |
| 3. phlegm | 13. lymph tissue |
| 4. tubes | 14. strong wall of muscle |
| 5. windpipe | 15. chest bones |
| 6. voice box | 16. tiny blood vessels |
| 7. throat | 17. air passages |
| 8. lymph nodes | 18. ventilation |
| 9. mouth | 19. inspiration |
| 10. nose | 20. exhalation |

EXERCISE 5. CHOOSE THE CORRECT ANSWER

1. What system helps our body to breathe?

- a.** Perspiration system **b.** Respiratory system **c.** Reproductive system **d.** Urinary system

2. The respiratory system consists of the trachea, the lungs, and the _____.

- a.** Liver **b.** Diaphragm **c.** Esophagus **d.** Pancreas

3. During the process of breathing we inhale oxygen into the lungs and exhale _____.

- a.** Carbon dioxide **b.** Hydrogen **c.** Carbon monoxide **d.** Oxygen

4. When we breathe in, the lungs _____.

- a.** Inflate **b.** Turn purple **c.** Deflate **d.** Do a dance

5. Another name for the tiny air sacs in the lungs is _____.

- a.** Bronchioles **b.** Ravioli **c.** Alveoli **d.** Bronx

6. _____ is harmful for the lungs.

- a.** Exercising **b.** Yelling **c.** Smoking **d.** Singing

7. Another name for “trachea” is _____.

- a.** Diaphragm **b.** Bronchus **c.** Windpipe **d.** Lung

8. What is the name for the tiny hairs that prevent mucus and dirt from entering the lungs?

- a.** Bronchioles **b.** Excavator **c.** Lung hairs **d.** Cilia

9. Another name for the voice box is _____.

- a.** Motormouth **b.** Larynx **c.** Trachea **d.** Alveoli

10. During the process of breathing _____ contracts and flattens to give the lungs enough space to fill up with air.

- a.** Bronchiole **b.** Larynx **c.** Diaphragm **d.** Lung balloon

11. What gas is essential to body's cells?

- a.** Nitrogen **b.** Carbon Dioxide **c.** Hydrogen **d.** Oxygen

12. What helps to filter the air from dust and other particles in the nasal cavity?

- a.** Bubbles **b.** Sacs **c.** Cilia **d.** Alveoli

13. Identify the correct order for the air to enter the lungs:

- a.** Bronchioles, alveoli, bronchi
b. Alveoli, bronchioles, bronchi
c. Bronchi, bronchioles, alveoli
d. Alveoli, bronchi, bronchioles

14. What is the name for the tiny blood vessels that line the alveolar walls?

- a.** Cilia **b.** Capillaries **c.** Chromosomes **d.** Capybaras

15. What is the name for the passageway which brings the food to the stomach?

- a.** bronchi **b.** esophagus **c.** epiglottis **d.** windpipe

EXERCISE 6. PUT THE WORDS IN ORDER TO MAKE UP SENTENCES

1. lung / is / lobes / divided / three / right / into / the.
2. and / ribs / lungs / to / the / contract / the / expand / help.
3. is / smallest / bronchiole / the / section / the / bronchi / the / of.
4. cilia / the / line / the / tubes / bronchial.
5. are / the / smallest / section / the / of / bronchioles / the / bronchi?
6. are / blood / capillaries / in / the / vessels / the / of / walls / alveoli / the.
7. coughing / lungs / the / rid / of / get / the / through / mucus.
8. from / diaphragm / the / separates / the / cavity / chest / the / abdomen.
9. from / delivers / pharynx / air / the / oral / the / and / cavity / to / the / trachea / nasal.
10. the / air / gas / place / in / the / exchange / sacs / takes.
11. and / the / surrounds / chest / each / pleura / lobe / separates / lung / them / from / the / wall.
12. cilia / a / move / in / wave-like / the / motion / out / to / dust / filter / and / the / or / the / airways / germs.
13. is / carbon / the / exchange / respiration / of / and / oxygen / dioxide.
14. the / airways, / system / consists / respiratory / of / the / blood / lungs / and / vessels.
15. it / and / the / help / the / lungs / push / diaphragm / to / does / the / air / pull / in / out?
16. lungs / runs / the / from / the / pharynx / trachea / to / the.

EXERCISE 7. PUT THE VERB IN BRACKETS INTO THE CORRECT FORM. USE PRESENT SIMPLE OR PRESENT CONTINUOUS ACTIVE

1. The respiratory system _____ (consist of) many different parts that _____ (function) together to provide breathing all the time.
2. Breathing _____ (be) something that we all _____ (do) right now without realizing it.
3. We _____ (breathe) in and out constantly about 22,000 times a day.
4. When we _____ (exercise) or _____ (play), our brain _____ (tell) our lungs to work faster.
5. The hairs, that _____ (line) the inside wall of the nasal cavity, _____ (filter) constantly the air and _____ (work) as a part of the air-cleansing system.

6. The ribs _____ (move) a small amount when the lungs _____ (expand) and _____ (contract).
7. The respiratory system _____ (get rid of) carbon dioxide when the exhalation _____ (take place).
8. After mid-30s, the diaphragm _____ (get) weaker when the lung tissue _____ (not stretch) well enough.
9. An area in the brain _____ (tell) the body when to breathe. Brain _____ constantly (send) signals to the muscles and lungs.
10. When the lungs _____ (face) a bigger threat, like an infection, white blood cells _____ (get) into the fight.
11. The radiologist _____ (perform) a chest X-ray right now.
12. The nurse _____ (listen) to the pleural sounds at the moment.
13. Your left lung _____ (not, expand) perfectly at the moment.
14. These patients _____ (take) medicine for their lung disease.
15. The doctor _____ (perform) a complex lung resection at the moment.

EXERCISE 8. DESCRIBE THE GAS EXCHANGE PROCESS:

1. how oxygen moves through the respiratory system (from the air to the blood and tissues);
2. how carbon dioxide moves through the respiratory system (from the tissues and blood to the air).

SECTION 2: GRAMMAR

PRESENT CONTINUOUS

A) *How do we make it?*

1. Positive sentences

subject	+	BE (am / is / are) + Verb-ING
---------	---	------------------------------------

E.g. **I am learning** the terms in anatomy by heart.

The doctor is operating at the moment.

They are listening to the doctor now.

2. Negative sentences

subject	+	BE (am / is / are) + NOT
---------	---	-----------------------------------

		+ Verb-ING
--	--	---------------

E.g. I **am not (I'm not)** **analyzing** a blood sample now.

The nurse **is not (isn't)** **measuring** his temperature at the moment.

Your lungs **are not (aren't)** **expanding** perfectly.

3. Questions

BE (am / is / are)	+	subje ct	+	Verb-ING
-----------------------------	---	-------------	---	----------

E.g. **Am I** **waiting** for the Xray now?

Is the doctor **consulting** at the moment?

Are you **taking** the blood for transfusion now?

B) How do we use it?

The Present Continuous tense is used to describe an action that is currently happening or ongoing. We use this tense to talk about:

1. Actions that are happening right now.

e.g. I am performing a complex abdominal operation right now.

2. Actions that are happening around the current time.

e.g. The professor is usually consulting the patients in the evenings.

3. Future arrangements.

e.g. The nurse is taking a shift at the pulmonary department tomorrow.

4. Temporary situations or changes.

e.g. I am taking aspirin for my angina pectoris remission.

5. Annoyances.

e.g. This newly arrived patient is complaining again.

PAST CONTINUOUS

A) How do we make it?

1. Positive sentences

subject	+	was / were + Verb-ING
---------	---	-----------------------

E.g. **The doctor** **was consulting** frequently late in the evening.

The students **were operating** under professor's supervision.

2. Negative sentences

subject	+	was / were + NOT + Verb-ING
---------	---	------------------------------------

E.g. I **was not (wasn't)** **analyzing** blood samples often.
Your lungs **were not (weren't)** **expanding** perfectly.

3. Questions

WAS / WERE	+	subject	+	Verb-ING
-------------------	---	---------	---	----------

E.g. **Was** the patient **waiting** for the Xray?
Were you constantly **donating** blood for transfusions?

B) How do we use it?

There are several common ways to use the Past Continuous tense:

1. to describe an action that was interrupted by another event (i.e. interrupted actions);

E.g. The doctor was consulting a patient when the nurse came in.

The wounds were aching until the nurse gave an injection.

2. to describe two or more actions happening simultaneously in the past (i.e. simultaneous actions);

E.g. While the patient was waiting for the doctor to come, the nurse was measuring his pulse and temperature.

Two patients came for a regular check up while the doctor was operating.

3. to describe an action or state that was in progress at a specific time (i.e. ongoing actions in the past);

E.g. At noon the professor was giving a lecture on cardiology.

The nurse was giving a lidocaine injection nervously during the operation.

FUTURE CONTINUOUS

A) How do we make it?

1. Positive sentences

subject	+	will Or 'll	be + Verb-ING
---------	---	------------------------------	----------------------

E.g. **I'll (will)** **be donating** blood tomorrow afternoon.

The doctor'll (will) **be operating** in the morning.

2. Negative sentences

subject	+	will not or won't	+	be + Verb-ING
---------	---	--	---	---------------

E.g. **I will not (won't) be donating** blood tomorrow afternoon.
The doctor will not (won't) be operating in the morning.

3. Questions

will	+	subject	+	be + Verb-ING
-------------	---	---------	---	---------------

E.g. **Will you be donating** blood tomorrow afternoon?
Will the doctor be operating in the morning?

B) How do we use it?

Future Continuous tense is used

1. for interrupted actions in the future;

e.g. When the patient arrives to the Emergency Department, the doctors will be waiting for her.

The professor will be consulting the patients when the students come.

2. for specific time as an interruption in the future;

e.g. The nurse will be taking temperature this time tomorrow morning.

The patient will be taking allergy test at 7 o'clock.

3. for parallel actions or a series of parallel actions;

e.g. The student will be assisting the surgeon while he is operating the patient.

The nurse will be checking the patient's vital signs while the doctor is arriving to the emergency room.

4. for the actions, which are already happening now and expected to continue some time in the future;

e.g. The doctor will still be operating the patient in an hour.

The patient will still be having a check-up the whole day.

In 50 years, many viruses will still be disappearing.

5. to ask questions politely about the future;

e.g. Will a student be assisting during the operation?

Will the doctor be consulting this time next week?

6. while expressing the intentions for the future

e.g. The nurse will be assisting the doctor during the operation.
The doctor will be consulting the patients in the evening.
The nurse will be going home after the night shift.

EXERCISE 1. PUT THE VERB IN BRACKETS INTO THE CORRECT FORM. USE PRESENT CONTINUOUS ACTIVE

1. The surgeon _____ (operate) the lung cancer now.
2. The doctor _____ (listen) to the patient's heart and lungs.
3. The lab technician _____ (analyze) the tumor sample.
4. The surgeon _____ (take) a lung biopsy right now.
5. You _____ (not, breathe) regularly at the moment.
6. The professor currently _____ (consult) about the danger of lung diseases.
7. The radiologist _____ (take) an abdominal CT at the moment.
8. The head of the pulmonary department usually _____ (consult) the patients now.
9. The patient _____ (have) a regular check-up at the hospital.
10. The nurse constantly _____ (ask) the same questions.
11. Mary _____ (visit) the doctor again.
12. My father _____ (do) respiratory exercises for his shortness of breath now.
13. John constantly _____ (cough) in the morning.

EXERCISE 2. PUT THE VERB IN BRACKETS INTO THE CORRECT FORM. USE PAST CONTINUOUS ACTIVE

1. The patient _____ (breathe) fast early in the morning.
2. The right lung _____ (not, compress) properly.
3. The doctor _____ (listen) to the lungs when the patient coughed.
4. The throat _____ (ache) until the doctor gave some medication.
5. While I _____ (wait) for the examination, the nurse _____ (prepare) the consulting room.
6. The patient stopped breathing while the doctor _____ (prepare) an injection.
7. In the morning the professor _____ (consult) the patients with the respiratory system disorders.
8. The lungs _____ (expand) when the patient stopped breathing.
9. John _____ (wait) for an X-ray when the doctor came.
10. The ribs _____ (ache) until the doctor fixed them with a bandage.

11. While the patient _____ (undress), the nurse _____ (fill) in the patient's documents.
12. The patient constantly _____ (cough) during examination.
13. While the patient _____ (cough), the doctor _____ (listen) to the breath sounds.
14. At noon Alice _____ (have) a computer tomography.
15. The patient _____ (suffer) from chest pain until the doctor prescribed pain killers.

EXERCISE 3. PUT THE VERB IN BRACKETS INTO THE CORRECT FORM. USE FUTURE CONTINUOUS ACTIVE

1. The professor _____ (consult) tomorrow afternoon.
2. The surgeon _____ (take) lung biopsy in the morning.
3. The doctor _____ (examine) the patient when the nurse fills in the patient's card.
4. The nurse _____ (check) the appointments this time tomorrow morning.
5. John _____ (have) an X-ray at 9 o'clock tomorrow.
6. The professor still _____ (consult) in half an hour.
7. In 70 years, many of your tissues and organs still _____ (function).
8. _____ the surgeon (operate) this time next week?
9. The patient _____ (have) a computer tomography after the examination.
10. The professor _____ (deliver) a lecture about respiratory disorders in the morning.
11. Jane _____ (wait) for examination when the doctor comes.
12. The patient _____ (have) a transfusion tomorrow morning.
13. The surgeon _____ (operate) while the anesthesia is working.
14. The doctor _____ (assist) the professor while he is resecting the lung.
15. Mary still _____ (cough) after the procedure.

EXERCISE 4. TRANSLATE FROM RUSSIAN INTO ENGLISH. USE PRESENT CONTINUOUS ACTIVE

1. Врач сейчас удаляет опухоль легкого.
2. Медсестра прослушивает легкие пациента.
3. Радиолог анализирует рентгеновский снимок.

4. Хирург сейчас берет биопсию легкого.
5. В данный момент вы дышите неровно.
6. В настоящее время врач консультирует пациентов с заболеваниями легких.
7. Лаборант в данный момент делает КТ грудной клетки.
8. Заведующий пульмонологическим отделением обычно консультирует пациентов по утрам.
9. Пациенту в больнице делают рентген грудной клетки.
10. Медсестра постоянно задает одни и те же вопросы.
11. Мэри принимает антибиотики из-за инфекции легких.
12. Доктор осматривает пациентов два раза в день.
13. У заядлых курильщиков всегда возникают проблемы с газообменом в легких.
14. Моя бабушка делает дыхательные упражнения, чтобы облегчить астму.
15. Люси постоянно кашляет по утрам.

**EXERCISE 5. TRANSLATE FROM RUSSIAN INTO ENGLISH.
USE PAST CONTINUOUS ACTIVE**

1. Утром больной учащенно дышал.
2. Правое легкое не расширялось должным образом.
3. Медсестра прослушивала легкие, когда пациент кашлял.
4. Грудь болела, пока медсестра не дала лекарство.
5. Пока пациентка ждала обследования, врач готовил инструменты.
6. Больной перестал кашлять, пока медсестра готовила раствор.
7. Утром профессор консультировал пациентов с заболеваниями дыхательной системы.
8. Легкие сдулись, когда пациент перестал дышать.
9. Мэри ждала компьютерной томографии, когда пришла медсестра.
10. Ребра болели, пока врач не зафиксировал их повязкой.
11. Пока Джон раздевался, медсестра заполняла карту пациента.
12. Больной во время рентгена постоянно кашлял.
13. Пока больной кашлял, врач прислушивался к звукам дыхания.
14. В полдень Люси консультировалась у пульмонолога.
15. Пациент страдал от болей в груди, пока врач не прописал лекарство.

**EXERCISE 6. TRANSLATE FROM RUSSIAN INTO ENGLISH.
USE FUTURE CONTINUOUS ACTIVE**

1. Доктор будет оперировать завтра днем.
2. Утром лаборант будет анализировать образцы тканей.
3. Врач будет осматривать пациента, когда медсестра заполнит карту пациента.
4. Медсестра будет проверять записи на прием завтра в 7 часов утра.
5. Завтра в 9 часов Мэри будет делать биопсию легких.
6. Профессор все еще будет консультировать через полчаса.
7. Даже через 80 лет большинство ваших тканей и органов будут продолжать функционировать.
8. Будет ли врач оперировать в это время на следующей неделе?
9. После обследования пациенту сделают рентген грудной клетки.
10. Утром профессор будет читать лекцию о респираторных заболеваниях.
11. Джон будет ждать осмотра, когда придет медсестра.
12. Моей бабушке завтра утром сделают переливание крови.
13. Хирург будет оперировать, пока действует анестезия.
14. Студент будет помогать врачу во время резекции легкого.
15. Энн все еще будет кашлять после процедуры.

EXERCISE 7. PUT THE VERB IN BRACKETS INTO THE CORRECT FORM. USE PRESENT / PAST / FUTURE CONTINUOUS ACTIVE

1. You _____ (not, to cough) constantly at the moment.
2. The professor _____ (to consult) currently about the danger of lung diseases.
3. The radiologist _____ (to take) an abdominal CT at the moment.
4. The chest _____ (to ache) until the doctor fixed them with a bandage.
5. While the patient _____ (to undress), the nurse _____ (to fill) in the patient's card.
6. The patient _____ (to cough) constantly during examination.
7. While the patient _____ (to cough), the doctor _____ (to listen) to the breath sounds.
8. _____ the surgeon _____ (to operate) this time next week?
9. The patient _____ (to have) a computer tomography after the examination.
10. Alice _____ (to wait) for the X-ray when the doctor comes.

**EXERCISE 8. TRANSLATE FROM RUSSIAN INTO ENGLISH.
USE PRESENT / PAST / FUTURE CONTINUOUS ACTIVE**

1. В данный момент вы не кашляете постоянно.
2. В настоящее время пульмонолог консультирует больных раком легких.
3. В данный момент рентгенолог делает КТ грудной клетки.
4. Грудь болела, пока врач не наложил мазь.
5. Пока пациент заполнял документы, медсестра готовила инструменты.
6. Во время КТ пациент постоянно кашлял.
7. Пока больной не кашлял, врач прислушивался к звукам дыхания.
8. Будет ли врач осматривать пациентов в это время на следующей неделе?
9. После обследования пациенту сделают биопсию.
10. Энн будет ждать осмотра, когда придет медсестра.

LESSON 4. CARDIO-VASCULAR SYSTEM

SECTION 1: VOCABULARY

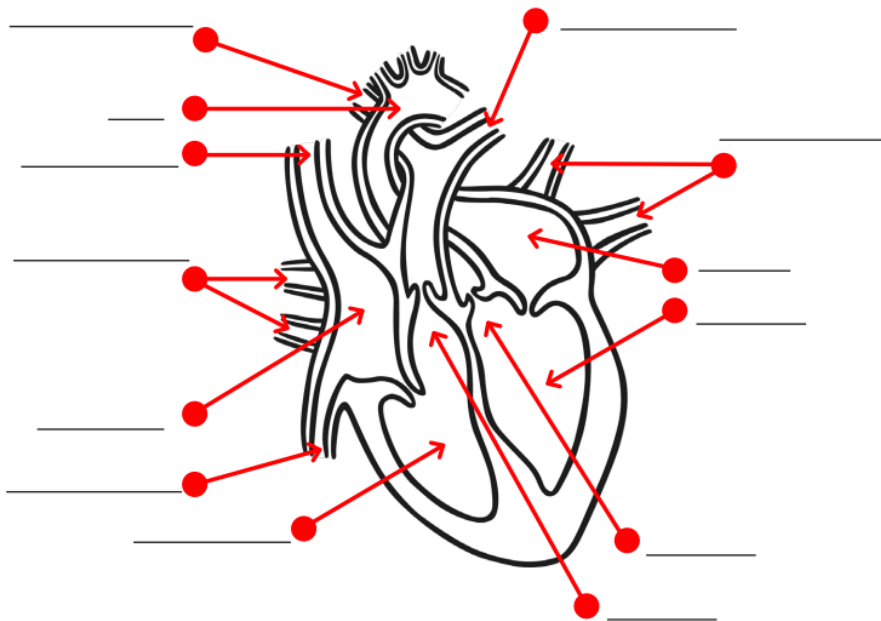
Nouns: aorta, atrium, attack, bacteria, capillaries, chamber, clot, erythrocytes, fat, heart, hemoglobin, hormone, leukocyte, liquid, microelement, plasma, platelet, substance, transfusion, vein, ventricle, vessel.

Verbs: to circulate, to supply, to link, to obtain, to propel, to supply.

Adjectives aquatic, compatible, deoxygenated, external, inferior, internal, myocardial, oxygenated, pulmonary, sufficient.

Word combinations and phrases: carbon dioxide, cardiovascular system, circulatory system, red blood cells, vena cava, waste products, white blood cells.

EXERCISE 1. LABEL THE PARTS OF THE HEART SYSTEM (PICTURE 2). USE THE WORDS FROM THE BOX



Picture 2

superior vena cava / aorta / left atrium / left ventricle / right pulmonary veins / right atrium / inferior vena cava / right ventricle / aortic valve / pulmonic valve

EXERCISE 2. MATCH THE FOLLOWING WORDS WITH THE RIGHT DEFINITIONS

- | | | | |
|-----|--------------------|----|---|
| 1. | platelets | a. | the muscular organ that causes the blood circulation |
| 2. | arteries | b. | small particles helping the blood to clot |
| 3. | capillaries | c. | blood vessels carrying blood away from the heart |
| 4. | circulatory system | d. | secretions of the endocrine glands |
| 5. | hormones | e. | tiny tubes linking small arteries and veins |
| 6. | hemoglobin | f. | a system of internal transport |
| 7. | heart | g. | a chemical responsible for carrying oxygen to all the body's cells |
| 8. | cardiac | h. | the main artery that takes blood to the other parts of the body |
| 9. | pulmonary | i. | related to the heart |
| 10. | vena cava | j. | a tube that carries blood to the heart from the other parts of the body |
| 11. | ventricle | k. | a large vein that carries the deoxygenated blood from the lower and middle body into the right atrium of the heart |
| 12. | aorta | l. | it keeps blood flowing in the correct direction |
| 13. | vein | m. | each of the two main spaces in the heart, left and right |
| 14. | valve | n. | gel-like collections of blood that form in your veins or arteries when blood changes from liquid to partially solid |
| 15. | clot | o. | related to the lungs |

EXERCISE 3. MATCH THE WORDS, WHICH ARE SIMILAR IN MEANING

- | | | | |
|----|-------------|----|------------|
| 1. | to link | a. | to propel |
| 2. | main | b. | sufficient |
| 3. | to move | c. | basic |
| 4. | job | d. | various |
| 5. | environment | e. | to get |

- | | |
|----------------|-----------------|
| 6. enough | f. work |
| 7. to obtain | g. surroundings |
| 8. to provide | h. to name |
| 9. different | i. germs |
| 10. bacteria | j. to connect |
| 11. to call | k. to supply |
| 12. external | l. lower |
| 13. inferior | m. fluid |
| 14. liquid (n) | n. watery |
| 15. aquatic | o. outward |

EXERCISE 4. READ THE TEXT

A) Choose the correct variant

THE BLOOD SYSTEM

Our blood acts as a transport system, carrying substances around the body. It is rather like a road network, with large arteries as main roads and very small vessels/veins as lanes. Blood itself is made up of a **1. liquid/water** called plasma and two main types of cell – red cells and white cells. Red cells contain a chemical called hemoglobin, which is responsible for carrying **2. oxygen/carbon dioxide** to all the body's cells. White cells are far fewer in number than red cells. Their job is to attack invading germs. There are also small particles in blood called platelets, which help the blood to **3. clot/stop** when we cut ourselves.

When we cut ourselves, blood vessel walls break. The bleeding stops when enough platelets have stuck to the broken walls and signaled other **4. substances/tissues** to come. These substances form strands called fibrin, which form a web over the red blood cells to make a clot.

Arteries carry blood away from the heart and are thicker than veins because they must withstand the heavy pumping action of the heart. Veins carry blood back to the heart. Small arteries and veins are linked **5. by/with** tiny tubes called capillaries.

The heart is the muscular organ that causes the blood to **6. circulate/pass** in the body. The atria function mainly as entryways to the ventricles, whereas the ventricles **7. receive / supply** the main force that propels blood to the lungs and throughout the body.

All cells, in order to survive, must **8. supply / obtain** the necessary raw materials for metabolism, and have a means for the removal of **9. rest / waste** products.

Blood is the vital chemical in the circulatory system, transporting nutrients and oxygen to all the cells and removing carbon dioxide and other wastes from them. Blood also has other important functions. It transports **10. hormones/microelements**, the secretions of the endocrine glands, which affect organs sensitive to them.

Some components of the blood act as a defense against bacteria, viruses, and other pathogenic (disease-causing) organisms. The blood also has a self-preservation system called a clotting mechanism so that loss of blood because vessel rupture is reduced.

B) Provide evidence from the text to support or disprove the following statements. Mark the statements TRUE or FALSE

1. The blood system is like a road network.
2. Hemoglobin is responsible for carrying oxygen to the lungs.
3. The main function of white cells is to destroy germs.
4. The ventricles propel blood to the lungs.
5. Blood regulates the body temperature.

SECTION 2: GRAMMAR

Present Perfect Simple
How do we make it?

Affirmative	Negative	Interrogative
I have walked	I haven't walked	Have I walked?
You have walked	You haven't walked.	Have you walked?
He, she, it has walked	He, she, hasn't walked	Has he, she, it walked?
We have walked	We haven't walked	Have we walked?
You have walked	You haven't walked	Have you walked?
They have walked	They haven't walked	Have they walked?

When do we use it?

The **present perfect** is formed from the present tense of the verb *have* (*has*) and the past participle (**-ed form for regular verbs and V3 for irregular verbs**) of a verb.

We use the present perfect:

- For something that **started in the past** and **continues in the present**:

*She **has** (**She 's**) **worked** as a nurse all her life.*

- when we are talking about our **experience up to the present**:

*I **have** (**I've**) **read** that article before.*

*He **has written** three books and he is working on another one.*

We often use the adverb **ever** to talk about experience up to the present:

*My last working day at the clinic was the worst day I **have ever had**.*

And we use **never** for the negative form:

***Have you ever worked** at the laboratory?*

*Yes, but I've **never taken** a blood test.*

NOTE

There is also a difference in **attitude** between the two tenses, which is often an important factor in choosing which tense to use.

- "What did you do at school today?" I use the simple past tense because the question is about **activities**, and the school day is considered **finished**.
- "What have you done at school today?" I use the present perfect because the question is about **results**: « show me ». The time at which the question is asked is considered as a **continuation** of the school day.

EXERCISE 1. USE PRESENT PERFECT SIMPLE WITH THE VERBS IN BRACKETS

1. My father (have) just a heart attack.
2. The students (see) already bacteria through microscope in the laboratory.
3. We (talk) never about blood cells before.
4. Alan (study) the structure of the heart recently.
5. Her grandmother (spend) a couple of days in the hospital.
6. Doctor Williams (perform) bypass surgery many times before.
7. It looks like he (have) problems with his heart for a while.

8. This pharmaceutical company (supply) always medications to this clinic.
9. He (take) another blood test today.
10. They look happy because they (obtain) just the results they wanted.
11. Brigid doesn't feel well. She (go through) blood transfusion recently.
12. No one (tell) ever him he has got problems with his heart.
13. Miss Jillian (be appointed) to the position of clinical manager this week.
14. Cambridge (be) always a welcoming city.
15. My dentist (cancel) just the appointment.

EXERCISE 2. MAKE QUESTIONS AND NEGATIVES TO THE SENTENCES BELOW

1. He has just had a heart surgery. (Who?)
2. Melissa has already been in this clinic before. (Where?)
3. Bacteria have caused serious infection. (What?)
4. Postgraduate students have already seen bypass surgery twice. (How many times?)
5. The patient has just died because of heart attack. (Why?)
6. This cardiologist has come from the clinic in Heidelberg. (Where from?)
7. Twenty people have already donated blood to the victims. (How many?)
8. They performed blood transfusion inappropriately. (How?)
9. Our GP has just advised us to consult a cardiologist. (What?)
10. She has serious complications and has already spent two weeks in the hospital. (How long?)
11. I have just bought vitamins to get all the microelements needed every day. (What for?)
12. My cousin can't call me back because her lecture on cardiology has not finished yet. (What?)
13. Toronto Heart Centre has already gained good reputation. (What?)
14. Cardiology trainees as well as medical students from the University of Tasmania have been invited to take part in this conference. (What students?)
15. Protecting children has always been the primary concern of this pediatric ward. (What?)

LESSON 5. THE GASTRO-INTESTINAL SYSTEM

SECTION 1: VOCABULARY

Nouns: esophagus, stomach, small intestine, large intestine, colon, pharynx, rectum, anal canal, anus, alimentary tract, digestive system, gastrointestinal system, digestion, colonoscopy, irritated colon, appendicitis, nutrients, metabolism, absorption, elimination, ingestion, chewing (mastication), fluid, substance, saliva, salivary glands, glands.

Verbs: to ingest, to digest, to inflame, to remove, to occur, to examine, to pass through, to transport food, to be composed from, to swallow, to process, to supply, to facilitate, to expel, to chew, to break down.

EXERCISE 1. READ THE TEXT

The Gastro-intestinal System

The gastrointestinal system, often abbreviated as the GI system, is also known as the digestive system. The terms are completely interchangeable. The system's main function is to provide the body with healthy nutrients and provide a means to expel waste materials and toxins. This occurs through a series of processes: ingestion, digestion, metabolism, absorption, and elimination.

The alimentary canal forms the core of the system. It is composed of eight organs: the mouth, pharynx, esophagus, stomach, small intestine (and all associated glands), the large intestines (colon), rectum, and the anal canal and anus.

When an object or fluid is placed in the mouth, the first process, ingestion, begins. Chewing (mastication) breaks larger pieces of solid materials into smaller pieces.

The ingested material then passes the pharynx and enters the esophagus. Next, it travels downward through the alimentary canal to the stomach.

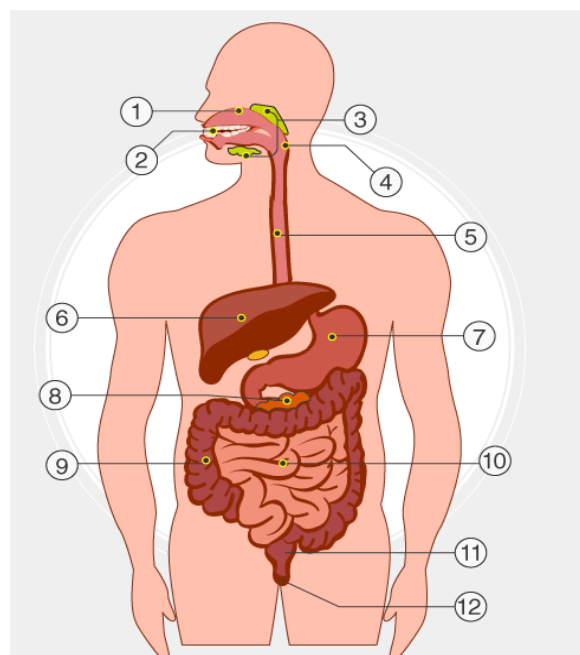
The stomach begins to process its contents within the first 20 minutes of receiving food, fluid, and any other matter/substance. That material is broken down, metabolized, and formed into new substances, which are then passed along to the small intestine. Accessory organs such as the liver and pancreas supply enzymes and hormones that facilitate digestion and metabolism of the ingested material.

It generally takes up to 6 hours for digestion to occur. By the end of a 6–12 hour period, most of the ingested, digested material should have passed into the colon (large intestine).

EXERCISE 2. ANSWER THE FOLLOWING QUESTIONS

- 1) What is a synonym for the gastrointestinal system?
- 2) What is the function of the digestive system?
- 3) What processes is the system associated with?
- 4) What is the core of the system?
- 5) What organs are included into the system?
- 6) What process begins in the mouth?
- 7) What is the function of chewing?
- 8) What happens in the stomach?
- 9) What accessory organs take part in digestion?
- 10) What is the function of liver in digestion?
- 11) What is the difference between digestion and ingestion?
- 12) What is the difference between nutrients and waste?
- 13) How long does the entire process of digestion take?
- 14) How can large intestine be called?
- 15) What is meant by the word *tract* as in GI tract or digestive tract or even respiratory tract?

EXERCISE 3. LABEL THE PICTURE 3 WITH THE NAMES OF THE ORGANS OF THE DIGESTIVE SYSTEM



Picture 3

EXERCISE 4. CHOOSE THE CORRECT MEANING OF THE TERM

1) Metabolism (*noun*)

- a. a process of intake and output
- b. the GI tract
- c. chemical reactions that break down and then build up complex molecules
- d. all of the above

Word formation: *to metabolize* (verb, infinitive), *metabolic* (adjective).

2) Digestion (*noun*)

- a. the process by which food is converted, absorbed, and assimilated
- b. the process of taking in foods
- c. chewing and swallowing
- d. the process of food breakdown in the stomach and small intestine

Word formation: *to digest* (verb, infinitive), *digestive* (adjective), *digested* (adjective, participle II).

3) Ingestion (*noun*)

- a. swallowing
- b. metabolism of nutrients
- c. taking in, absorbing, eating
- d. inhaling materials into the digestive tract

Word formation: *to ingest* (verb, infinitive).

4) Waste (*noun*)

- a. a process
- b. a product
- c. the function of eating and absorbing
- d. the undigested residue of food that will be excreted from the body

Word formation: *to waste away* (verb, infinitive)

5) Mastication (*noun*)

- a. the act or process of chewing;
- b. the act or process of grinding, shredding, crushing food in the mouth;
- c. the act of breaking food to pieces in the mouth;
- d. all of the above.

Word formation: *to masticate* (verb, infinitive)

6) Alimentary

- a. simple and easy;
- b. referring to mastication;
- c. relating to nourishment;
- d. all of the above.

7) Accessory

- a. something that is not essential to a certain process but adds to its functioning;
- b. something that is not necessary;
- c. something decorative;
- d. all of the above.

8) Nutrients

- a. food;
- b. substance that makes the blood move;
- c. substance that provides energy and maintains life in the organism;
- d. all of the above

Word formation: *nutrition* (noun)

9) Substance

- a. physical material from which something is made or which has discrete existence;
- b. matter of particular or definite chemical constitution;
- c. a fundamental or characteristic part or quality;
- d. all of the above.

10) Elimination

- a. the act of discharging or excreting waste products from the body;
- b. the process of passing of food through the digestive system;
- c. the act of digestion;
- d. all of the above.

EXERCISE 5. MATCH THE WORDS GIVEN WITH THE DEFINITIONS

- | | |
|--|--|
| <ul style="list-style-type: none"> a. stomach b. mouth c. esophagus d. salivary glands | <ol style="list-style-type: none"> 1. an organ which absorbs water so that water is conserved and solid feces are produced. 2. an organ that produces bile helping to digest fat. 3. a large gland that secretes digestive enzymes and the hormones insulin and glucagon; |
|--|--|

- | | |
|---|---|
| <ul style="list-style-type: none"> e. small intestine f. rectum g. teeth h. pancreas i. alimentary tract j. large intestine k. liver l. pharynx | <ul style="list-style-type: none"> 4. an organ that produces acid and enzymes that partially break down food; 5. an organ which receives and signals the need to eliminate stool; 6. the narrow part of the intestine that lies between the stomach and colon, consists of duodenum, jejunum, and ileum; 7. a tube extending from the back of the nasal passages and mouth to the esophagus that is the passage through which food passes to the esophagus; 8. a muscular tube that conveys food from the mouth to the stomach and that in humans is about nine inches (23 centimeters) long 9. the tubular passage typically extending from the mouth to the anus that functions in digestion and absorption of food and elimination of waste; 10. the natural opening through which food passes into the body; 11. bony structures in the mouth that grind, shred and crush food; |
|---|---|

EXERCISE 6. WRITING

Use your new vocabulary concerning digestive system and describe the purpose and function of the gastrointestinal system. Define the purpose of the system in general, and then describe how it actually functions. Use logic and describe the functional process in a step-wise progression from the first step to the last.

1. What is the purpose of the gastrointestinal system?
2. What is the function of the gastrointestinal system?
3. What are the steps, from first to last, in the processes of the gastrointestinal system?

SECTION 2: GRAMMAR

Past Perfect.

Form: We use *had* + the *-ed* form of the verb or *had* + V₃

+	<i>I, she, he, it, you, we, they</i>	<i>had</i> (full form)	worked / forgotten
	<i>I, she, he, it, you, we, they</i>	'd (short form)	
-	<i>I, she, he, it, you, we, they</i>	<i>had not</i> (full form)	worked / forgotten
	<i>I, she, he, it, you, we, they</i>	<i>hadn't</i> (short form)	
? +	<i>Had I, she, he, it, you, we, they</i>		worked / forgotten
? -	<i>Had I, she, he, it, you, we, they</i> (full form)	not	worked / forgotten
	<i>Hadn't I, she, he, it, you, we, they</i> (short form)		

EXERCISE 1. MATCH THE BEGINNINGS 1-15 AND THE ENDINGS A-J TO MAKE SENTENCES. TRANSLATE THE SENTENCES

- | | |
|--|--|
| <p>1. After the patient had had the second attack of acute stomachache</p> | <p>a. before the patient was discharged from the hospital.</p> |
| <p>2. The patient had never</p> | <p>b. the patient's ulcer had not been properly healed before.</p> |

experienced such severe pain

3. He had suffered from irritated colon

4. The treatment of ulcer had taken 2 weeks

5. The doctor found out that the disease had developed

6. According to the doctor's prescription the patient had first performed a colonoscopy

7. After the stomachache had increased

8. Peter worried that

9. The doctor supposed that

10. The doctor thought that

c. his illness had left him susceptible to further inflammations.

d. before he got an acute appendicitis. So he didn't feel the new condition at first.

e. and only then got proper treatment.

f. the patient had had similar attacks before.

g. long before the patient addressed him.

h. before the attack that brought him to hospital.

i. he was admitted to the hospital.

j. the patient got frightened that he had an ulcer.

EXERCISE 2. READ THE STORY AND PUT THE VERBS IN BRACKETS INTO THE CORRECT FORM. USE PAST SIMPLE AND PAST PERFECT

Mr Brown always 1) _____(to be) rather fit and healthy before that day of the first attack. So he was taken aback by a sudden pain in his abdomen. For the first time he just 2) _____ (to take) some painkillers, the pain 3) _____ (to stop) and he soon 4) _____(to forget) about it.

When the pain 5) _____ (to appear) for the second time, he 6) _____ (to understand) that it should be taken seriously. He 7) _____(to decide) to make an appointment with the doctor. But the third attack was here to come and he 8) _____ (to call) an ambulance and was taken to the hospital.

He told the doctor that he never 9) _____(to experience) such a severe pain before and that he 10) _____ (to have) 3 attacks of acute stomach ache by that time. The doctor 11) _____ (to examine) him and 12) _____ (to decide) to hospitalize him for a more detailed investigation.

As a result Mr. Brown 13) _____(to spend) 2 weeks in the hospital before he was discharged. But he 14) _____ (to get) good treatment and 15) _____ (to make) a complete recovery.

EXERCISE 3. CHOOSE THE CORRECT VARIANT

1. The patient was afraid of an operation but the doctor _____ to convince him.
a. managed **b. had managed** **c. has managed**
2. The delay in the procedure was fatal for the patient, so the doctors _____ to operate immediately.
a. decided **b. had decided** **c. have decided**
3. The problem _____ long before the patient paid attention to it.
a. spread **b. had spread** **c. has spread**
4. James _____ allergic to strawberry up to be the age of 10 and then suddenly got rid of it.
a. was **b. had been** **c. has been**
5. The man _____ a headache for 2 weeks before he got a CT.
a. had **b. had had** **c. has had**
6. Because of the abdominal trauma the man _____ internally for 2 hours before an operation was performed.
a. bled **b. had bled** **c. has bled**
7. Peter _____ his appetite because his esophagus was burning.
a. lost **b. had lost** **c. has lost**
8. The patient's blood pressure _____ by the time he was delivered to the hospital.
a. rose **b. had risen** **c. has risen**
9. The patient _____ hiccups for an hour.
a. had **b. had had** **c. has had**
10. I _____ my prescription.
a. lost **b. had lost** **c. have lost**
11. I _____ too much and my stomach aches.
a. ate **b. had eaten** **c. have eaten**
12. The patient _____ food poisoning and complained of nausea and vomiting.
a. got **b. had got** **c. has got**
13. I _____ a fever since this time yesterday.
a. had **b. had had** **c. have had**

14. The doctor _____ the patient's appendicitis because it was inflamed.
a. Removed b. had removed c. has removed
15. The treatment _____ two weeks before the patient fully recovered.
a. took b. had taken c. has taken

EXERCISE 4. TRANSLATE THE SENTENCES (USE SIMPLE AND PERFECT TENSES)

1. У меня не болит желудок с того момента, как Вы назначили мне лечение.
2. Врач назначил пациенту анализы, чтобы правильно поставить диагноз.
3. Пациент сам начал лечение до того, как обратился к врачу.
4. Частые стрессы пациента стали основной причиной гастрита.
5. Врач удалил опухоль в желудке до того, как она разрослась.
6. Пациент пожаловался на тошноту после приема лекарств.
7. Пациенту пришлось провести 2 недели в больнице до того, как ему был поставлен окончательный диагноз.
8. Пациенту провели колоноскопию, чтобы проверить его кишечник.
9. Язва желудка периодически беспокоила пациента уже много лет.
10. Врач убедил пациента в необходимости операции.
11. До того, как пациент обратился к врачу, он испытывал постоянную ноющую боль в брюшной полости в течение недели.
12. Пациент страдал от изжоги последние 2 года.
13. Врач похвалил пациента за то, что он серьезно отнесся к своей проблеме с пищеварением и вовремя обратился к врачу.
14. После того, как обследование было закончено, пациенту предложили лечь в больницу.
15. Неправильное лечение привело к серьезным для пищеварительной системы пациента последствиям.

LESSON 6. NERVOUS SYSTEM

SECTION 1: VOCABULARY

Nouns: neuron, brain, spinal cord, reflex, reaction/response, release of hormones, sight, hearing, touch, taste, smell, core, neural network, vertebrae, backbone, stimulus/li, synapse, bundle of nerves, CNS, PNS, nucleus, dendrites, axon, neurotransmitter.

Verbs: transmit information, process information, react/respond to, control/direct, to consist of, to contain, to receive impulses.

Adjectives: sensory neuron, motor neuron, involuntary, immediate, cranial nerves, spinal nerves, conscious, unconscious.

Adverbs: immediately, consciously, unconsciously.

Word combinations and phrases: through electrical signals, activating muscles, electrical signaling, chemical signaling, be capable of, be divided into, be composed of, be responsible for.

EXERCISE 1. UNSCRAMBLE THE FOLLOWING WORDS

Enuron Nairb Leefxr Sgianl Srsenope Yroness

Ighst Thcou Ttsamrni Nvorytlniau

Eiatmeimd Nocuossic Iulsmstu Ypssena Rrbevtaee

EXERCISE 2. MATCH THE TERMS WITH THEIR DEFINITIONS

- | | |
|-----------------|--|
| 1. Dendrites | a. a nerve cell that carries information between the brain and other parts of the body |
| 2. Neuron | b. the set of nerves inside the spine that connect the brain to other nerves in the body |
| 3. Spinal cord | c. a physical reaction to something that you cannot control |
| 4. Hearing | d. the ability to see |
| 5. Reflex | e. the ability to hear |
| 6. To respond | f. not marked by conscious thought, sensation, or feeling |
| 7. Vertebrae | g. the small bones that form the spine |
| 8. Axon | h. to send out or carry signals or messages |
| 9. Sight | |
| 10. To transmit | |
| 11. Nucleus | |
| 12. Immediately | |

13. Unconscious **i.** an oval shaped membrane-bound structure
 14. Cranial found in the soma or body of the neuron
 15. To process **j.** the short parts like threads at the edge of a
 nerve cell that carry messages to the cell
 k. a long, thread- like structure attached to a nerve
 cell that sends out signals away from the nerve
 cell
 l. to integrate sensory information received so that
 an action or response is generated
 m. to react in response to stimuli
 n. related to the skull
 o. now or without waiting or thinking

EXERCISE 3. TRANSLATE THE FOLLOWING SENTENCES

1. Основная функция нервной системы – регулирование физиологических процессов организма в зависимости от постоянно меняющихся условий внешней среды.
2. Нервная ткань состоит из многих нервных клеток, известных как нейроны, которые передают информацию.
3. Импульсы из нашего мозга идут назад через двигательные нервы, чтобы помочь нам предпринять соответствующие действия.
4. Нейроны классифицируются в зависимости от того, какой нейромедиатор они используют.
5. Сенсорные нейроны сообщают о механических и химических состояниях.
6. Двигательный нейрон передает сигнал из ЦНС непосредственно к органу, который начинает выполнять свою функцию.
7. Эти нервы координируют и следят за органами и частями всего тела, и дают возможность контролировать свои мышцы.
8. Нервная клетка может передавать только максимум 200 сигналов за секунду.
9. Цинк играет важную роль в передаче нервного импульса между клетками мозга.
10. Мышечное сокращение начинается с нервного импульса.
11. Сенсорная функция нервной системы включает в себя сбор информации от сенсорных рецепторов, которые контролируют внутренние и внешние условия организма.

12. Хроническая усталость и раздражительность обычно являются симптомами одного и того же расстройства нервной системы.
13. Никотиновая кислота или витамин РР – важный элемент питания, и вещество для поддержания нормальной функции нервной системы.
14. Нервы в организме также могут контролировать выброс гормонов.
15. Нервная система представляет собой сложную структуру нейронов, которые передают сигналы вокруг тела для координации действий.

EXERCISE 4. READ THE TEXT AND ANSWER THE QUESTIONS TO ASSESS YOUR LEVEL OF COMPREHENSION

THE NERVOUS SYSTEM

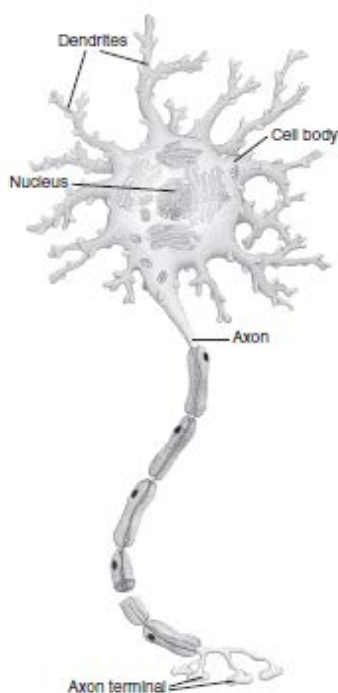
The neurological system is commonly referred to as the nervous system. It directs all body systems and cells and is responsible for all thought, emotion, sensation, and movement. The nervous system consists of two major subsystems: the central nervous system and the peripheral nervous system. The brain is the center of both.

The central nervous system is most often referred to as the CNS. It consists of the brain, brain stem, and spinal cord. The spinal cord and brain stem function as communication pathways between the brain and the peripheral nervous system. The peripheral nervous system, often referred to by health professionals as the PNS, contains the cranial nerves and spinal nerves that connect the central nervous system to the peripheral organs of the body. The peripheral nervous system can be divided into several subdivisions which will be discussed later.

All the organs of the nervous system are composed of neurons, or nerve cells. Neurons contain a cell nucleus and dendrites and axons. Dendrites receive impulses from the sensory organs, such as the eyes and ears, and from other neurons and transmit them to the central nervous system. The central nervous system (either the brain or spinal cord) responds to this sensory input, sending impulses through the axons out to the body organs. The gap between sensory, intermediate, and motor nerves is referred to as a synapse.

1. What is the medical term for the nervous system?
2. What is the function of the nervous system?
3. What are two major subsystems of the nervous system?

4. What does PNS stand for?
5. What does PNS consist of?
6. What does CNS stand for?
7. What does CNS consist of?
8. What is the function of the spinal cord and brain stem?
9. Based on what you have been learning, is it proper to use the abbreviation NS? You may need to guess.
10. How are messages relayed from the brain to the body?
11. What's another word for neuron?
12. What do neurons contain?
13. What do dendrites do?
14. What is a synapse?



EXERCISE 5. COMPLETE THE GAPS WITH THE MISSED WORDS

brain impulses transmit messengers unit consists nervous

Neurons are information _____. They use electrical _____ and chemical signals to _____ information between different areas of the _____, and between the brain and the rest of the _____ system.

The neuron is the structural and functional _____ of the nervous system. It _____ of three parts:

Picture 4

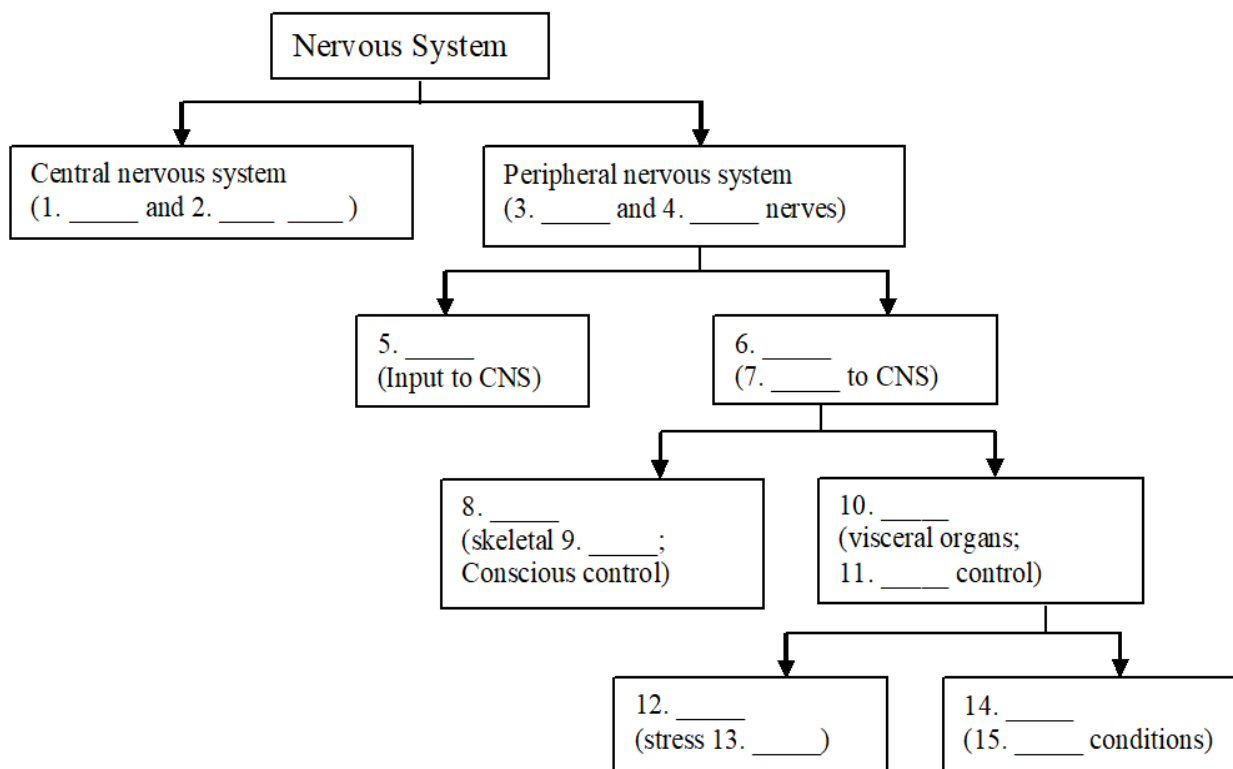
- chemical nucleus projections carries nerve branch receive transmitted*
1. Dendrites are branched cytoplasmic _____ from the cell body. They _____ impulses and sets off a _____ reaction that creates an electrical impulse which is further _____ to the cell body.
 2. The cell body contains a well-defined _____, surrounded by cytoplasm. The cell body further transmits the impulse to the axon.
 3. Axon or _____ fibre is one long _____ arising out of the cell body. Axon _____ information away from the cell body to other cells.

EXERCISE 6. READ THE TEXT AND COMPLETE THE FOLLOWING SCHEME (PICTURE 5)

DIVISIONS OF THE NEUROLOGICAL SYSTEM

As you know, the neurological system is divided into two major systems – the central nervous system and the peripheral nervous system. Each is vital to human survival and functioning. The central nervous system is divided into the brain and spinal cord. The peripheral nervous system has many subdivisions.

The peripheral nervous system is divided into sensory and motor divisions. The sensory division transmits signals from body organs to the central nervous system, whereas the motor division transmits impulses from the central nervous system to the peripheral body organs. The motor division is further subdivided into a somatic (body) part, in which conscious control of skeletal muscles occurs, and an autonomic part in which unconscious control of smooth muscle and internal organs occurs. The autonomic system is further divided into the sympathetic system, which responds to stress (“the fight-or-flight” response) by releasing the neurotransmitter norepinephrine, and the parasympathetic system, which attempts to maintain normal conditions and a stable internal environment through the release of the neurotransmitter acetylcholine.



Picture 5

SECTION 2: GRAMMAR

Future perfect

The future perfect is composed of two elements:
the simple future of the verb "to have" (will have) + the past participle of the main verb

Subject	+ will have	+ past participle of the main verb
He	will have	finished.
I	will have	finished.

Example: to work

Affirmative	Negative	Interrogative	Negative interrogative
I will have worked	I won't have worked	Will I have worked?	Won't I have worked?
You will have worked	You won't have worked	Will you have worked?	Won't you have worked?
He will have worked	He won't have worked	Will he have worked?	Won't he have worked?
We will have worked	We won't have worked	Will we have worked?	Won't we have worked?
They will have worked	They won't have worked	Will they have worked?	Won't they have worked?

Function: the future perfect tense refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed some time later than now. It is most often used with a time expression.

Examples

By the time you read this I will have arrived.

You will have finished your task by this time next week.

Won't they have left by 5:00?

Will you have eaten when I pick you up?

EXERCISE 1. USE FUTURE PERFECT TO COMPLETE THE FOLLOWING SENTENCES

1. These drugs (cause) muscle weakness by 10 a.m.
2. Sensory neurons (send) out information about the stimulus to the CNS within a nanosecond.
3. The brain malfunctions (create) false memories if they are not treated.
4. The doctor (complete) the operation by 11 a.m.
5. This medication (improve) cognitive function of the brain by the end of therapy.
6. If you do the following tasks every day, you (improve) the health and function of the brain in 6 months of practicing.
7. The doctor (regulate) the function of the nervous system of the patient by the end of treatment.
8. We (encode) information by tomorrow morning.
9. Students (complete) the block Nervous system by the end of this month.
10. The treatment (recover) the movement ability of the patient by next month.
11. Brain injured adults (develop) a Babinski reflex indicating nerve pathway damage between the spinal cord and the brain.
12. Spiced food (induce) flushing associated with sweating due to a reflex of the trigeminal nerve.
13. Neurotransmitters (transfer) the information between nerve cells and muscles within a millisecond.
14. In this condition the treatment (trigger) the best effect.
15. The patient (recover) his sight without treatment by the end of the month

EXERCISE 2. OPEN THE BRACKETS USING APPROPRIATE PERFECT TENSE

1. Before I entered the Institute (get) my certificate of health.
2. The doctor made the diagnosis of colitis after he (examine) me.
3. By the evening you (feel) better and cheerful.
4. I (already fill) in this patient's card.
5. He (have) his dinner when he felt a sharp pain in his stomach.
6. The nurse (take) the patient's temperature when the physician entered the consulting room.
7. The ambulance (just arrive).

8. The doctor (examine) you by 3 o'clock.
9. He (advise) me to be out in the open air as much as possible.
10. The nurse (take) the patient's blood pressure when the doctor came.
11. The nurse (fill) in the patient's card yet
12. Before she entered the Institute, she (work) as a nurse.
13. By the time mother came home my temperature (become) normal.
14. No sooner the nurse (give) me an injection than I felt better.
15. After the food (pass) to the stomach, it mixed with gastric juice

EXERCISE 3. MATCH SENTENCES AND TRANSLATE THEM

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Synapses has formed 2. Scientists have developed 3. The doctor will have 4. The neck injury has 5. The artificial neural network will 6. Chocolate has 7. This medication has 8. Scientists have 9. When light had entered the eye, 10. This medical procedure will 11. Each neuron has 12. This type of breathing will 13. Scientists have proved 14. Sleeping mask will 15. We won't have finished | <ol style="list-style-type: none"> a. a special neurostimulator called MicroRegulator. b. the basis of the neural network. c. checked the areas of sight loss by the end of this procedure. d. affected your hearing nerves, inner ear, or brain function linked to hearing. e. have relaxed you by the end of its practicing. f. have blocked visual stimuli, minimizing sleep disturbance caused by light. g. responded to a visual stimulus. h. the study of this neurostimulator by next week. i. that D vitamin and phosphorus are responsible for baby's nervous system functioning. j. have made a breakthrough in artificial intelligence researches. k. triggered a nervous impulse of sweetness. l. affected information processing in the brain. m. found synapses throughout the body, not just in the brain. n. these cells triggered nerve impulses that formed a visual image in our brain. o. have relieved your headache. |
|---|---|

EXERCISE 4. MATCH SENTENCES WITH APPROPRIATE VERB IN RIGHT PERFECT FORM

Affect work figure walk start

1. I _____ out the answer before her professor's explanation.
2. I _____ every day now for a month.
3. The neck injury _____ brain function linked to hearing.
4. She _____ the experiment before I entered the lab.
5. We _____ over an hour on one math problem.

Finish examine relieve add practice

6. _____ the doctor _____ you yet?
7. At this rate, we _____ the research by June.
8. This treatment _____ your earache.
9. Our Human Resource Manager _____ a number of new physicians to the staff.
10. The patient _____ neurological training every day for a week.

Jog experience check do finish

11. We _____ the experiment before the weekend.
12. By tonight, I _____ my assignment.
13. He _____ 70 miles by the end of next week.
14. He _____ never headaches.
15. The doctor _____ the areas of hearing loss by the end of this procedure.

LESSON 7. HOSPITAL

SECTION 1: VOCABULARY

Nouns: polyclinic, unit, out-patient department, district doctor, physician, speciality, consulting room, X-ray room, physiotherapy room, operating room, cardiologist, neurologist, surgeon, therapist, hospital, in-patient department, orthopedics department, obstetrics department, pediatrics department, department of pharmacy, history taking, taking about symptoms, physical examination, instrumental study, laboratory study, condition, complaint, palpation, percussion, auscultation, visual examination, fluorography, cystoscopy, ECG (electrocardiogram), X-ray examination, MRI, CT scan, ultrasound examination, endoscope examination, symptom, edema, vomiting, dizziness, fever, headache, cough, hemorrhage, runny nose, breathlessness, wheezing, diagnosis, bed regime, equipment.

Verbs: to include, to suffer, to determine, to establish, to reveal, to relieve, to carry on, to examine, to diagnose, to treat, to prescribe, to measure pulse, to measure blood pressure, to take temperature, to make a diagnosis, to perform, to administer, to complain.

EXERCISE 1. MATCH THE WORDS WITH THEIR MEANINGS

- | | |
|-----------------------------|---------------------------|
| 1. страдать | a. physician |
| 2. диагноз | b. to examine |
| 3. ортопедическое отделение | c. physiotherapy room |
| 4. визуальный осмотр | d. to relieve |
| 5. обследовать | e. to suffer |
| 6. невролог | f. orthopedics department |
| 7. лечить | g. hemorrhage |
| 8. выявлять | h. neurologist |
| 9. кабинет физиотерапии | i. diagnosis |
| 10. прописать | j. to reveal |
| 11. симптом | k. complaint |
| 12. жалоба | l. to treat |
| 13. врач | m. to prescribe |
| 14. облегчать | n. symptom |
| 15. кровотечение | o. visual examination |

EXERCISE 2. READ AND TRANSLATE THE TEXT

In Russia the basic medical unit is the polyclinic. There are polyclinics for adult population and for children.

Doctors of different specialities work at the polyclinics, for instance: surgeons, therapists, neurologists, cardiologists, doctors of eye diseases, ear, throat and nose diseases and so on.

Each polyclinic has different special rooms with the best and modern equipment, for instance: consulting room, X-ray room, operating room, physiotherapy room, clinical laboratory etc.

When patients come to the polyclinic they have to apply to the registry first. The registering clerk asks the name, the address, the age and the occupation and finds the patient's card. The card contains the diagnosis of the disease, the administration of the doctor, the course of the disease and the patient's condition.

Out-patients are seen at the polyclinic by a district doctor who must examine any patient thoroughly. A physician usually asks his patient what he complains of and according to the complaints carries on the examination.

A number of various procedures are used to establish a diagnosis: taking a history, taking about symptoms, physical examination, laboratory studies, instrumental studies and others.

Taking a history and taking about symptoms mean the collecting the detailed information about causes of the disease and about the current complaints. The symptoms such as breathlessness, edema, cough, vomiting, fever, hemorrhage, headache and others are very important for determining a disease. The symptoms which are determined by the study are called objective ones. The symptoms which are evident only to the patient are subjective, for example, headache or dizziness.

Physical examination includes visual examination, palpation, percussion and auscultation. During the physical examination a doctor usually listens to the patient's heart and lungs, measures his blood pressure and pulse, takes the temperature (if necessary).

Laboratory studies consist of urinalysis, blood, sputum and other analyses.

There are a great number of instrumental studies which are very useful nowadays, for example: X-ray examination, taking electrocardiogram (ECG), cystoscopy, endoscopy, CT scan, ultrasound examination, MRI etc.

All above mentioned procedures help a physician to make a correct diagnosis and administer a proper treatment.

EXERCISE 3. COMPLETE EACH SENTENCE WITH AN APPROPRIATE WORD

1. There are ... for adult population and for children.
2. Doctors of different ... work at the polyclinics.
3. Out-patients are seen at the polyclinic by a ... who must examine any patient thoroughly.
4. The symptoms such as breathlessness, edema, cough, vomiting, fever, ... headache and others are very important for determining a disease.
5. ... and taking about symptoms mean the collecting the detailed information about causes, ... of the patient's condition and about his current complaints.
6. ... includes visual examination, palpation, percussion and auscultation.
7. Laboratory studies consist of urinalysis, ... sputum and other analyses.
8. Taking electrocardiogram (ECG) or cystoscopy, endoscopy, CT scan, ultrasound examination, MRI etc. are ... studies.
9. Each polyclinic has different special rooms with the best and modern
10. All procedures help a physician to make a correct ... and administer a proper treatment.
11. A district doctor must examine any ...thoroughly.
12. A number of various procedures are used ... a diagnosis.
13. ... which are determined by the study are called objective ones
14. The symptoms which are evident only to the patient are
15. It is very important for doctors to know the causes of the... .

Subjective, instrumental, disease, specialities, the symptoms, diagnosis, physical examination, to establish, district doctor, patient, hemorrhage, equipment, polyclinics, taking a history, blood.

EXERCISE 4. MATCH THE TERMS WITH THEIR DEFINITIONS

- | | |
|-----------------|---|
| 1. Auscultation | a. the examination of something by touch |
| 2. Dizziness | b. a doctor who specializes in the study and treatment of cancer and tumors |

- | | |
|---|---|
| 3. Ultrasound | c. the examination of something by listening with or without an instrument such as a stethoscope |
| 4. Neurologist | d. a room where surgical procedures are performed |
| 5. ECG | e. a medical imaging technique that uses magnetic forces on atoms to produce an image of the body |
| 6. Palpation | f. an act of tapping on an area of the body such as the chest or abdomen to determine the condition of the underlying bone or tissues |
| 7. Operating room | g. a doctor who specializes in the treatment of disorders of the nervous system |
| 8. X-ray | h. a form of radiation that can be used to take pictures of the internal human body |
| 9. CT scan | i. a doctor specializing in the use of manual and instrumental techniques to treat a disease or injury |
| 10. Oncologist | j. a condition in which a person feels as if he or she is spinning and that he or she might fall over |
| 11. Urinalysis | k. an illness that causes body temperature to rise |
| 12. Percussion | l. a form of medical imaging that uses many two-dimensional X-rays to create a three-dimensional image of an object |
| 13. Fever | m. a medical imaging technique that uses the reflection of sound waves to produce an image of the body. |
| 14. MRI
(magnetic resonance imaging) | n. a test that examines a urine sample |
| 15. Surgeon | o. a measurement of the electrical activity of the heart over a period of time |

EXERCISE 5. WATCH THE VIDEO «HOSPITAL DEPARTMENTS». STUDY THE INFORMATION AND COMPLETE THE QUIZ AT THE END OF THE VIDEO

https://www.youtube.com/watch?v=Zx_mMyFIEbU&ab_channel=TheEnglishforSpecificPurposes%28ESP%29Channel

EXERCISE 6. WATCH THE VIDEO «VEBS RELATED TO MEDICAL DUTIES». STUDY AND MEMORIZE THE VERBS. COMPLETE THE QUIZ AT THE END OF THE VIDEO

[English for Nurses] Verbs Related to Medical Duties: Meanings, Collocations, and Sentence Examples - YouTube

EXERCISE 7. WATCH THE VIDEO AND MATCH THE WORDS AND TRANSLATIONS IN THE TABLE BELOW

Improve English Speaking Skills (At the Hospital - Doctor advise)
English Conversation Practice - YouTube

- | | |
|--------------------------------------|---------------------------|
| 1. у меня простуда | a. test tube |
| 2. тонометр | b. thermometer |
| 3. у меня боль в груди | c. what's the matter? |
| 4. пробирка | d. i broke my leg |
| 5. у меня болит живот | e. i have a fever |
| 6. что случилось (на что жалуетесь)? | f. i have a stomachache |
| 7. костыль | g. stretcher |
| 8. стетоскоп | h. i have a backpain |
| 9. термометр | i. blood pressure monitor |
| 10. у меня жар (высокая температура) | j. i have a chest pain |
| 11. у меня болит спина | k. syringe |

- | | |
|--------------------|-------------------|
| 12. я сломала ногу | l. stethoscope |
| 13. носилки | m. i broke my arm |
| 14. я сломал руку | n. crutch |
| 15. шприц | o. i have a cold |

SECTION 2: GRAMMAR

Passive Voice.

EXERCISE 1. CHOOSE THE VERB IN PASSIVE VOICE

1. a) treat b) were treated c) have treated
2. a) examined b) will examine c) will be examined
3. a) have included b) had included c) have been included
4. a) had been prescribed b) had prescribed c) will prescribe
5. a) is determining b) is being determined c) determined
6. a) has established b) has been established c) established
7. a) were being measured b) measured c) have measured
8. a) will be operated b) will operate c) has operated
9. a) had revealed b) had been revealed c) revealed
10. a) was being asked b) has asked c) will ask
11. a) performs b) is performing c) is being performed
12. a) has collected b) have collected c) have been collected
13. a) are being relieved b) are relieving c) relieves
14. a) have carried on b) were carried on c) will carry on
15. a) will be made b) had made c) will make

EXERCISE 2. MAKE COLLOCATIONS USING PASSIVE VOICE

1. It; to include (Present simple Passive)
2. The ECG findings; to study (Past simple Passive)
3. They; to determine (Present perfect Passive)
4. The diagnosis; to establish (Future simple Passive)
5. Complaints; to reveal (Present continuous Passive)
6. The suffering; to relieve (Past perfect Passive)
7. The experiments; to carry on (Past continuous Passive)
8. The student; to examine (Present continuous Passive)

9. The illness; to diagnose (Present perfect Passive)
10. The out-patients; treat (Present simple)
11. The treatment; to prescribe (Past simple)
12. The pulse; to measure (Past continuous Passive)
13. The temperature; to take (Future simple Passive)
14. A diagnosis; to make (Present perfect Passive)
15. Instrumental study; to use (Present simple Passive)

EXERCISE 3. CHOOSE THE CORRECT FORM OF THE VERB IN PASSIVE VOICE

1. To treat – Present Simple Passive
 - a. He is treated
 - b. He treats
 - c. He is treating
2. To prescribe – Present Perfect Passive
 - a. The medicines were prescribed
 - b. The medicines have been prescribed
 - c. The medicines are being prescribed
3. To equip – Present Continuous Passive
 - a. The hospital is equipped
 - b. The hospital was equipped
 - c. The hospital is being equipped
4. To measure – Future Simple Passive
 - a. The pulse and the blood pressure were measured.
 - b. The pulse and the blood pressure are being measured.
 - c. The pulse and the blood pressure will be measured.
5. To examine – Past Simple Passive
 - a. The patients are examined
 - b. The patients were examined
 - c. The patients had been examined
6. To determine – Past Perfect Passive
 - a. The illness has determined
 - b. The illness has been determined
 - c. The illness had been determined
7. To diagnose – Past Continuous Passive
 - a. Corona virus is being diagnosed
 - b. Corona virus was being diagnosed
 - c. Corona virus was diagnosed

8. To take - Present Perfect Passive
 - a. The temperature has been taken
 - b. The temperature have been taken
 - c. The temperature had been taken
9. to include – Future simple Passive
 - a. All data about the patient are included
 - b. All data about the patient were included
 - c. All data about the patient will be included
10. To relieve – Present Continuous Passive
 - a. The pain was relieved
 - b. The pain is being relieved
 - c. The pain is relieved
11. To collect – Present Simple Passive
 - a. The information has been collected
 - b. The information is being collected
 - c. The information is collected
12. To call – Past Perfect Passive
 - a. The symptoms are called
 - b. The symptoms had been called
 - c. The symptoms have been called
13. To see – Past Continuous Passive
 - a. The patients were being seen
 - b. The patients was being seen
 - c. The patients were seen
14. To perform – Present Continuous Passive
 - a. The operation is performed
 - b. The operation was performed
 - c. The operation is being performed
15. To reveal - Future simple Passive
 - a. The causes of the disease will be revealed
 - b. The causes of the disease are revealed
 - c. The causes of the disease revealed

EXERCISE 4. CHOOSE THE CORRECT VARIANT

1. Many patients ... in the city hospital now.
 - a. are treated
 - b. are being treated
2. The experiments ...by the researchers in the biochemical laboratory usually.

EXERCISE 6. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORM. USE PASSIVE VOICE

Example: Лекарство выписано доктором вчера (prescribe)

Ответ: was prescribed.

1. Меня только что осмотрел доктор. (examine)
2. Операция будет проводиться завтра. (perform)
3. Причины рвоты были выявлены недавно благодаря эндоскопии. (reveal)
4. Лечение головокружения обычно проводят в стационаре. (carry out)
5. Маленького ребенка сейчас осматривают в педиатрическом отделении нашей больницы. (examine)
6. Осмотр пациента уже проведен кардиологом (make).
7. В нашем городе скоро будут построены 2 крупные больницы. (build)
8. Все отделения областной больницы оснащены современными аппаратами УЗИ диагностики. (equip)
9. Методы лечения язвы желудка уже описаны в учебнике. (describe)
10. Этапы осмотра пациентов изучаются студентами на 5 курсе. (study)
11. Многие эффективные препараты скоро будут производиться в России, а не за рубежом. (manufacture).
12. Проблемы работы поликлиники обсуждались на собрании в 4 часа дня. (discuss)
13. В данный момент в кабинете проводится МРТ грудного отдела. (perform)
14. Медсестра измеряла пульс и температуру утром. (measure)
15. Все назначения врача регулярно записываются в карте пациента. (write down)

LESSON 8. EMERGENCY

SECTION 1: VOCABULARY

Nouns: emergency, faint/syncope, seizure/fit, paramedic, patient, ambulance, crew, prodrome/warning sign, case, vision/eyesight, hearing, treatment, nausea, vomiting, equipment, heart-starting defibrillator, pain-relieving gas, maternity pack, confusion, cyanosis, drowsiness, flushing, arrhythmia, incontinence, resuscitation, spasm, consciousness.

Verbs: to recover, to appeal to, to faint / to collapse/ to pass out, to come round/to come to, to treat, to twitch, to sweat, to complain of smth, to yawn, to suffer (a fit), to experience smth, to vomit, cope with, to soil oneself, to wet oneself, to resuscitate.

Adjectives: common, urban, rural, drowsy, dizzy, woozy, vital, traffic-busting, post-ictal, rapid.

Adverbs: abruptly, rapidly, spontaneously, gradually, slowly, typically, reliably, clearly, completely, upright.

Phrases: rapid response, rapid recovery, to see clearly, to recover completely, after the attack, to become pale, to keep smb upright, to be incontinent of stool, to be incontinent of water, to go into spasm, to be fitted with, to be suitable for, to be appropriate for aching limbs, frothing from the mouth.

EXERCISE 1. UNSCRAMBLE THE FOLLOWING WORDS

nwya	mentattre	enauasa	euesriz	paicdraem
ntepait	lueacnabm	thiaarmhry	neinetciconn	suttionaesci
tvimo	izyzd	ainft	pabtruly	heysgeit

EXERCISE 2. COMPLETE SENTENCE WITH AN APPROPRIATE WORD

recovered arrhythmia prodrome vomiting ambulance

1. _____ has been reported in a small percentage of patients taking the drug.
2. How long will it take for the _____ crew to get here?

3. If I understand this correctly, they have significantly reduced the incubation and _____ periods.
4. This treatment _____ my health.
5. Patients with eating disorders may use drugs to induce _____.

come round yawning faint dizzy rapid

6. Be careful, Rosetta, she may _____!
7. Now when he's _____ after collapse, he needs good care.
8. _____ is a symptom of fatigue.
9. This morning he felt _____ with a horrible headache.
10. We were absolutely amazed at his _____ recovery.

resuscitation spasms upright consciousness resuscitate

11. Someone needs to keep him _____.
12. If I stay standing longer than five minutes, my back goes into _____.
13. I immediately started giving cardiopulmonary _____.
14. The patient stopped breathing but doctors were able to _____ him.
15. By the time the ambulance arrived, Douglas had lost _____.

EXERCISE 3. TRANSLATE THE FOLLOWING SENTENCES INTO RUSSIAN

1. Он никогда не знал, что делать в экстренной ситуации.
2. Припадок мог случиться в результате обезвоживания.
3. Она учится на фельдшера /парамедика/.
4. Пациент быстро выздоровел.
5. Врач водил у него под носом нашатырём (smelling salts), пока он не пришёл в себя.
6. Алан потянулся и зевнул.
7. В больницу его привезли на скорой помощи.
8. Сейчас вы почувствуете себя сонным, мистер Браун.
9. Я не могла ясно видеть, но сейчас, благодаря врачу, я вижу хорошо.
10. Неуместно (не стоит) сейчас это обсуждать.
11. Его жена вызвала скорую, когда он потерял сознание.

12. Повышенное кровяное давление — это тревожный знак.
13. Лучший способ вылечить простуду — отдыхать и пить много жидкости.
14. Это оборудование не может работать без обслуживающего персонала.
15. Вы можете почувствовать побочные эффекты, такие как: тошнота, рвота...

EXERCISE 4. MATCH THE TERMS WITH THEIR DEFINITIONS

- | | |
|--------------------------|---|
| 1. arrhythmia | a. a machine that uses an electric current to make someone's heart beat |
| 2. spontaneously | b. a state in which people do not understand what is happening, what they should do or who someone or something is |
| 3. to twitch | c. a pathologic condition that is characterized by a bluish discoloration of the skin |
| 4. cyanosis | d. a tired state, between sleeping and being awake |
| 5. vital | e. to make a sudden small movement with a part of the body, usually without intending to |
| 6. drowsiness | f. to pass the clear, salty liquid through the skin because you are hot, ill, or frightened |
| 7. hearing | g. without any obvious outside cause |
| 8. post-ictal | h. slowly over a period of time |
| 9. to sweat | i. the ability to see |
| 10. gradually | j. the ability to hear |
| 11. vision | k. feeling weak or ill and unable to think clearly |
| 12. woozy | l. necessary for the continued existence of something; extremely important |
| 13. confusion | m. a group of people who work together |
| 14. crew | n. the abnormal condition occurring between the end of an epileptic seizure and return to baseline condition |
| 15. defibrillator | o. a medical condition in which the heart does not beat with a regular rhythm, or at the normal rate |

EXERCISE 5. CHOOSE AN APPROPRIATE VERB FOR EACH GAP

experience	wet	keep	see	recovered
coped	appealed	fitted	came	complain
passed	go	become	be	suffers

1. The muscles _____ into spasm and even the slightest movements are painful.
2. The laboratory is _____ with interactive equipment.
3. This equipment can _____ suitable for specific use purposes.
4. We brought you here after you _____ out.
5. It sounds strange but when I _____ round I immediately felt different.
6. 5 people _____ to doctors ambulance crews, 3 of them - were hospitalized.
7. Patients often _____ of memory loss.
8. We _____ with all complicated tasks.
9. This patient made a full recovery and no longer _____ from epileptic fits.
10. It is assumed that when taken critically large quantity of the drug, you will _____ drowsiness.
11. Many people _____ pale, and their skin acquires a grayish hue just before a heart attack.
12. Someone needs to _____ him upright.
13. Amanda was discharged from hospital after one week as she _____ completely.
14. He may _____ himself or bite his tongue.
15. Myopia is the inability to _____ clearly at a distance.

EXERCISE 6. WATCH THE VIDEO ABOUT THE WORK OF PARAMEDICS IN UK AND CHOOSE THE BEST WORD TO COMPLETE THE SENTENCES

<https://learnenglish.britishcouncil.org/general-english/video-series/word-on-the-street/hospital/paramedics>

1. Wendy spends the day with *students/patients/paramedics* in Brighton.
2. The National Health Service is paid for by *patients / taxes / social organisations*.

3. Ambulance crews save lives thanks *to their speed and training / their right position in the city / their skills and equipment*
4. If you want to be a paramedic, you have to study *for two years / three years / five years.*
5. The trainee paramedics practise *on patients with minor injuries / in real emergency situations / in pretend emergency situations.*
6. Their tutors watch and give feedback *from a control room/through telephone.*
7. After passing their exams, the students *have to complete residency / can work in an ambulance.*
8. Emily's examples of medical emergencies *are burns, broken bones, or accidents at home or work / serious illnesses, head injuries or allergies / breathing or heart problems, or car-crash injuries.*
9. After passing their exams, the paramedics *can start the practical training / observe real-life emergencies / work in an ambulance.*
10. Carl describes his job as very *challenging and rewarding / relaxing and enjoying / hard and boring.*
11. Carl's 'heart start machine' is good because *it's very portable / the very latest technology / is not used very often, luckily.*
12. When someone reports a serious accident or emergency, *the ambulance equipment/ service / crews* get there as fast as they can.
13. The Ambulance Service receives thousands of *emergency/ information/ online* calls.
14. The National Health Service provides *paid / free* health care.
15. Carl usually works on his own and can get to a *patient/ ambulance/ hospital* first in the car.

SECTION 2: GRAMMAR

EXERCISE 1. UNDERLINE THE CORRECT VERB

1. He has been *running/ was running/ ran* to catch the bus when suddenly he felt sick.
2. *Are you feeling/ were you feeling/ have you felt* any pain in the wrist right now?
3. John had a seizure last night, but before he *didn't experience/ hasn't experienced/ hadn't experienced* anything like that.
4. What were you doing when this *happened/ has happened/ had happened?*

5. When I felt dizzy, I *sit/ have sat/ sat down* and the dizziness went away.
6. He *has been getting/ was getting/ got* this pain in the knee for two days.
7. When *did he collapse/ has he collapsed/ does he collapse?*
8. After he *had been/ have been admitted* to the hospital, he *had begun/ began* to feel better and was discharged.
9. When the paramedics came, they *had found/ have found/ found* her sitting in her armchair.
10. *Have you had/ Did you have/ Had you had* anything like that before?
11. I hadn't had such pain in the elbow before this *had happened/ has happened/ happened* yesterday.
12. He *is sweating/ was sweating/ has been sweating* profusely for the last two hours.
13. He *attends/ has attended/ attended* the clinic since last month.
14. Derek *had collapsed/ collapsed/ has collapsed* in the supermarket, but he hadn't complained of anything before.
15. Mrs Smith *hasn't had/ doesn't have/ didn't have* any pain for the last ten hours now.

EXERCISE 2. CHOOSE THE RIGHT FORM OF THE VERB

1. My vision (to blur) out completely.
 a. has b. blurred c. blur d. was blurring
 blurred
2. I had passed out from dehydration, and when I (to come to), there was Jackie...
 a. was coming b. came c. had come d. comes
3. One of his eyes (to twitch) while I was looking at him.
 a. twitched b. twitching c. was twitching d. had twitched
4. He (to have) emergency surgery last night at the West Suffolk Hospital
 a. has b. had had c. had d. have
5. The ambulance crew (just to give) initial aid to a seriously injured patient.
 a. has given b. given c. had given d. gave
6. One patient developed lower right chest pain and nausea 48 hours after he (to get) this medicine.

4. Женщина потеряла сознание, и ей потребовалась медицинская помощь.
5. Его жена вызвала скорую, когда он потерял сознание.
6. Он стал хуже слышать на правое ухо.
7. Жаркое солнце изнурило её до предобморочного состояния.
8. У меня развивается какой-то странный нервный тик.
9. Он начал страдать от приступов головокружения.
10. Через несколько минут, вам дадут снотворное, и вы заснете.
11. Мы думаем, у него было после припадочное состояние, когда он напал на тебя.
12. Пациент быстро выздоровел.
13. Я полностью выздоровел. На самом деле, я чувствую себя потрясающе.
14. А она побледнела...
15. Я очень плохо спал, кости болят.

EXERCISE 4. CORRECT A MISTAKE IN EACH SENTENCE

1. "You was fainted – or more technically, experienced a neurocardiogenic syncope."
2. When everybody was joking and laughing, Lena was fainting again.
3. The stranger suddenly became pale, lost consciousness and fall without visible signs of life.
4. During the dinner, he suddenly became pale and stop breathing.
5. After the attack the patient quickly was recovered and restored to full working capacity.
6. Jackson was not breathing when paramedics had arrived at his home.
7. Paramedics was arriving four minutes later and resumed CPR.
8. When paramedics arrived, Grace is alive but unconscious and in critical condition.
9. The ambulance crew who came to call, had examined and questioned the patient.
10. The situation was not quite as serious, you can go directly to a hospital A&E.
11. Then she hear strange sounds and realized that the guy had a seizure.
12. Jake had just been arrested when he suffered a seizure, and his parents had asked me to examine him.

13. The medication had caused side effects similar to those experienced during exercise, for example, flushing or shortness of breath.
14. He performed some more tests a little later under better controls and had found that the patients experienced cardiac arrhythmias at the time they lost consciousness.
15. An ambulance crew was arriving in approximately 15 minutes.

EXERCISE 5. OPEN THE BRACKETS USING THE RIGHT FORM OF THE VERB

1. Postictal state occurred immediately after the seizure: the patient (to fall) into a deep sleep, when waking up, he (not remember) anything, complaining of general weakness, fatigue, headache.
2. Paramedics got her out of the car and (to put into) an ambulance for a trip to the hospital.
3. By the time paramedics (to get) there, she was found slumped in her armchair having lost consciousness.
4. Ever since I got pregnant, by my conservative estimate, I (to vomit) 980 times.
5. (you feel) so drowsy and tired after eating?
6. Harry (to feel) pleasantly drowsy when I saw him yesterday.
7. He (to feel) dizzy, but I thought it was nerves.
8. On his way to see a doctor, he felt dizzy and (to fall).
9. When he awoke the fever was gone and he (to recover) rapidly.
10. Medical personnel (to use) a defibrillator to revive him an hour ago.
11. When he woke up after anesthesia, he (to find) that his aching limb was in place, but the left one was missing!
12. I was in the shock and my body (to go) with violent uncontrollable spasms.
13. My vision (to become) poor.
14. An hour before the show, I was feeling dizzy and (to have) trouble breathing.
15. Franklin (to have) poor vision and (need) glasses to read.
16. His sight and hearing were poor and he (to have) many injuries.

EXERCISE 6. OPEN THE BRACKETS USING THE RIGHT FORM OF THE VERB

1. I was so weak that I (to faint) several times.
2. She just passed out and (to stop) breathing.
3. And then, moments later, she came round, (to start) screaming when she saw what (to happen).
4. But then he (to fall) and (to soil) himself.
5. When I saw him, he (to twitch and writhe).
6. The man was unconscious when the ambulance (to arrive).
7. I (to lie) on the floor until the ambulance arrived.
8. Quick work of paramedics and doctors (to save) his life last year.
9. I (to yell) for help, (to call) 911, and (to try) to get him breathing again until the paramedics (to get) there.
10. I now fully (to recover) from my knee injury.
11. Yesterday doctors (to use) a defibrillator several times to keep him alive.
12. The patient with stroke (to have) very high blood pressure when he (to come) to the emergency.
13. Last night I (not to feel) great, (to sweat) even in a very air-conditioned room.
14. I (to yawn) and constantly checking to see how much time was left.
15. I (already to vomit), like, five times today.
16. My affected muscles (to go) into spasm when I tried to do physical exercises.

LESSON 9. ACCIDENTS

SECTION 1: VOCABULARY

Nouns and noun phrases: fracture, poisoning, choking, suffocating, falls, occupational injuries, hypothermia, cut, burn, hairline fracture, bruise, swelling, abrasion, stress fracture, spiral fracture, pressure sores, impacted fracture, simple fracture, compound fracture, avulsion, concussion, needle-stick injury, plaster cast, frailty, blood test, hazard, occupational injury, the management of a patient, the outcome of the disease, a suspected clinical diagnosis, radiological findings, fatality, morbidity, mortality, radiology, casualty, MRI, CT scan, X-ray.

Verbs: to bang smth on smth, to pull an ankle, to stub one's toe on a chair, to twist an elbow, to stumble over smth, to trip on smth, to land on smth, to fall down, to slip on smth, to smash a knee on the chair, to dislocate one's elbow, to lose one's footing, to go over, to squash a finger in the door, to suffocate, to choke, to burn, to scald, to poison, to take precautions, to take preventive measures, to follow safety rules, to provide information, to confirm a diagnosis, to define the extent of the disease, to monitor the progress, to exclude smth serious, to wrap a wound in a bandage, to bruise one's hip, to apply an ice pack, to apply plaster cast, to apply ointment, to use a sling, to alter.

EXERCISE 1. CHOOSE THE CORRECT VARIANT

- 1) My toe is swollen. I've probably _____ it somewhere.
a. burned **b. stumbled** **c. stubbed**
- 2) Children can easily _____ while eating nuts.
a. suffocate **b. choke** **c. scald**
- 3) I have _____ my finger in the doorjamb. Now it is red and swollen.
a. banged **b. squashed** **c. pulled**
- 4) Anyone can _____ a joint if he or she has a fall or suffers some other type of trauma.
a. dislocate **b. smash** **c. slip**

- 5) He _____ over the toys when he entered the children's room.
a. stubbed **b. tripped** **c. landed**
- 6) Johnny fell from the motorbike and _____ his knee on the asphalt road.
a. pulled **b. twisted** **c. smashed**
- 7) He tripped on a loose paving and _____ down.
a. landed **b. fell** **c. banged**
- 8) Be careful! Don't _____! There is water on the floor.
a. fall **b. slip** **c. land**
- 9) I dropped a pan of boiling water and _____ my leg.
a. burned **b. scalded** **c. smashed**
- 10) I _____ my footing and fell down.
a. dislocated **b. pulled** **c. lost**
- 11) I _____ a muscle in my back lifting some furniture.
a. pulled **b. stubbed** **c. squashed**
- 12) You can get _____, even at home, and those products from which you least expect.
a. poisoned **b. burned** **c. suffocated**
- 13) He fell down and _____ on his bottom.
a. scalded **b. smashed** **c. landed**
- 14) I _____ my head on the shelf as I stood up.
a. stumbled **b. squashed** **c. banged**
- 15) The report said that the victims had _____ in the fumes.
a. choked **b. suffocated** **c. poisoned**

EXERCISE 2. MATCH THE WORDS AND DEFINITIONS

1. hypothermia
 2. choking
 3. cut
 4. frailty
 5. swelling
 6. abrasion
 7. suffocating
 8. finding
 9. plaster cast
 10. burn
 11. bruise
 12. poisoning
 13. radiology
 14. morbidity
 15. hazard
- a. a narrow incision in the skin made by something sharp
 - b. a hard case put around the broken part of the body
 - c. an illness caused by eating, drinking, or breathing a dangerous substance
 - d. an area where skin surface is damaged or rubbed away
 - e. something that is dangerous and likely to cause damage
 - f. a serious medical condition in which a person's body temperature falls below the usual level as a result of being in severe cold for a long time
 - g. the rate of disease in population
 - h. the science dealing with X-rays
 - i. stop in breathing because something blocks the throat
 - j. an enlargement of the part of the body because of an injury or illness
 - k. weakness and lack of health or strength
 - l. a piece of information discovered as a result of examination
 - m. an injury or mark where the skin is darker in colour, often as a result of being hit by something
 - n. damage of skin because of heat or fire
 - o. causing difficulty in breathing

EXERCISE 3. FILL IN THE BLANKS WITH THE WORDS AND EXPRESSIONS FROM THE BOX. PUT THE VERBS IN THE CORRECT TENSE

to lose one's footing	to fall down	to define the extent
to monitor	X-ray	suspected diagnosis
to bang	to take precautions	to confirm a diagnosis
to follow safety rules	to provide information	MRI
to exclude something serious	the management of the patient	the outcome of the disease

1. Roby slipped on ice, _____ and fell down.
2. The new findings suggest that women ought to _____ their cholesterol levels.
3. The aim of the radiologist is _____ about the extent of the disease.
4. Drivers should always _____ to avoid accidents.
5. Timely hospitalization and treatment can positively affect _____.
6. Doctors in the in-patient department are responsible for the overall _____ from the moment of the patient's admittance to the hospital up to his discharge.
7. _____ helps to establish correct diagnosis in cases of sprains and fractures.
8. The doctor's main task at the beginning of the treatment is _____ that is not to miss any pathology.
9. _____ is a modern imaging technique that uses magnetic properties of atoms.
10. It is very difficult to precisely _____ without examination and investigations and the answer is based on the medical information provided
11. After the doctor has made a _____ on the basis of his investigation, he orders imaging procedures.
12. Radiologist helps to establish the localization, size of the process that allows doctors _____ and the prognosis of the disease.
13. You should _____ at work in order not to get onto trouble and not to obtain an occupational injury.
14. David stumbled over a stone and _____.

15. The child was running to meet his father and suddenly _____ his head on a glass door.

EXERCISE 4. WATCH THE VIDEO AND CHOOSE THE CORRECT VARIANT TO ANSWER THE QUESTIONS

<https://www.youtube.com/watch?v=k0rWScAt32w>

1. What is the doctor's specialization?

- a. radiologist.
- b. pediatric radiologist.
- c. pediatrician
- d. physician.

2. What is not a radiologist's responsibility?

- a. to look inside the human body.
- b. to help other doctors to figure out what is wrong in the patient's organism.
- c. to make requests to other doctors.
- d. put the images together to make a diagnosis.

3. What does the job of a radiologist involve?

- a. He deals with a variety of cases.
- b. He specializes in one particular field.
- c. He is like a general practitioner.

4. What education is necessary to become a radiologist?

- a. 4 years of college, 5 years of medical school and 4 years of radiology training.
- b. 4 years of college, 4 years of medical school, 4 years of radiology training.
- c. 4 years of college, 4 years of medical school and 5 years of radiology training.

5. Why does he think he needs to learn all the time?

- a. The technology is developing.
- b. He wants to be a good physician.
- c. He enjoys studying.

6. What should a person do to become a radiologist?

- a. to enjoy computers and technology.
- b. to have a lot of knowledge.
- c. to be sociable.
- d. all the above.

7. Why does he like his job?

- a. It is challenging and unpredictable.
- b. He likes to stay in the room by himself.
- c. He likes to interact with patients, other doctors and nurses.
- d. He likes to work with the whole body but not with the section of the body.

EXERCISE 5. GIVE SYNONYMS TO THE FOLLOWING WORDS AND WORD COMBINATIONS AND TRANSLATE THEM

- 1. the treatment of the patient
- 2. to hit on smth
- 3. to stumble over smth
- 4. to take precautions
- 5. danger

EXERCISE 6. A) ORGANIZE THE VOCABULARY INTO 3 GROUPS: CAUSES OF INJURIES, INJURIES AND TREATMENT

Causes	Injuries	Treatment

To cut one's finger, to spill hot tea, to sprain one's leg, to have a hit on the head, to apply ice pack, to bruise one's hip, to burn, to fall from the bike, to slice off one's finger, to get hypothermia, to have one's hand jammed in the machine, to fall down and break one's leg, to scald, to apply plaster cast, to slip on the wet floor, to cut oneself, to lift heavy box, to use a sling, to injure one's back, to twist one's leg, not to wear a helmet, to use a bandage, to use an unsecured ladder, to fall down from a tree, to faint, not to wear protective gloves, to apply an ointment, to use faulty equipment, to stay in the cold weather, to get an abrasion on one's knee, to apply plaster, to get a concussion, to stumble over a stone, to use a knife with a dull blade, to bleed, to inhale fumes.

B) Choose one injury and describe it using the vocabulary from ex. 6A and matching the causes of the injuries and possible treatment.

EXERCISE 7. A) DISCUSS THE DIFFERENCE BETWEEN THE WORDS IN EACH GROUP BELOW

pain hurt injure ache

treat cure heal

B) Choose the correct word in the sentences below.

1. I had a sudden pain/ache in my abdomen yesterday.
2. Does it hurt/ache when I touch your knee?
3. Do you feel hurt/ache in your feet in the evening?
4. I stepped on something sharp and hurt/injured my foot.
5. My shoes are tight and I hurt/injured my feet.
6. I didn't want to hurt/injure you by my words.
7. Several people were hurt/injured in an accident.
8. Paramedics tried to help the hurt/injured at the scene of the accident.
9. When I have a flu I usually take medications to treat/cure it.
10. I hope one day scientists will find treatment/cure against cancer.
11. If I cut my finger I don't go to the doctor. Usually I wait until it heals/cures by itself.
12. Can addiction to alcohol be healed/cured?
13. Have you ever met a person with healing/curing hands?
14. Plaster cast can help to heal/cure the broken limb.
15. She was cured/healed of her migraine with the help of the correct diet.

SECTION 2: GRAMMAR

EXERCISE 1. PUT THE WORDS IN ORDER TO MAKE UP SENTENCES

1. yet / have / the / put / you / on / a / plaster / cut?
2. the / cut / his / glass / on / patient / broken / finger / has / a.
3. he / on / his/ burnt/ oven/ an / palm.
4. to / floor / not / the / wet / on / careful / slip / be.
5. on / now / bruise / big / hit / have / my / I / the / table / and / arm / I / have / a.
6. broke / leg / stairs / the/ down / and / he / his / fell.
7. trip / cables / messy / can / those /is / your / on / you / room.
8. life / accidents / had / many / wonder / I / have / how / in / my / I.

9. hypothermia / inside / get / people / drops / the / can / the / body / when / the temperature / below 35 °C.
10. survive / were / first / to / people / in / the / burns / with / only / lucky / and / second-degree / fire.
11. disease / affect / can / positively / diagnosis / the / outcome / of / the / correct.
12. immobility / 80 / over / people / frailty / from / suffer / and / many.
13. he / constant / been / in / has / illness / from / his / pain / choking / and / even / has / the / had / feeling / of / recently.
14. I dropped a pan of boiling water and scalded my leg.
15. the / radiologist / of / a / task / is / to / extent / the / define / of / disease / the.

EXERCISE 2. READ THE FOLLOWING STATEMENTS. CHOOSE THE CORRECT FORM OF THE VERB. USE PRESENT TENSES

1. Doctor, I (to have) some problem with my knee for a week already. I don't know what's wrong with it.
2. The patient (to dislocate) his elbow and (to feel) sharp pain now.
3. The nurse (to apply) the ice pack on the injured area to relieve the pain.
4. I (to slam) the door on my finger. It (to hurt) a lot.
5. The nurse (to wrap) my wound in a bandage and I feel much better now.
6. Well, you (to have) a serious trauma and (to have to) use a sling for your arm to heal more quickly.
7. Doctor, it looks like I (to break) my arm, it (not to move).
8. The radiologist (to confirm) that the patient has a fracture.
9. Many people (to get) occupational injuries because of neglecting safety rules.
10. I (to smash) a knee on the chair and now I (to limp).
11. I (to stumble over) a paving stone and I (to feel) pain in my ankle for the last 2 days.
12. I (to recover) completely? Will I be discharged soon?
13. The wound (to heal) very well and it looks quite clean now.
14. I (to monitor) your condition all this time and I can say that you are much better now.
15. I fell down last week and (to suffer) from a severe pain since then.

EXERCISE 3. PUT QUESTIONS TO THE STATEMENTS

1. The doctor has applied plaster to the patient's broken leg.
2. The knee is bruised.
3. The associations between case fatality rate, underlying conditions and age have been tested.
4. Additionally, a thorough examination of the patient's medical history has been conducted and a blood test has been taken.
5. The patient has used an ice pack to help his swelling go down.
6. Most concussions occur during player to player contact during sport games.
7. He is bleeding profusely from a deep wound in his leg.
8. She has little scratches all over her arms.
9. Ignorance about reates severe health hazards for the population.
10. The patient has a hairline fracture of the wrist.
11. The pre-operative treatment requires that the child should be in a plaster cast.
12. In case of accidental hypothermia surface rewarming is usually undertaken.
13. Fortunately the X-ray has shown no broken limbs.
14. It is necessary to take precautions to avoid infections.
15. The radiologist helps to confirm a diagnosis and exclude something important.

EXERCISE 4. READ THE DIALOGUE AND PUT THE VERBS IN BRACKETS INTO THE CORRECT FORM. USE PRESENT AND PAST TENSES

John: Hello Harry. This is John. Guess where I 1) _____ you from. (**call**)

Harry: No idea.

John: I'm in the hospital. I 2) _____ my leg (**break**).

Harry: That's terrible. What 3) _____? (**happen**)

John: It was a really stupid accident. I 4) _____ down the mountain when I stumbled over an ice stone and fell on my face. (**ski**)

Harry: _____ you _____ down the mountain very fast when it happened? (**go**)

John: Too fast I must say. It 6) _____ at that time but it didn't help me. (**snow**)

Harry: How _____ you _____ down the mountain? (**get**)

John: It was the ski patrol who brought me down. Fortunately, they 8) _____ the mountain when I fell. (**patrol**)

Harry: I hope they 9) _____ you straight to the hospital. (**take**)

John: Oh, it wasn't that quick! I 10) _____ wait for more than an hour for an ambulance to arrive. (**have to**)

Harry: That's a pity. How long 11) _____ you _____ in the hospital? (**be**)

John: Since morning. The doctor 12) _____ me already and now I 13) _____ for the X-ray results. (**examine, wait**)

Harry: When will you be able to go home?

John: When I 14) _____ X-ray results, I think. (**get**)

Harry: Well that's good news. I can give you a lift from the hospital. So, when 15) _____ call me and I'll pick you up. (**be discharged**)

EXERCISE 5. PUT THE VERBS IN THE CORRECT FORM. USE THE TENSES OF ACTIVE AND PASSIVE VOICE

When Harry 1) _____ (walk) home from work yesterday he 2) _____ (to hit) by a car. It happened so unexpectedly as he 3) _____ (not to see) the car coming. All he could remember was how he 4) _____ (fly) through the air and 5) _____ (fall) down on the road. He was unconscious for some time. When he 6) _____ (come) to himself he 7) _____ (feel) dizzy. He tried to stand up but 8) _____ (realize) that one of his legs 9) _____ (break).

Ambulance arrived within several minutes as the witness 10) _____ (call) it immediately after the accident. The paramedics saw that some people 11) _____ (try) to help Harry. Somebody 12) _____ (hold) his

injured leg. His wounds 13) _____ (cover) and his head 14) _____ (put) on a pillow. Harry himself could hardly remember anything except the colour of the car.

The paramedics 15) _____ (take) Harry to hospital. There after standard examination he 16) _____ (diagnose) with a concussion and broken bones. He also 17) _____ (lose) a lot of blood. The doctors said that the correct actions of the first-aiders 18) _____ (save) Harry's life.

Unfortunately, nowadays not so many people 19) _____ (know) much about first-aid. So if you ever see an accident at least call an ambulance and stay with the injured.

The police 20) _____ (try) now to find the driver who 21) _____ (leave) the scene of the accident.

EXERCISE 6. TRANSLATE THE FOLLOWING SENTENCES. USE THE TENSES OF ACTIVE AND PASSIVE VOICE

1. Задача рентгенолога – подтвердить или опровергнуть предварительно поставленный диагноз.
2. Доктор, я потянул лодыжку, когда играл в футбол. Сейчас она опухла и сильно болит.
3. Производственные травмы часто случаются из-за того, что работники не соблюдают правила безопасности.
4. Пациенту уже наложили гипс на сломанную ногу и отправили его домой.
5. Доктор, боль в запястье мучает меня уже 3 дня, с того момента как я упал с велосипеда.
6. У вас вывих левого локтя и многочисленные ушибы.
7. Результаты рентгенологических исследований используются врачами для постановки правильного диагноза.
8. Ссадина на колене пациента сильно кровоточит. Необходимо наложить повязку.
9. После падения пациенту диагностировали сотрясение мозга.
10. Пациент получил ожог, когда пролил кипяток себе на ногу.
11. Зимой многие люди получают травмы из-за того, поскользываются на льду.
12. Благодаря внимательному отношению пациент вскоре поправился и был выписан из больницы.
13. Не стоит разговаривать во время еды, так как есть опасность подавиться.

14. В случае переохлаждения необходимо укутать пациента в теплое одеяло.
15. Трещины обычно заживают самостоятельно, если на определенный период ограничить физические нагрузки.

LESSON 10. SPORT MEDICINE

SECTION 1: VOCABULARY

Nouns: cut, bruise, fracture, abrasion, concussion, muscle, cramp, injury, damage, flexibility, thirst, sport physician, approach, bleeding, boil, blister, ligament, callus, knuckles, small of the back, tingling, capsulitis, furuncle, bullae, hyperkeratosis, torticollis, paraesthesia.

Verbs: to bring towards, to straighten, to look over, to stand up straight, to cross, to lean the head sideways, to point out, fan out, to bend, to curl the toes, to pull a muscle, to hobble, to tear, to flare up.

Adjectives: acute, chronic, thirsty, wry, swollen, ecstatic, exasperated, desperate, annoyed, uncooperative, irresponsible, friendly, receptive, persuasive.

Adverb: barely.

Word combinations and phrases: be covered in, be prone to, as far as possible, as far as you can, without support.

EXERCISE 1. TRANSLATE THE FOLLOWING WORDS

1. мозоль, волдырь
2. воспаление сустава
3. кровотечение
4. скрестить ноги
5. повреждение
6. выпрямить ногу
7. мотивировать
8. порванные связки
9. абсцесс
10. раздраженный
11. ушибленные костяшки пальцев
12. судороги
13. повернуть голову в сторону
14. согнуть колено
15. растопырить пальцы

EXERCISE 2. MATCH THE WORDS AND DEFINITIONS

1. Abrasion
 2. Barely
 3. To straighten
 4. Calluses
 5. To cross
 6. Chronic
 7. Fracture
 8. Flexibility
 9. Blister
 10. Acute
 11. Ligament
 12. To bend
 13. Concussion
 14. To pull
 15. Knuckles
- a. a place where the surface of something, such as skin, has been rubbed away.
 - b. temporary damage to the brain caused by a fall or hit on the head or by violent shaking.
 - c. A type of medical condition which comes on quickly and often causes severe symptoms, but lasts only a short time.
 - d. a condition that someone has for a long time or one that goes away and keeps coming back.: a temporary loss of normal brain function.
 - e. a crack, break, or shattering of the bone.
 - f. the range of motion possible around specific joints — the ability to move muscles and joint through their full range of motion.
 - g. a painful swelling on the skin that contains liquid, caused usually by continuous rubbing, especially on your foot, or by burning.
 - h. any of the strong fibres in the body that connect bones together, limiting movements in joints.
 - i. to move your body or part of your body so that it is not straight.
 - j. to move something towards yourself, sometimes with great physical effort.
 - k. areas of hard skin, especially on the feet or hands.
 - l. one of the joints in the hand where your fingers bend, especially where your fingers join on to the main part of your hand.
 - m. go across from one side of something to another.
 - n. to become straight or to make something become straight.
 - o. by the smallest amount.

EXERCISE 3. A) WATCH THE VIDEO ABOUT THE WORK OF SPORTS MEDICINE DOCTOR

https://www.youtube.com/watch?v=I0nGb4srcrA&ab_channel=MedSchoolInsiders (*MSK – musculoskeletal*)

B) Answer the questions.

1. What are sports medicine doctors responsible for?
2. Do they provide the full or narrow spectrum of patient and athlete needs?
3. What is the age range of their patients?
4. What medical conditions are common for younger patients? What medical conditions are typical for older?
5. What actions does the job of sport physicians include? What do they do?
6. What is a team physician?
7. What is an orthopedic practice?
8. What education should be completed to become a sport medicine physician?
9. What is fellowship? And how long does it last?
10. What are the advantages of being a sport physician?
11. What are the disadvantages of being a sport medicine doctor?
12. How can you decide if sports medicine is the right field for you?

EXERCISE 5. TRANSLATE THE FOLLOWING SENTENCES

1. Я чувствую тупую боль, если прикасаюсь к синяку.
2. Во время игры он растянул мышцу.
3. От столь долгого письма кисть руки может свести судорогой.
4. Вытяните носки (пальцы ног), поднимите руки за голову.
5. Держите левую ногу прямой, а правую согните в колене.
6. Новые ботинки всегда натирают мне волдыри/мозоли.
7. Мозоли на его руке говорят о том, что наш пациент занимается физическим трудом.
8. Он чувствует покалывания в ступнях и ногах.
9. У пациента порваны связки, травмированы суставы обеих рук.
10. Ссадины на лице и ушибленные костяшки пальцев указывают на то, что пациент был участником драки.

11. Он обмотал моё повреждённое запястье бинтом.
12. Она сломала запястье, когда упала на лёд.
13. Наклоните голову влево, стараясь коснуться ухом плеча.
14. Направьте носки (пальцы ног) на себя.
15. Выпрямись, подбородок вперёд.

EXERCISE 6. A) READ THE TEXT

Responsibilities of a Sports Medicine Physician

Whether you are a professional or amateur athlete, you are susceptible to certain injuries. These injuries may be from practicing, warming up, or performing extensive physical activities, and a sports medicine physician can address these problems quickly.

These specialized doctors are trained to guide you through relieving pain, healing, and improving your physical performance – in addition to preventing injury in the first place. Let's talk about some of their core responsibilities and what you can expect from a sports doctor.

Diagnosing and Treating Sports-Related Injuries

A sports physician will be able to quickly recognize any injury relating to the form or function of the musculoskeletal system. They deal with injuries such as sprained ankles, joint inflammation, dislocations, and bone fractures. Through their expertise, they can assess the severity of your condition and recommend proper treatment more quickly than would other types of doctors.

After diagnosis, the physician will recommend rehabilitation strategies. These may involve movements like reflex management and simple exercises.

Preventing Injury

Sports medicine doctors are trained to prioritize preventive care and to advise patients on avoiding sports-related injuries. Some musculoskeletal injuries do not heal easily – such as tendonitis and back injury – and may pose a danger to your overall physical health.

Therefore, it is these physicians' mandate to help patients prevent developing overuse injuries and other musculoskeletal issues, such as tennis elbow and pitcher's shoulder. Prevention is always better than treating injuries after they begin.

Prescribing Treatment

These physicians also prescribe and administer medication for acute or chronic pain that a patient may be experiencing in relation to the injury. They know which therapies will be most effective for the patient's specific needs.

As much as possible, they focus on nonsurgical care; surgery is rarely the first option for the treatment of sports injuries. However, they do have the skills necessary for quick surgical intervention if needed, such as minimally invasive arthroscopic surgery to repair a joint injury.

Advising About Nutrition and Health

The doctor will also give you counsel about proper nutrition, psychological health, and even substance abuse. A sports medicine physician is often a specialized orthopedic surgeon who understands the potential for pain medications to become addictive, so they are well-versed in managing and controlling these medicines for their patients.

A sports medicine physician can also refer you to other medical specialists and therapists as necessary. They will work side-by-side with athletic trainers, physical therapists, and surgeons for your efficient treatment and recovery.

B) Decide if the statements are TRUE or FALSE:

1. Professional and amateur athletes are susceptible to certain injuries.
2. Sport physicians can guide sportsmen through relieving pain, healing and improving their physical performance as well as preventing injuries.
3. A sports physician will be able to quickly recognize any injury relating to the form or function of the musculoskeletal system.
4. Sports medicine doctors don't deal with sprained ankles, joint inflammation, dislocations, and bone fractures.
5. Through their expertise, they can assess the severity of your condition and recommend proper treatment more quickly than would other types of doctors.
6. Sports Medicine Physicians never recommend rehabilitation strategies, like reflex management and simple exercises.
7. These physicians can advise patients on avoiding sports-related injuries.
8. Prevention is worse than treating injuries after they begin.

9. These physicians are not allowed to prescribe and administer medication for acute or chronic pain.
10. Surgery is the first option for the treatment of sports injuries.
11. Sports Medicine Physicians always have the skills necessary for quick surgical intervention if needed.
12. Sports Medicine Physicians know which therapies will be most effective for the patient's specific needs.
13. The doctor will also consult about proper nutrition, psychological health, and even substance abuse.
14. Sports Medicine Physicians work individually without consultation with athletic trainers, physical therapists.
15. A sports medicine physician can also refer you to other medical specialists and therapists as necessary.

C) Find English equivalents for the following words and phrases:

1. Спортсмен-любитель
2. Травмы
3. Спортивный врач
4. Облегчить /снять боль
5. Избежать травмы на тренировках
6. Растяжение связок голеностопного сустава
7. Воспаление сустава
8. Назначить лечение
9. Реабилитация/восстановление
10. Профилактика
11. Травма в результате перенапряжения
12. Хирургическое вмешательство
13. Давать консультации по правильному питанию
14. Злоупотребление запрещенными препаратами
15. Эффективное лечение и восстановление

SECTION 2: GRAMMAR

Word Order in English Questions

	00	0	1	2	3	4	5	6
	Question Word	Auxiliary Verb	Subject	Predicate	Object	Adverbial Modifier of Place	Adverbial Modifier of Time	
			They	spend	their holidays	at the seaside	in summer.	
Tag Question			They	spend	their holidays	at the seaside	in summer,	don't they?
Subject Question	Who	—	—	spends	their holidays	at the seaside	in summer?	
Yes/No question		Do	they	spend	their holidays	at the seaside	in summer?	
Alternative Question (OR Question)		Do	they	spend	their holidays	at the seaside or in the mountains	in summer?	
Special Question	Where	do	they	spend	their holidays	—	in summer?	
	When	do	they	spend	their holidays	at the seaside?	---	
	What	do	they	spend	---	at the seaside	in summer?	
	What	do	they	do	---	at the seaside	in summer?	

Who?
What?
Where?
When?
Whose?
Whom?

How?
How much/ How many?
How long?
How often?
How old?



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Picture 6

Indirect questions start with a phrase like 'could you tell me...' or 'do you know...'.
For example: Direct question: Where is the bank? Indirect question: Could you tell me where the bank is?

Verb Tense	Direct Question	Indirect Question
Present simple with 'be'	Is he Spanish?	Can you tell me if he is Spanish?
Present continuous	Is the restaurant closing now?	Can you tell me if the restaurant is closing now?
Past simple with 'be'	Was he late for the meeting?	Can you tell me if he was late for the meeting?

Past continuous	Were you watching TV at 3pm?	Can you tell me if you were watching TV at 3pm?
Present perfect	Has Lucy been to Mexico?	Can you tell me if Lucy has been to Mexico?
Present perfect continuous	Has she been living here long?	Can you tell me if she has been living here long?
Past perfect	Had she found this job before she moved here?	Can you tell me if she had found this job before she moved here?
Past perfect continuous	Had she been living here long when she met you?	Can you tell me if she had been living here long when she met you?
Future simple with 'will'	Will she start her new job next week?	Can you tell me if she will start her new job next week?
Future simple with 'going to'	Is it going to rain later?	Can you tell me if it is going to rain later?
Future continuous	Will Lisa be meeting the boss later?	Can you tell me if Lisa will be meeting the boss later?
Future perfect	Will he have finished the report by tonight?	Can you tell me if he will have finished the report by tonight?
Future perfect continuous	Will he have been studying French for twenty years when he retires?	Can you tell me if he will have been studying French for twenty years when he retires?

Modal verbs	Should we start now?	Can you tell me if we should start now?
-------------	----------------------	---

'Wh' Questions

Verb Tense	Direct Question	Indirect Question
Present simple with 'be'	Why is he unhappy?	Can you tell me why he is unhappy?
Present continuous	When is the restaurant closing?	Can you tell me when the restaurant is closing?
Past simple with 'be'	Why was he late for the meeting?	Can you tell me why he was late for the meeting?
Past continuous	What were you doing at 3pm?	Can you tell me what you were doing at 3pm?
Present perfect	Where has Lucy been?	Can you tell me where Lucy has been?
Present perfect continuous	How long has she been living here?	Can you tell me how long she has been living here?
Past perfect	Why had she quit her job before she moved here?	Can you tell me why she had quit her job before she moved here?
Past perfect continuous	How long had she been living here when she met you?	Can you tell me how long she had been living here when she met you?
Future simple with 'will'	When will she start her new job?	Can you tell me when she will start her new job?

Future simple with 'going to'	When is it going to rain?	Can you tell me when it is going to rain?
Future continuous	What time will Lisa be meeting the boss?	Can you tell me what time Lisa will be meeting the boss?
Future perfect	When will he have finished the report?	Can you tell me when he will have finished the report?
Future perfect continuous	How long will he have been studying French when he retires?	Can you tell me how long he will have been studying French when he retires?
Modal verbs	What should we do now?	Can you tell me what we should do now?

EXERCISE 1. ASK GENERAL QUESTIONS AND GIVE SHORT ANSWERS TO THEM. PAY ATTENTION TO THE TENSE FORM OF THE VERB IN THE QUESTIONS

1. Jane takes vitamins every day.
2. I didn't sleep well last night.
3. He is training in the gym now.
4. The children weren't playing football yesterday.
5. Your ankle was painful yesterday.
6. He won't be at home tonight.
7. She can't bend the knee.
8. He has dislocated his shoulder.
9. He was given more time for the test.
10. This medication can be taken for two weeks.
11. His consultation was useful.
12. They went to the gym on Saturday.
13. They are not going to meet him.
14. She mustn't take these pills.
15. Doctors wear white gowns at work.

EXERCISE 2. ASK SPECIAL QUESTIONS TO THE SENTENCES BEGINNING WITH THE WORDS GIVEN IN BRACKETS

1. Our athletes consult the sports physician every week. (How often?)
2. I am feeling the pain in my elbow. (where?)
3. She'll come to the doctor after her training. (when?)
4. This medicine is used to ease the pain syndrome. (what?)
5. He was not recovered for this game because the injury was serious.
(why?)
6. They were playing a game when I came. (when?)
7. He has given me a nutrition consultation. (what?)
8. An elastic bandage will be wrapped around the neck and head. (what?)
9. They have been training for 4 hours. (how long?)
10. They might fall and sprain their ankle at soccer practice. (when?)
11. I twisted the ankle during the match. (what?)
12. While playing a pickup rugby game, I dislocated my shoulder and had to visit the local hospital. (why?)
13. Next, the patient should take painkillers, as well as wear an elastic bandage for two weeks. (what?)
14. You need to go to the nurse for an injection. (why?)
15. You can simply rub castor oil onto an affected area of your skin.
(what?)

EXERCISE 3. ADD TAGS TO MAKE DISJUNCTIVE QUESTIONS.

1. They won't go to the gym, _____?
2. This injury is serious, _____?
3. He is your doctor, _____?
4. There is no injury in my wrist, _____?
5. They had no time to discuss the problem, _____?
6. You have dislocated the shoulder, _____?
7. He rubbed the liquid on the affected area every morning, _____?
8. You do this practice every day, _____?
9. You visited the sport physician after training, _____?
10. The doctor monitored his rehabilitation, _____?
11. She was examining a patient when you phoned, _____?
12. Bob wasn't playing the football when we came, _____?

13. She never comes in time, _____?
14. the patient should wear a special bandage, _____?
15. He badly bruised his leg when he fell off his bike, _____?

EXERCISE 4. CHANGE THE DIRECT QUESTIONS INTO INDIRECT QUESTIONS. USE 'CAN YOU TELL ME'

1. Where does it hurt?
2. Does he take these pills every day?
3. Are you dizzy?
4. Have you got this medication with you?
5. How did it happen?
6. What is the problem?
7. Do the tablets work?
8. Do you get pains in your back?
9. Do you feel sick in the morning?
10. How often do you have headaches?
11. How did you break your arm?
12. Is your knee painful?
13. Do you have training every day?
14. Is the pain getting worse?
15. Have you got an X-ray with you?

EXERCISE 5. FORM QUESTIONS

1. he seems to what the problem?
2. current are your what symptoms?
3. happen did this how?
4. did this when happen?
5. were when you what doing this started?
6. experiencing you are pain now?
7. it where does hurt?
8. hurt how does bad it?
9. pain does the go besides anywhere one that spot?
10. last did when you eat?
11. any you medications do take?
12. you to are anything allergic?
13. feel do you dizziness?
14. breathlessness you do feel any?
15. you have any do history medical of conditions?

EXERCISE 6. COMPLETE THE DIALOGUES FORMING THE QUESTIONS

Dialogue A.

1. asked it who you to take?
2. what for can I do you?
3. have did you yesterday motions?
4. medicine you took yesterday did any?
5. did why take you it?
6. you symptoms do have other any?
7. how you long been haven't feeling well?
8. water do you drink a lot of?

Doctor: Hello! _____

Patient: Hello Dr Smith. I am not feeling well.

Doctor: Come and sit here. _____

Patient: Since yesterday.

Doctor: No problem. _____

Patient: No, sir. Moreover, I feel weak and do not feel like eating.

Doctor: Ok. _____

Patient: I feel like vomiting.

Doctor: _____

Patient: No Mr. Smith, I don't have water too much.

Doctor: _____

Patient: Yes Doctor, I took some painkillers.

Doctor: _____

Patient: I took it myself.

Doctor: _____

Patient: Because I felt a headache.

Doctor: Nothing to be worried at. It seems to be intoxication. I will prescribe some medicines, have them for one week and come back for a checkup next week. And please try to avoid spicy and fried foods for now.

Patient: Okay, doctor, thank you.

Dialogue B.

1. having are problems you any other like or weakness fatigue?
2. have today you what come in for Mrs. Anders?:
3. point can you to the area having where you are pain?

4. long have pain you been how having the?
5. this does hurt?
6. physical much how you activity do get?
7. play you do any sports?

Patient_Good morning. Doctor Brown?

Doctor: Yes, please come in.

Patient: Thank you. My name is Jane Anders.

Doctor: _____

Patient: I've been having some pain in my joints, especially the knees.

Doctor: _____

Patient: I'd say it started two months ago. It's been getting worse recently.

Doctor: _____

Patient: Well I've certainly felt some dizziness.

Doctor: Right. _____

Patient: Some. I like to go swimming about once a week. I take my dog for a walk every morning.

Doctor: OK. Let's have a look. _____

Patient: It hurts right here.

Doctor: Please stand up and put weight on your knees.
_____ How about this?_

Patient: Ouch!

Doctor: It seems you have some inflammation in your knees. However, there's nothing broken.

Patient: That's a relief!

Doctor: Just take some ibuprofen or aspirin and the swelling should go down. You'll feel better after that.

Patient: Thank you!

LESSON 11. CARDIOVASCULAR DISEASES

SECTION 1: VOCABULARY

Nouns: aetiology, angioplasty, arrhythmia, auscultation, breathlessness, cardiologist, contraindication, cyanosis, diuretic, dyspnea, exertion, hypertension, hypokalaemia, inspection, line, murmur, oedema, orthopnoea, palpation, palpitations, percussion, prevalence, thrombolysis.

Verbs: to kick in, to reperfuse, to tolerate, to wear off.

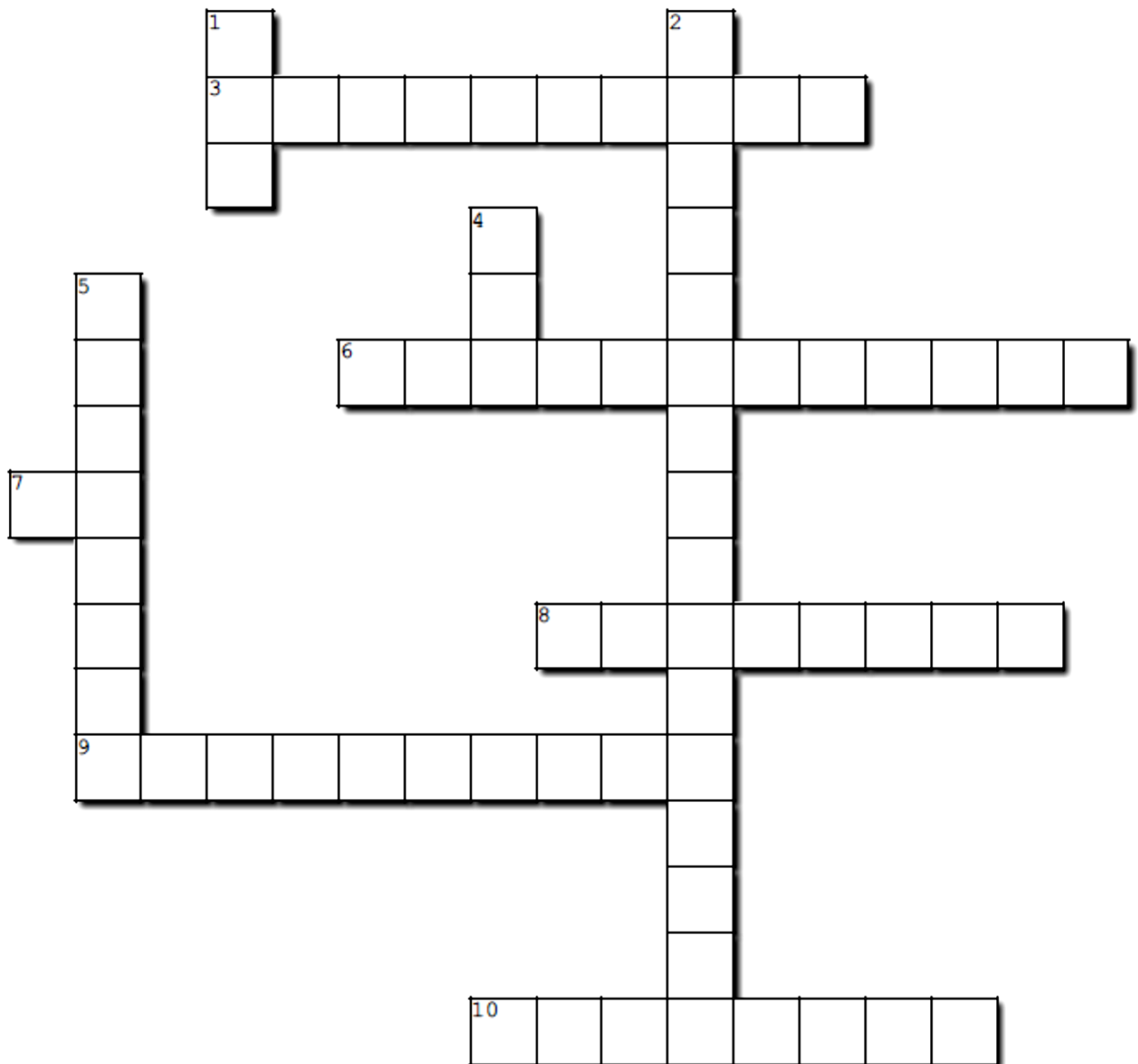
Adjectives: agitated, hard, loud.

EXERCISE 1. CHOOSE THE CORRECT VARIANT

1. _____ can be a sign of disease of the lungs or heart.
a. Dyspnea b. Failure c. Exertion
2. The heart rate in atrial fibrillation may range _____ 100 to 175 beats a minute.
a. up b. from c. of
3. Subsequently, the patient developed right heart _____ and died at the age of 4 months.
a. stroke b. fibrillation c. failure
4. _____ is an unhealthy condition in which liquid collects in the body tissues between the cells.
a. Oedema b. Swelling c. both
5. _____ the pulse is one of the simplest, oldest, and yet most informative of all clinical tests.
a. Feeling b. Counting c. Taking
6. The importance of _____ is diminished in an age of increasingly portable echocardiography.
a. palpation b. percussion c. auscultation
7. Symptoms of a blood _____ include: throbbing or cramping pain, swelling, redness and warmth in a leg or arm; sudden breathlessness.

- a. pressure b. clot c. groups
8. Most heart _____ involve discomfort in the center of the chest that lasts more than a few minutes.
- a. infarction b. attacks c. stroke
9. In the last two decades, saturated fat has been claimed to be the main cause of _____ in the coronary artery.
- a. fatty deposits b. smoking c. lack of oxygen
10. Heart _____ surgery is used to improve blood flow to your heart.
- a. bypass b. murmur c. stent
11. If you have frequent _____ heart beats or underlying heart disease, you might need treatment.
- a. premature b. atrial c. harsh
12. When you find it difficult to breathe while lying down because of the accumulation of fluids in your lungs, it is known as _____.
- a. orthopnea b. heart failure c. clubbing
13. These patients presented with heart failure with or without _____.
- a. cyanosis b. heart beat c. thrill
14. The setting for the chest _____ must be environmentally comfortable for both clinician and patient.
- a. exam b. examining c. examination
15. For the general physician, the waveform of the _____ is, for most purposes, only of academic significance.
- a. MRI b. GTN c. JVP

**EXERCISE 2. COMPLETE THE CROSSWORD (PICTURE 7)
PUZZLE BELOW**



Picture 7

Across

- 3.** a medical specialty and a branch of internal medicine concerned with disorders of the heart
- 6.** a lower than normal potassium level in your bloodstream
- 7.** the pressure of circulating blood against the walls of blood vessels
- 8.** this medicine helps your kidneys release more sodium into your urine
- 9.** a problem with the rate or rhythm of your heartbeat
- 10.** bluish discoloration of the skin resulting from an inadequate amount of oxygen in the blood

Down

1. a simple test that can be used to check your heart's rhythm and electrical activity
2. a specific situation in which a drug, procedure, or surgery should not be used because it may be harmful to the person
4. the indirectly observed pressure over the venous system via visualization of the internal jugular vein
5. an uncomfortable feeling of not being able to breathe well enough

EXERCISE 3. READ THE TEXT

A) Choose the correct word.

Researchers have **1. discovered / discovery** the people with the healthiest hearts in the world. The Tsimane people live in the Amazon region of Bolivia and have almost no **2. risky / risk** of serious heart disease because of their plant-based diet and high levels of physical activity. Besides having a healthy heart, the Tsimane also have low blood pressure, low cholesterol levels and low **3. blood / bloody** glucose. This all adds up to a very strong cardiovascular system. And this means they avoid many of the diseases and **4. conditions / states** that kill hundreds of millions around the world, such as heart attack, **5. strike / stroke**, diabetes and kidney failure. A study estimates that an 80-year-old from the Tsimane tribe has the same cardiovascular age **6. has / as** an American in their mid-50s. The study on the Tsimane is published in the **7. medically / medical** journal 'The Lancet'. Study co-author Dr Gregory S. Thomas stated: "This study suggests that **8. coronary / coronar[disease]** could be **9. avoided / escaped** if people adopted some elements of the Tsimane lifestyle, such as keeping their cholesterol, blood pressure and blood **10. sugar / sugary** very low, not smoking and being physically **11. lively / active**." He added: "Most of the Tsimane are able to live their **12. entire / total** life without developing any heart **13. infection / disease**. This has never been seen in any **14. before / prior** research. While difficult to achieve in the industrialized world, we can adopt some aspects of their lifestyle to potentially forestall a condition we thought would eventually effect **15. almost all / every** of us."

B) Answer the questions.

1. What did you think when you read the headline?
2. What springs to mind when you hear the word 'heart'?
3. What is the most interesting thing about what you read?

4. Should we all go back to living off the land?
5. Why doesn't everyone have a plant-based diet?
6. How can we fit exercise into every part of our day?
7. Would you swap your life to live with the Tsimane people?
8. Did you like reading this article? Why/not?
9. Should we have health training at school? Why?
10. Should the government make laws to make us follow a healthy lifestyle?
11. What do you need to do right now to be healthier?
12. What questions would you like to ask the researchers?
13. What else needs to be studied in this sphere?
14. Do you know people who live healthy? What do they do?
15. How can we make people take the problem of heart diseases more seriously?

EXERCISE 4. WATCH THE VIDEO “WHAT HAPPENS DURING A HEART ATTACK”

Pre-watching.

1. Do you know anyone who's ever had heart attack?
2. What do you know about this disease?
3. What causes heart attack?
4. How to prevent heart attack?
5. What should you do if someone has a heart attack?

Watching.

A) Watch the whole video and check if your answers are correct.

B) What is it about? There can be more than one answer.

1. The purpose of this video is to explain what Heart Attack is.
2. In this video the work of heart is explained.
3. Here we can learn about the main symptoms of Heart Attack.
4. The speaker says what we should NOT do if someone has Heart Attack.
5. One of the ideas of the video is to give advice on how to prevent Heart Attack.

C) Watch the video again and do the tasks below.

1. Heart Attack is caused by the _____.
 - a. lack of oxygen
 - b. fatty deposits
 - c. artery spasm

2. The other name for Heart Attack is _____ .
- a. stroke b. myocardial infarction c. heart failure
3. The most common symptom is chest pain /nausea /shortness of breath.
4. What should be done in case someone has a heart attack? Put the statements into the correct order.
- a. Tests are done to locate the blockages.
- b. Take aspirin and nitroglycerin.
- c. Doctors diagnose a heart attack and use ECG.
- d. Call emergency medical services
- e. Cardiologists use angioplasty or coronary artery bypass surgery if needed.
5. Decide if the statements are TRUE or FALSE.
- a. Doctors recommend exercising every day.
- b. You should eat whole grains and nuts, vegetables, chicken and fish and red meat.
- c. Heart attacks are inevitable.

SECTION 2: GRAMMAR

CONDITIONALS

Overview

Conditional sentence type	Usage	If clause verb tense	Main clause verb tense
Zero	General truths	Present Simple	Simple present
Type 1	A possible condition and its probable result	Present Simple	Simple future

Conditional sentence type	Usage	If clause verb tense	Main clause verb tense
Type 2	A hypothetical condition and its probable result	Past Simple	Present conditional or Present continuous conditional
Type 3	An unreal past condition and its probable result in the past	Past Perfect	Perfect conditional
Mixed type	An unreal past condition and its probable result in the present	Past Perfect	Present conditional

The zero conditional

The zero conditional is used for when the time being referred to is **now or always** and the situation is **real and possible**. The zero conditional is often used to refer to general truths.

If clause	Main clause
If + Present Simple	Present Simple
If this thing happens	that thing happens.

If clause	Main clause
If you work hard	Your heart beats faster.

Type 1 conditional

The type 1 conditional is used to refer to the **present or future** where the **situation is real**. The type 1 conditional refers to a possible condition and its probable result. In these sentences the if clause is in the simple present, and the main clause is in the simple future.

If clause	Main clause
If + Present Simple	Future simple
If this thing happens	that thing will happen
If visit cardiologist regularly	you will have no problems with your heart.

Type 2 conditional

The type 2 conditional is used to refer to a time that is **now or any time**, and a situation that is **unreal**. These sentences are not based on fact. The type 2 conditional is used to refer to a hypothetical condition and its probable result. In type 2 conditional sentences, the if clause uses the simple past, and the main clause uses the present conditional.

If clause	Main clause
If + Past Simple	present conditional or present continuous conditional
If this thing happened	that thing would happen. (but I'm not sure this thing will happen) OR that thing would be happening.

If clause	Main clause
If you visited cardiologist regularly	you would have no problems with your heart now.

Type 3 conditional

The type 3 conditional is used to refer to a time that is **in the past**, and a situation that is **contrary to reality**. The facts they are based on are the opposite of what is expressed. The type 3 conditional is used to refer to an unreal past condition and its probable past result. In type 3 conditional sentences, the if clause uses the past perfect, and the main clause uses the perfect conditional.

If clause	Main clause
If + Past Perfect	perfect conditional or perfect continuous conditional
If this thing had happened	that thing would have happened. (but neither of those things really happened) OR that thing would have been happening.
If you had visited cardiologist regularly	you would have had no problems with your heart last week.

Mixed type conditional

The mixed type conditional is used to refer to a time that is **in the past**, and a situation that is **ongoing into the present**. The facts they are based on are the opposite of what is expressed. The mixed type conditional is used to refer to an unreal past condition and its probable result in the present. In mixed type conditional sentences, the if clause uses the past perfect, and the main clause uses the present conditional.

If clause	Main clause
------------------	--------------------

If clause	Main clause
If + Past Perfect or Past Simple	present conditional or perfect conditional
If this thing had happened	that thing would happen. (but this thing didn't happen so that thing isn't happening)
If you had visited cardiologist regularly	I would have no problems with your heart now.

EXERCISE 1. MATCH THE PARTS OF THE SENTENCES. USE ZERO CONDITIONAL

- | | |
|---|---|
| 1. If you run too fast | a. a doctor calms him down. |
| 2. If you feel chest pain | b. you have a pacemaker fitted |
| 3. If a patient is agitated | c. you need to study at the medical university. |
| 4. If someone has a heart attack | d. that causes swelling in your arm and hand. |
| 5. If you want to become a cardiologist | e. then their heart is OK. |
| 6. If a doctor is knowledgeable | f. your heart beats quickly and not regularly. |
| 7. If there are too many patients in the hospital | g. you have dyspnea. |
| 8. If you have palpitations | h. the patient is given salt and volume supplementations rapidly. |
| 9. If your heart beats too slowly | i. you need to carefully listen to the entire area of the heart. |
| 10. If blood pressure consistently remains above 140/90 for | j. you need to see a doctor . |

people with diabetes

- | | |
|---|---|
| 11. If the vein is being compressed | k. blood pressure medication is recommended |
| 12. If auscultation detects deviation from the norm | l. call an ambulance immediately. |
| 13. If clots are present | m. a registry clerk puts you on the waiting list. |
| 14. If hypotension occurs | n. treatment is started immediately. |
| 15. Most of my patients believe that if their ECG is normal | o. he does his job well. |

EXERCISE 2. REARRANGE THE WORDS TO MAKE CORRECT SENTENCES. USE FIRST CONDITIONAL

1. are If you feeling ill, a should you doctor see.
2. If heart attack a is the nausea reason of, right away be it will treated.
3. should I do What if my or orders tests cardiologist additional procedures?
4. Your you will inform cardiologist required surgery or a device if is.
5. If is hypertension severe, will therapeutic have a effect not ACE inhibitors.
6. performed will X-rays be if it impossible is other to the pathology using techniques diagnose.
7. If to he is exams smart pass all the enough, he a become surgeon cardio one will day.
8. Bypass will be if performed only surgery the gives recommendations his cardiologist.
9. will MRI of the heart be performed if it necessary pathological to determine the deposits in blood the vessels is.
10. the If symptoms heart reveal problem, to the undergo patient will angeoplasty have.
11. If hypokalaemia you diagnosed are, prescribe your doctor supplements will you.
12. Heart will is be advised if transplant the heart muscle damaged badly.
13. If the normal aorta is size, the dissection risk for will lower be.
14. An cause arrhythmia clots won't, if healthy you a ventricle have.

15. I have to block the vena cava if Will the cause symptoms are enough severe to blindness?

EXERCISE 3. FINISH THE SENTENCES. USE SECOND CONDITIONAL

1. If you had a new drug that you knew was important and safe but could not get permission to test it on humans,..... .
2. If you could clone a dead famous person,..... .
3. If you could choose the sex of your baby..... .
4. If everyone else was using genetic manipulation to make sure their babies were tall, strong, clever and healthy,..... .
5. If you had developed a drug that had a 1 in a million chance of killing people who took it but made the lives of the other 999,999 people much happier,..... .
6. If you could be offered cheaper health insurance if you showed the insurance company the results of your genetic test,..... .
7. If you knew your company had a better drug than any of its competitors but all the other companies were offering doctors illegal gifts and bribes,..... .
8. If you found out your company had hidden some negative test results about one of its drugs before it was approved,..... .
9. If you knew that the only drug that could help a specific patient was illegal in the country you were in,
10. If you knew that the advice a doctor had given someone was wrong,..... .
11. If you had the choice between prescribing a possibly dangerous drug or just letting someone die slowly,..... .
12. If a child came into a hospital asking for treatment but asked that no one told their parents,..... .
13. If someone you knew refused to go to the doctor and asked you for medical advice instead,..... .
14. If you knew you could save more lives by working 80 or 90 hours a week but would ruin your own health,..... .
15. If your boss asked you not to tell one important piece of information to the drug regulation authority,..... .

EXERCISE 4. USE THIRD CONDITIONAL OR MIXED CONDITIONAL TO MAKE SENTENCES

e.g. *I think we have lost on our way to the clinic. – If we had taken a map with us, we would not have lost.*

- A)**
1. I did not manage to become a cardio surgeon because I failed entrance exams.
 2. Mr. Jonson has been working too much lately and now he is at the hospital with heart attack.
 3. You were careless and smoke too much, now you have a heart disease.
 4. We didn't do much advertising, so not many people came to listen to the lecture on healthy heart.
 5. We didn't delay the lunch with the sponsors of the clinic and it was successful.
 6. I read that new Anatomy book and learnt much interesting information.
 7. We attended all the lectures of the professor from the clinic in Cleveland Clinic and got a certificate.
 8. The doctor was able to diagnose arrhythmia as soon as cardiac MRI was performed.
 9. Medical technologies were not advanced enough to help the patient.
 10. Traditional healthcare systems have always been criticized for their reactionary approach to medicine.

B) Make 5 more regrets of your own. Use Third Conditional.

11. _____
12. _____
13. _____
14. _____
15. _____

EXERCISE 5. CHOOSE THE ALTERNATIVE THAT BEST COMPLETES EACH SENTENCE

1. If penicillin earlier, many people young.
- a. had discovered / wouldn't have died
 - b. was discovered / wouldn't die
 - c. had been discovered / wouldn't have died
 - d. would have been discovered / didn't die
 - e. has been discovered / didn't die

2. Unless you your lifestyle, you your risk of cardiovascular diseases.

- a. don't change / won't reduce
- b. change / can't reduce
- c. change / can't be reduced
- d. are changed / cannot reduce
- e. changed / wouldn't be reduced

3. If he a rich man, he his son to the United States for the treatment of his disease, but unfortunately he can't afford it in any way as he can barely sustain a livelihood.

- a. were / would take
- b. had been / would take
- c. is / will take
- d. was / took
- e. were / would be taken

4 there were a need for more medicine for the earthquake victims, we.... gladly provide it.

- a. Might / would
- b. If/would
- c. Could / would
- d. Would /shall
- e. Should / will

5. Heat stroke can cause death or permanent disability if emergency treatment

- a. won't be given
- b. has not given
- c. were not given
- d. is not given.
- e. doesn't give

6. Compliance of a treatment plan essential if an antibiotic prescribed for the treatment of an infection effective.

- a. would be / has to be
- b. was / was
- c. will be / is
- d. is / is to be
- e. would have been / was

7. There are few,, long-term conclusive studies on HRT alternatives to combat the acute symptoms of menopause, like hot flashes

and night sweats, which seem to be triggered by fluctuating estrogen levels.

- a. if so
- b. if all
- c. if some
- d. if any
- e. if not

8. We must eat a diet rich in fruits and vegetables if we against cancer.

- a. were protected
- b. are to be protected
- c. will protect
- d. have protected
- e. protect

9. Some evidence suggests that weight training can raise high-density lipoprotein (HDL) if regularly, but frequent and sustained aerobic activity may be more effective in lowering low-density lipoproteins.

- a. it has undertaken
- b. undertaken
- c. undertaking
- d. it undertakes
- e. it was undertaken

10. If the liver , the liver cellsthe enzymes into blood, raising the enzyme levels in the blood and signaling the liver damage.

- a. is injured / spill
- b. injures / will spill
- c. injures / spill
- d. injured / would spill
- e. has injured / spill

11. If Mary the doctor's recommendations seriously, she such problems during her recent trip to Kenya.

- a. had taken / wouldn't have encountered
- b. took / wouldn't encounter
- c. has taken / won't have encountered
- d. takes / won't encounter
- e. taken / won't have encountered

12. If you devote more time to exercise, you be healthier.

- a. could / would
- b. can / would

c. could / will

d. could have / would

e. could have / would had

13. If the patient's conditionfurther, we him to the heart machine.

a. deteriorates / will connect

b. deteriorated / will have connected

c. would deteriorate / had connected

d. had deteriorated / would connected

e. deteriorate / will connect

14. If the male nurse in arriving late, I report him to the head doctor.

a. persists / will have to

b. persist / will have to

c. persisted / will have to

d. has persisted / would have to

e. have persisted / would have to

15. If my mother had had a chest pain again last night, I would have taken her to the hospital.

a. had had / would have taken

b. have had / would have taken

c. has had / would take

d. has / would E) had / would

LESSON 12. RESPIRATORY SYSTEM DISEASES

SECTION 1: VOCABULARY

Nouns: ailment, illness, disease, treatment, symptom, lung disease, pneumonia, influenza, flu, hay fever, pleurisy, allergy, obstructive lung disease, TB = tuberculosis, lung cancer, bronchitis, allergic rhinitis, laryngitis, pulmonary fibrosis, respiratory failure, asthma, pulmonary hypertension, pneumothorax, atelectasis, pneumoconiosis, epistaxis, emphysema, hemoptysis, crackles, wheezes, wheezing, coughing, sneezing, droplets, inflammation, infection, medicine inhaler, functionality, condition, congestion, swelling, constriction, mucus, sputum, phlegm, pus, trigger, smoking, pollen, dust, cold, pollutant, bacterium, -a (pl.), virus, microbe, pathogen, auscultation, pulmonology, bronchoscopy, spirometry, pulmonologist, respiratory therapist.

Verbs: to inflame, to infect, to treat, to inhale, to exhale, to cough, to cough out, to cough up, to wheeze, to damage, to breathe, to breathe in, to breathe out, to suffer from, to be affected by, to cure, to progress, to trigger, to relieve, to reduce.

Adjectives: incurable, curable, excessive, inflamed, chronic, acute, progressive, bronchial inflammatory, respiratory, inspiratory, expiratory, damaged, severe, pulmonary, life-long, long-term, painful, productive, non-productive, mucoid, purulent, blood-stained, contagious, pulmonary.

Adverb: adversely.

Word combinations and phrases: inflamed bronchial tubes, to take medicine, chronic disease, to cause wheezing / coughing / difficulty breathing, SOB = shortness of breath, to inhale medicine using an inhaler, progressive respiratory disease, bronchial tube damage, to lose functionality, to enter bloodstream, to make smb cough and wheeze, misshapen alveoli, adversely affected by smoking, to write a prescription, chest X-ray, to slow the progression, a long-term condition, to narrow the airways, to get worse, COPD = chronic obstructive pulmonary disease, ARDS = acute respiratory distress syndrome, to cause inflammation in, to fill up with fluid or pus, to cause dangerous infection, malignant tumor, ARDS = Acute respiratory distress syndrome, risk factor, lung infections, lung tissue, CB = chronic bronchitis, acute respiratory condition, rapid, shallow breathing, tightness in the chest, to relax constricted smooth

muscle, to relieve the symptoms, to reduce inflammation, to treat respiratory infections, CF = Cystic fibrosis, long-term damage, chronic inflammation, excess mucous, constriction of smooth muscle, life-long treatment, MTb = Mycobacterium tuberculosis, to cough up blood / sputum, painful breathing / coughing, weight loss, throat infection, side effects, health condition, a challenging treatment, to refuse treatment, URTI = upper respiratory tract infection, contagious disease, loose cough (= productive), dry cough (= non-productive), pulmonary clinic, to get one's breath back, added sounds, inspiratory crackles, expiratory wheeze, pleural rub, vocal resonance, narrowed airways, OSAS = Obstructive sleep apnea syndrome, respiration rate, pulmonary function tests, lung capacity, inhalation therapy, CHF = Congestive heart failure.

EXERCISE 1. MATCH THE SYMPTOMS AND DISEASE

Most Common Types of Respiratory Diseases

- | | |
|---|---|
| <p>1. asthma</p> | <p>a. a cough that lasts longer than three weeks
weight loss
poor appetite
a cough that brings up blood or mucus
weakness
fatigue
fever
night sweats</p> |
| <p>2. chronic obstructive pulmonary disease (emphysema and chronic bronchitis)</p> | <p>b. a cough that does not go away
a cough that produces thick mucus or blood
wheezing
shortness of breath
frequent respiratory or sinus infections
nasal polyps
slow growth in childhood or poor weight gain
constipation
greasy or foul-smelling stools</p> |
| <p>3. cystic fibrosis</p> | <p>c. frequent coughing
a cough that produces a lot of mucus
wheezing</p> |

shortness of breath that gets worse with activity
a whistling or squeaking sound when you breathe
tightness in your chest

4. lung cancer

d. wheezing
coughing
tightness in the chest
shortness of breath

5. tuberculosis

e. fever
chills
a cough that produces phlegm
shortness of breath
chest pain when you cough or breathe
nausea
vomiting
diarrhea

6. bronchitis
(acute or chronic)

f. chest pain
chronic cough
difficulty breathing
wheezing
hoarseness
weight loss
fatigue or weakness
difficulty swallowing
a cough that produces bloody mucus
swelling in the face or neck

7. pneumonia

g. a frequent or chronic cough
a cough that produces a lot of mucus
wheezing
a squeaking or whistling sound when you breathe
shortness of breath that is worse with activity
tightness in your chest
sensitivity to respiratory infections like colds

or the flu
 weight loss
 weakness
 swelling in your legs and feet
 a blue tinge to your lips or fingernails
 (cyanosis)

8. emphysema

h. a frequent cough that produces mucus
 wheezing
 a whistling or squeaking sound when you
 breathe
 shortness of breath (especially with activity)
 tightness in your chest
 fever (acute form only)

EXERCISE 2. ORGANIZE *LUNG DISEASES* FROM THE LIST INTO 6 GROUPS ACCORDING TO THE PART OF THE RESPIRATORY SYSTEM THEY AFFECT

Lung Diseases

acute bronchitis
 acute respiratory distress syndrome
 asthma
 chronic bronchitis
 chronic obstructive pulmonary disease
 cystic fibrosis
 emphysema
 interstitial lung disease
 lung cancer
 mesothelioma
 neuromuscular disorders
 obesity hypoventilation syndrome
 pleural effusion
 pneumoconiosis
 pneumonia
 pneumothorax
 pulmonary edema
 pulmonary embolism
 pulmonary hypertension
 tuberculosis

1. Airways	2. Alveoli	3. Interstitium	4. Blood vessels	5. Pleura	6. Chest wall

EXERCISE 3. MATCH THE WORDS AND DEFINITIONS

- | | |
|---|--|
| 1. asthma | a. an allergic reaction to pollen, dust or other irritants |
| 2. bronchitis | b. a nosebleed |
| 3. emphysema | c. air get into the space between the chest wall and the lung, collapsing the lung |
| 4. hay fever | d. inflammation of the voice box (larynx) |
| 5. influenza | e. a chronic respiratory disorder caused by long-term exposure to substances that irritate and damage the lungs |
| 6. laryngitis | f. wheezing and breathlessness caused by a narrowing of the airways |
| 7. pneumonia | g. inflammation of the lung's larger airways |
| 8. common cold | h. a viral infection of the upper respiratory tract |
| 9. hemoptysis | i. disease of the alveoli (air sacs) of the lungs |
| 10. respiratory disease | j. coughing up blood from the lungs |
| 11. epistaxis | k. a severe, sudden injury to the lungs from a serious illness (e.g. COVID-19). Very often people need help breathing from a machine called a ventilator until their lungs recover |
| 12. pneumoconiosis | l. infection of the lung |
| 13. atelectasis | m. caused by viruses |
| 14. pneumothorax | n. a collapsed lung |
| 15. acute respiratory distress syndrome | o. any of the diseases and disorders of the airways and the lungs that affect human respiration |
| 16. chronic obstructive pulmonary disease | p. an abnormal condition of dust in the lungs |

EXERCISE 4. FILL IN THE BLANKS WITH THE CORRECT WORDS AND PHRASES FROM THE WORD BANK

Word bank:

common cold	tuberculosis	emphysema
cough	pneumoconiosis	pulmonary function tests
chronic bronchitis	spirometry	mucus
obstructive lung disease	asthma	lung capacity
respiratory disease	respiratory therapist	pulmonologist
pneumothorax	hemoptysis	epistaxis

1. In _____ inflamed airways constrict and generate excess mucus making it difficult to breathe in and out.
2. COPD is a term used to describe two primary types of _____ that used to be classified separately: emphysema and chronic bronchitis.
3. Most people recover from a _____ in a week or 10 days. Symptoms might last longer in people who smoke.
4. _____ is any of the diseases and disorders of the airways and the lungs that affect human respiration.
5. _____ is a particularly important sign of all diseases that affect any part of the bronchial tree.
6. Hemoptysis is also a classic sign of _____ of the lungs.
7. _____ is a Chronic Obstructive Pulmonary Disease that results in progressive destruction of the air sacs in the lungs and loss of respiratory membrane for oxygen exchange.
8. _____ is a generic name for conditions where toxic particles become trapped in the lungs and cause symptoms and disability such a «black lung» or «miner's lung» disease.
9. If you are having trouble breathing, or some type of chronic respiratory illness, your doctor might order _____ to find out how well your lungs are working.
10. _____ , or lung function testing, is done for many reasons, including disease diagnosis and evaluating the risk of lung complications before surgery.
11. To clear _____ out of the lungs and respiratory tract is of great importance for the health of the respiratory system.

12. _____ decreases as you get older.
13. _____ is a physician specializing in diseases of the lungs.
14. _____ is a specially trained technician who administers, among other treatments, inhalation therapy to patients with lung disease.
15. Once identified, _____ can be treated and completely resolved.

EXERCISE 5. CHOOSE THE CORRECT ANSWER

1. Which of the following can be used as a method to diagnose asthma, chronic bronchitis, emphysema and COPD?
 - a. Spirometry b. Chest X-Ray c. Electrocardiogram d. CT Scan
2. Which respiratory disease causes the air passages to turn narrow, inflamed and constricted?
 - a. Emphysema b. Chronic bronchitis c. Asthma d. COPD
3. Which respiratory disease is characterized as inflammation of the bronchi and the bronchial tubes due to infections, smoking or pollutants?
 - a. Emphysema b. Chronic bronchitis c. Asthma d. COPD
4. Which respiratory disease is characterized by persistent cough that produces clear, yellow, white or green phlegm?
 - a. Chronic bronchitis b. Emphysema c. OSA d. Asthma
5. What obstructive lung disease involves damage to the alveoli, caused by exposure to toxic chemicals or cigarette smoke?
 - a. Asthma b. Sleep apnea c. Congestive heart failure d. Emphysema
6. What happens when one has COPD caused by emphysema?
 - a. The alveoli filters become damaged, elasticity is reduced, and then they become enlarged.

- b.** The bronchial tubes become inflamed and enlarged, the passage way becomes blocked, and reduces your ability to expel mucus.
 - c.** The airways narrow and become inflamed and constricted.
 - d.** None of the above
7. Which of the following would be a possible treatment for asthma?
- a.** Oxygen
 - b.** Nebulizer
 - c.** PAP device
 - d.** Oximetry therapy
8. What respiratory disease is characterized by wheezing as a possible symptom?
- a.** Asthma, chronic bronchitis and emphysema
 - b.** Asthma, emphysema and OSA
 - c.** CHF, asthma and OSA
 - d.** None of the above
9. Acute respiratory distress syndrome has a low mortality rate.
- a.** True
 - b.** False
10. Pneumothorax is a chronic illness and will require life-long treatment.
- a.** True
 - b.** False
11. Chronic bronchitis is where the blockage of the airways is reversible.
- a.** True
 - b.** False
12. Respiratory disorder usually caused by a sensitivity to an allergen such as dust, pollen, and animal, medications, or food is called_____.
- a.** Bronchitis
 - b.** Asthma
 - c.** Epistaxis
13. A highly contagious viral infection of the upper respiratory system is called _____.
- a.** Influenza
 - b.** Pleurisy
 - c.** Rhinitis
14. Inflammation of the larynx or vocal cords is called _____.
- a.** Vocalitis
 - b.** Laryngitis
 - c.** TB
15. What is the name for the condition in which an individual stops breathing while sleeping?
- a.** Lung cancer
 - b.** Sleep apnea
 - c.** COPD
16. Which respiratory disease is caused by bacteria where the infections damage the lung tissues?

- a. Influenza b. Tuberculosis c. Pneumothorax d. Pulmonary embolism**
17. Surgical reconstruction or cosmetic alteration of the nose is termed_____.
- a. rhinectomy b. rhinoplasty c. rhinotomy d. rhinoscopy**
18. A faster than normal respiratory rate of breathing is termed_____.
- a. dyspnea b. apnea c. tachypnea d. pneumoconiosis**
19. Hemoptysis is a term describing _____.
- a. a bloody nose**
b. bleeding from the gums
c. blood in the chest cavity
d. coughing up blood from the lungs
20. Which of the following procedures will be needed for a patient with a foreign body trapped in a lung passageway?
- a. Laryngoscopy b. Tracheostomy c. Bronchoscopy d. Laryngectomy**
21. How would you call the condition in which patients with pneumonia find it difficult or painful to take deep breaths?
- a. tachypnea b. dyspnea c. apnea d. atelectasis**
22. A special procedure to examine the blood vessels of the lungs by X-ray is called _____.
- a. a lung scan b. bronchoscopy c. endotracheal intubation d. pulmonary angiography**
23. A tracheostomy is a procedure involving _____.
- a. visual examination of the interior of the trachea**
b. a temporary opening cut into the trachea
c. a permanent opening cut into the trachea
d. surgical reconstruction of a crushed trachea
24. Epistaxis is the term for _____.
- a. a collapsed lung b. a nosebleed c. uncontrollable sneezing d. coughing up blood from the lungs**

EXERCISE 6. READ THE TEXT. WATCH THE VIDEO DESCRIBING HOW TO USE BREEZHALER

Watch the video **How to use your Breezhaler** by The Canadian Lung Association at <https://www.youtube.com/watch?v=cUSCWhGkIcw>

Inhaler Devices: Breezhaler

The Breezhaler is a breath-activated device. This means that it will release a dose of medication when you inhale on the mouthpiece.

- The Breezhaler delivers the medication as a dry-powder. There is no propellant added to the medicine.
- When you breathe in a dose of the medication, you will hardly notice any powder in your mouth.

Examples of medicines available as a Breezhaler (Picture 8):

- glycopyrronium (Seebri)
- indacaterol (Onbrez)
- glycopyrronium + indacaterol (Ultibro Breezhaler)



Picture 8

How to use your Breezhaler device

To get the most benefit, it is important to use the correct technique. Ask your doctor, pharmacist, or nurse to show you how to use your Breezhaler device.

Using your Breezhaler device

- **Open:** remove the cover to expose the mouth piece. Pull back the mouthpiece to reveal the capsule chamber.
- **Insert the capsule:** the capsules come packaged in a foil wrapping. Pull back the foil edges to release one capsule. Do not remove the

capsule by pushing it through the foil – this will damage the capsule. Place the capsule into the capsule chamber. Close the mouth piece until you hear a click.

- **Pierce the capsule:** hold the inhaler upright and press both side buttons at the same time. You should hear a click as the capsule is pierced. Then release the side buttons.
- **Inhale your dose:** put the mouthpiece into your mouth and seal lips firmly around it. Breathe in rapidly and deeply until your lungs are full and hold your breathe for 10 seconds. You will hear the sound of the capsule vibrating in the chamber.
- **Take two breaths from one capsule:** to get your full daily dose, you must use your inhaler two times from the same capsule.
- **Discard the used capsule:** after inhaling your dose, open the mouthpiece and throw away the used capsule. Close the mouthpiece and the lid of the inhaler.

Cleaning and storing your Breezhaler

You can clean your device by wiping the mouthpiece with a clean dry tissue. Do not wash the mouthpiece or allow it to get wet when cleaning. You will get a new Breezhaler with your repeat prescription every month. Close the device when not in use. Store it in a cool dry place, away from heat and moisture.

Common problems when using a Breezhaler

- Shaking the inhaler.
- Not piercing the capsule.
- Not using a new capsule for each dose.
- Not breathing in hard enough.

Task 1: Give step-by-step instructions on how to use a Breezhaler. Write down your answer.

Task 2: Dwell upon the advantages and disadvantages of using a Breezhaler.

EXERCISE 7. WATCH THE VIDEO DESCRIBING HOW ASTHMA WORKS. ANSWER THE QUESTIONS TO THE VIDEO

Watch the video *How does asthma work?* by TEDEd at <https://www.youtube.com/watch?v=PzfLDi-sL3w>

A) Answer the questions to the video

1. How many asthma-related deaths are estimated to occur annually around the world?
a. 10,000 **b.** 75,000 **c.** 250,000 **d.** 1,000,000
2. Asthma primarily affects the ___ and ___ of the respiratory system.
a. Bronchi, bronchioles **b.** Trachea, alveoli **c.** Bronchioles, alveoli **d.** Oropharynx, trachea
3. Which of the following are considered asthma triggers?
a. Tobacco smoke **b.** Pollen **c.** Common cold **d.** All of the above
4. How do beta-agonist inhalers help relieve the symptoms of asthma?
a. Reduce inflammation **b.** Block acetylcholine receptors **c.** Relax constricted smooth muscle **d.** Treat respiratory infections
5. Long-term damage of the respiratory system's airways can happen in asthma due to _____.
a. Hyperinflation **b.** Chronic inflammation **c.** Excess mucous **d.** Constriction of smooth muscle

B) Discuss the following questions:

1. What changes happen in the respiratory system during an asthma attack? Be sure to include in your explanation how triggers are involved in these changes.
2. What are some of the common symptoms of asthma? These symptoms may make a person feel like they are running out of air, but a phenomenon known as hyperinflation may be occurring. What happens in the lungs during hyperinflation?
3. What are the similarities and differences between beta-agonist and corticosteroid inhalers? Which one would you use for long-term control? For immediate symptom relief?

4. Asthma triggers are numerous and, at times, can seem to be everywhere. What are some practical ways to reduce exposure to some of these triggers?
5. How many people have asthma but just do not know about it?
6. Can you have asthma and outgrow it?
7. Can you get rid of asthma?
8. Does asthma limit the number of activities you can do?

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Учебное издание

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ МЕДИЦИНСКИХ СПЕЦИАЛЬНОСТЕЙ

ЧАСТЬ I

учебное пособие

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Подписано в печать 14.03.2024 г.
Формат 60x84 $\frac{1}{16}$. Бумага офсетная.
Печать цифровая. Гарнитура «Times». Печ. л. 10. Авт. л. 5,3
Тираж 150 экз. Заказ № 8

Отпечатано в Издательстве СибГМУ
634050, Томск, ул. Московский тракт, 2
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