

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ МЕДИЦИНСКИХ КОЛЛЕДЖЕЙ



М. С. Попаз

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ МЕДИЦИНСКИХ КОЛЛЕДЖЕЙ

Учебно-методическое пособие



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Учебно-методическое пособие учебной дисциплины «Английский язык» разработано на основе программы учебной дисциплины для специальностей «Сестринское дело», «Лечебное дело», «Акушерское дело», «Фармация» среднего профессионального образования и является частью основной профессиональной образовательной программы в соответствии с ФГОС.

Учебно-методическое пособие предназначено для развития навыков устной речи студентов второго курса медицинского колледжа для вышеуказанных специальностей. Учебно-методическое пособие рекомендовано преподавателям образовательных учреждений среднего профессионального образования.

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Рецензенты:

Ю. И. НАЗАРЧУК — кандидат филологических наук, доцент кафедры теории и практики перевода, зав. кафедрой иностранных языков филологического факультета Приднестровского государственного университета им. Т. Г. Шевченко;

И. М. СЕЛЕВИНА — преподаватель английского языка высшей квалификационной категории Тираспольского медицинского колледжа им. Л. А. Тарасевича.

Обложка

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ПРЕДИСЛОВИЕ

Данное учебно-методическое пособие предназначено для студентов второго курса медицинского колледжа специальностей «Сестринское дело», «Лечебное дело», «Акушерское дело», «Фармация». Задача данного пособия – научить студентов-медиков навыкам разговорной речи на основе бытовых тем, а также тем, связанных с профессиональной деятельностью в области медицины.

Основной целью учебно-методического пособия, в соответствии с новыми Федеральными государственными образовательными стандартами и действующей рабочей программой по дисциплине, является формирование иноязычной коммуникативной компетенции среднего медицинского работника, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Структура и содержание учебно-методического пособия ориентированы на взаимосвязанное решение коммуникативных, познавательных, развивающих и воспитательных задач и формирование у студентов-медиков профессиональной иноязычной коммуникативной компетенции.

Структурной единицей учебно-методического пособия является урок, состоящий из:

– *активного словаря* современной наиболее употребительной лексики, обязательной для усвоения;

– *текста*, который включает основную смысловую информацию урока и предназначен для развития навыков устной речи;

– *комплекса послетекстовых упражнений*, направленных на развитие навыков разговорной и профессиональной речи (составление монологических и диалогических высказываний по изучаемой теме, формирование умения выразить свое собственное отношение к обсуждаемой проблеме).

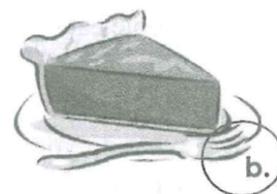
В содержание учебно-методического пособия включены задания и тесты на закрепление полученных знаний.

Настоящее учебно-методическое пособие предназначено для обучения английскому языку студентов медицинских колледжей как под руководством преподавателя, так и для самостоятельной работы.

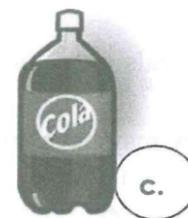
УРОК 1. Продукты питания LESSON 1. Foodstuff



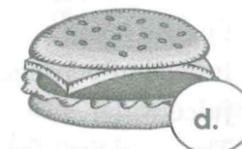
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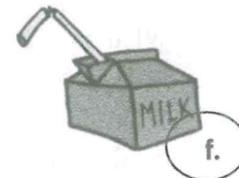
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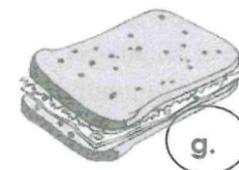
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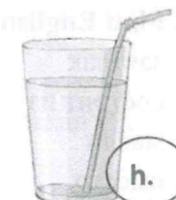
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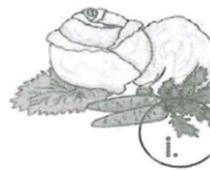
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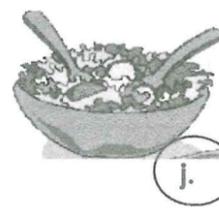
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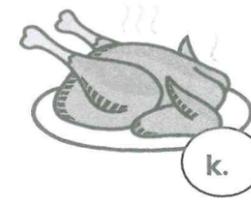
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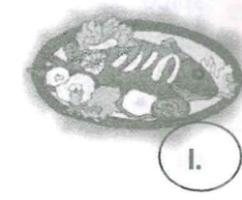
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Get ready!

Ex. 1. Look at the pictures and match the words with the pictures.

- | | | | | | |
|----------|--------------|----|-----------|----|---------------|
| <u>k</u> | 1. chicken | __ | 2. fish | __ | 3. hamburger |
| __ | 4. sand-wich | __ | 5. fries | __ | 6. vegetables |
| __ | 7. salad | __ | 8. pie | __ | 9. milk |
| __ | 10. soda | __ | 11. water | __ | 12. coffee |

Reading

Ex. 2. Read and translate the text.

Meals

There are four meals a day in an English home: breakfast, lunch, tea and dinner.

Breakfast is the first meal of the day. It is at about 8 o'clock in the morning and consists of porridge with milk and salt or sugar, eggs – boiled or fried, bread and butter with marmalade or jam. Some people like to drink tea, but others prefer coffee. Instead of porridge they may have fruit juice, or they may prefer biscuits.

The usual time for lunch is 1 o'clock. This meal starts with soup or fruit juice. Then follows some meat or poultry with potatoes – boiled or fried, carrots and beans. Then a pudding comes. Instead of the pudding they may prefer cheese and biscuits. Last of all coffee – black or white.

Tea is the third meal of the day. It is between 4 or 5 o'clock, the so-called 5 o'clock tea. On the table there is tea, milk or cream, sugar, bread and butter, cakes and jam.

Dinner is the fourth meal of the day. The usual time is about 7 o'clock. Dinner usually consists of soup, fish or meat with vegetables – potatoes, green beans, carrot and cabbage, sweet pudding, fruit salad, ice-cream or cheese and biscuits.

Vocabulary

Ex. 3. Read the sentences and choose the correct word.

- 1 There are **four/seven** meals a day in an English home.
- 2 Instead of porridge, they may have **fruit juice/water**.
- 3 The usual time for lunch is **1/3 o'clock**.
- 4 Tea is the **second/third** meal of the day.

Ex. 4. Find English equivalents from text.

- 1 завтрак
- 2 состоит из
- 3 масло
- 4 вместо
- 5 предпочитать
- 6 мясо
- 7 морковь
- 8 сахар
- 9 рыба
- 10 капуста



Ex. 5. Complete the sentences.

- 1 Breakfast consists of ... with milk and salt or sugar, eggs – boiled or fried, ... and butter with ... or jam.
- 2 Instead of porridge they may have fruit juice, or they may prefer ...
- 3 Then follows some meat or poultry with potatoes – boiled or fried, ... and beans.
- 4 On the table there is tea, milk or cream, sugar, bread and butter, ... and jam.
- 5 Dinner usually consists of soup, ... or meat with vegetables – potatoes, green beans, carrot and ..., sweet pudding, fruit salad, ice-cream or cheese and biscuits.

Speaking

Ex. 6. Answer the questions.

- 1 How many times a day do English people eat?
- 2 What do they have for breakfast (dinner, lunch)?
- 3 What do you prefer for breakfast (dinner, supper)?
- 4 When do you usually have your breakfast (dinner, supper)?
- 5 What is the traditional British breakfast?
- 6 What do the British have for the main meal of the day?

Writing

Ex. 7. Use the answers from ex. 6 to complete your list of everyday menu.

MENU for week of	
Monday	B L D
Tuesday	B L D
Wednesday	B L D
Thursday	B L D
Friday	B L D
Saturday	B L D
Sunday	B L D



УРОК 2. Диета

LESSON 2. The Diet

Get ready!

Ex. 1. Before you read the text, read information below.

Вкуснотища! Very good! Пищу называют ...
Для шарика, для друга, Трипас я сахар ...
Так и лезет ко мне в рот Этот вкусный бутерброд.
Сверху Снизу Приходите на обед!
Всегда ты сладкий ждешь сюрприз.
Конфетки по-английски -
Я все варенье это съем. Варенье по-английски -
Без соли борщ не лезет в рот.
Соль по-английски просто
Это вовсе не каприз
Сыр мы называем -
Молоко я пить привык
Молоко иначе -

Vocabulary

Ex. 3. Find English equivalents from text.

- 1 разнообразие
- 2 свежие фрукты и овощи
- 3 углеводы
- 4 слишком много сладостей
- 5 прибавить в весе
- 6 белки
- 7 важно для костей
- 8 разное время
- 9 кушать слишком много
- 10 курить

Speaking

Ex. 4. Tell about your diet, using the information from text.



Reading

Ex. 2. Read and translate the text.

The most important things are balance and variety. When you're training, your body needs lots of different things, so you must eat different kinds of food. You should eat lots of fresh fruit and vegetables because they give you lots of vitamins, especially Vitamin C which is important.

You should also eat enough food with carbohydrates, because when you're training you need a lot of energy. You should eat bread, potatoes and pasta. All these things give you carbohydrates. But you mustn't eat too many sweets or chocolates because you'll put on weight and they're bad for your teeth.

Finally, protein is important when you're training. For protein you must eat meat and vegetables, like beans. You should also eat plenty of eggs and milk. Eggs and milk also give you calcium which is important for your bones. One other thing – you must eat regularly every day. For example, you mustn't eat your meals at different times or eat a lot one day and a little the next.

You should also have a good breakfast and you shouldn't eat too much before training, it's very bad for you. When you're training, you must never smoke cigarettes!

УРОКИ 3-4. Пищевая ценность продуктов
LESSONS 3-4. The nutritive value of foods

Get ready!

Ex. 1. Before you read the text, talk about the question.

What do you know about the nutritive value of foods?



Food gives us energy, makes us grow and helps to stay healthy.

We need to eat something from all the food groups every day. Fruit and vegetables, cereals and grains, fats and sugar, meat and protein and **dairy**.

Fruit and vegetables give us lots of vitamins and minerals and help us grow and



stay healthy. We should eat five portions of fruit and vegetables every day. A portion is one piece of fruit, a **serv- ing** (блюдо) of vegetables or a glass of juice.



Cereals and grains are things like bread, rice, potatoes and noodles. These foods give us the

energy we need. Half of what we eat every day should come from this group.

Fats and sugars are things like oils, biscuits, sweets, chocolate and ice cream.



These foods give us energy and are important for our nervous system. But too much of this food can make you fat and can be bad for your teeth.



Meats and proteins are foods like chicken, fish, duck, eggs, nuts, beans and tofu. These foods give us im-

portant minerals and help us to build and repair our bodies. We need to eat a little of this food every day (about 10% of our food).

Dairy foods are things like milk, yoghurt and cheese. These foods give us **calcium** which



helps to make our teeth and bones strong. You should eat some of these foods every day, but you can also get calcium from **spinach** and **dried fruit**.

Reading

Ex. 2. Read the text. Then mark the following statements as true (T) or false (F).

- Food gives us energy, makes us grow and helps to stay healthy.
- We should eat one portion of fruit and vegetables every day.
- Dairy foods give us **calcium** which helps to make our teeth and bones strong.

Vocabulary

Ex. 3. Match the words and the translations.

- | | |
|------------------|-------------------------|
| 1. grains | a) овощи |
| 2. vegetables | b) фрукты |
| 3. fruits | c) рыба |
| 4. meat | d) молочные продукты |
| 5. fish | e) газированные напитки |
| 6. dairy | f) жиры и сахар |
| 7. fat and sugar | g) зерновые |
| 8. soda | h) мясо |

Ex. 4. Complete the table "Food Groups". Which foods are? You must write each of these foods into the according column.

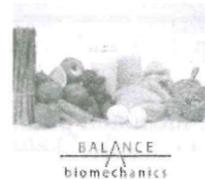
Butter, sweets, pork, chicken, sour cream, cheese, eggs, ham, cucumbers, carrots, yoghurt, cabbage, sausages, oil, beans, peas, bread, bananas, cereal, salmon, mushrooms, green pepper, tuna fish, pasta, apple, lettuce, potato, spaghetti, pear, strawberry, onion, orange, tomato, lemon, pineapple, cherry, grapes, beef, turkey, bacon, chocolate, rice.

Dairy products	
Meat	
Vegetables	
Fruit	
Grains	
Others	



Eat less CRAP

- C - Carbonated drinks
- R - Refined sugars
- A - Artificial sweeteners/colors
- P - Processed foods



Eat more FOOD

- F - Fruits & vegetables
- O - Organic lean protein
- O - Optimal portions
- D - Drink plenty of water

Speaking

Ex. 5. Answer the questions. Use the words in the box.

the bill customers the dishes
the menu orders

- Whom do servers **serve**?
They serve **customers**.
- What do busboys clear?

- What do customers look at?

- What do servers take?

- What do customers pay?

Ex. 6. Read the story and answer the following questions about the story.

Every afternoon at 12:30 p. m., Juan Perez goes to the Downtown Cafe for lunch. He looks at the menu and orders the same lunch every day. He orders a hamburger, a salad, and some pie. He drinks a glass of water and a cup of coffee. Juan likes the server and he leaves a big tip.

- Where does Juan eat lunch every day?
a. at the cafe
b. at home
- Does he order a sandwich?
a. Yes, he does
b. No, he doesn't
- What does he drink with his lunch?
a. water and coffee
b. milk and coffee
- Why does he leave a big tip?
a. He has a lot of money
b. He likes the server

Writing

Ex. 7. Answer the questions with YOUR information.

- Do you eat the same lunch every day?

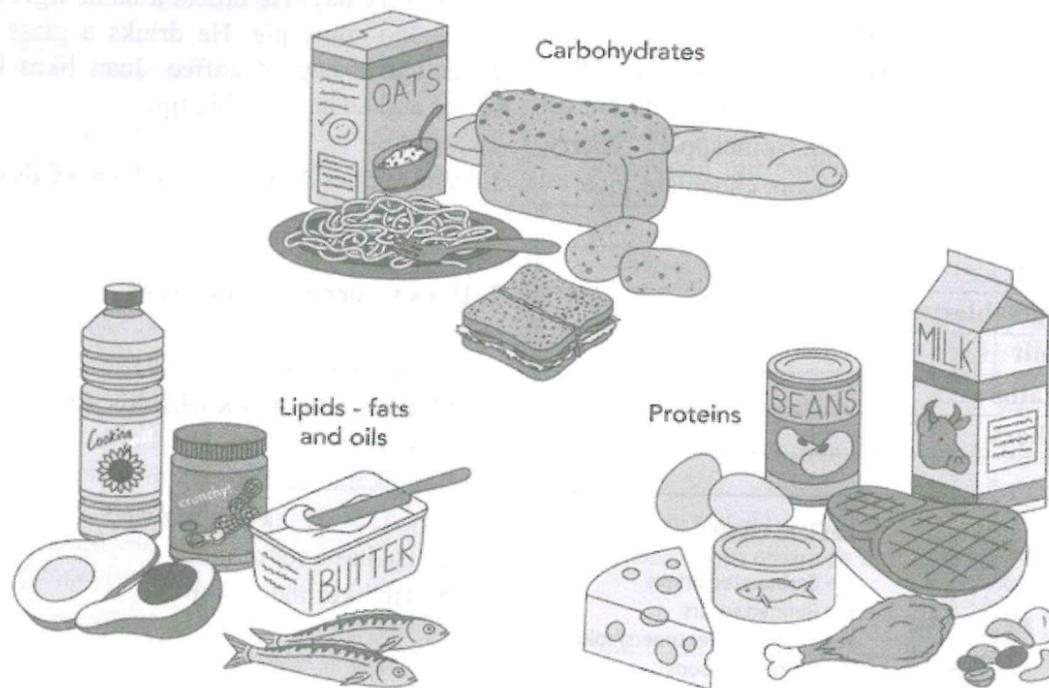
- What do you eat for lunch?

- Where do you eat lunch?

Get ready!

Ex. 1. Before you read the text, look at the picture and answer the question.

What sources of carbohydrates, proteins and lipids do you know?



Reading

Ex. 2. Read and translate the text.

To stay healthy, we need to eat a balanced diet. This means a diet containing the right proportions of the main nutrients: carbohydrates, proteins, fats, minerals, vitamins and fluids. Many foods are a mixture of these basic nutrients. The three main sources of energy are carbohydrates, proteins and fats.

Carbohydrates are a good source of energy for our bodies. Good sources of carbohydrates are: whole grain, fresh fruits and vegetables, white bread, white rice, sweetened fruit drinks, sweets and desserts.

Protein foods help to build strong muscles and bones. Foods that are good sources of protein include: meat and poultry without the extra fat or skin, fish, low-fat cheese and eggs, dried peas or beans, kidney, white bread, soy products and nuts.

Too much fat can make you gain weight. Choose fats that keep your heart healthy: small portions of salad dressing, low-fat mayonnaise and margarine, nuts, olives, and vegetable oil. Your height, weight, age and activity will affect how much food you need to eat each day to stay at a healthy weight. Everyone is different. Being active and eating smaller amounts of food can help you be healthy.

Ex. 3. According to the information from ex. 2 mark the following statements as true (T) or false (F).

- 1 Carbohydrates help to build strong muscles and bones.
- 2 Foods that are good sources of protein include: meat and poultry without the extra fat or skin, fish, low-fat cheese and eggs, dried peas or beans, kidney, white bread, soy products and nuts.
- 3 Too much fat can make you lose weight.

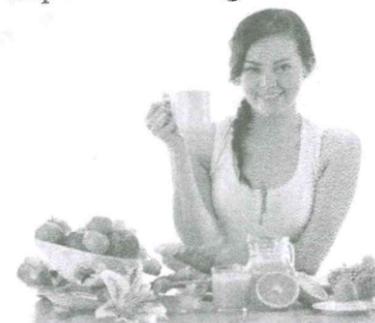
Vocabulary

Ex. 4. Find English equivalents from text.

- 1 углеводы
- 2 белки
- 3 жиры
- 4 подслащенные фруктовые напитки
- 5 горох
- 6 нежирный сыр
- 7 орехи
- 8 заправка для салата
- 9 небольшое количество пищи
- 10 здоровый

Ex. 5. Match the words (1–3) with the definitions (A–C).

- 1 proteins
 - 2 fats
 - 3 carbohydrates
- A if you eat it too much, it can make you gain weight
B are a good source of energy for our bodies
C help to build strong muscles and bones



Speaking

Ex. 6. Test yourself on your proper nutrition.

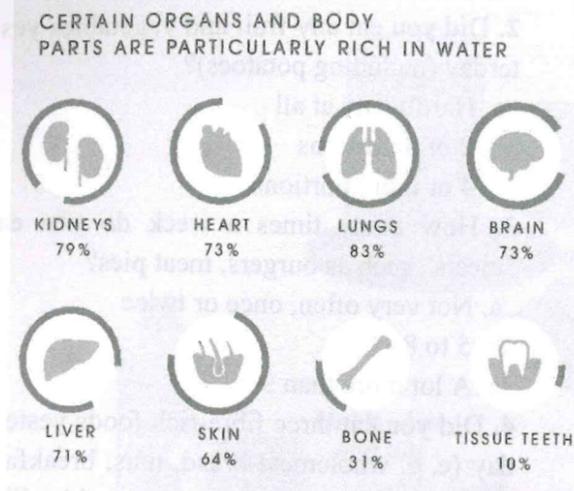
1. How often do you skip a main meal?
a. Often b. Sometimes c. Almost never
2. Did you eat any fruit and vegetables yesterday (including potatoes)?
a. Hardly any at all
b. 2 or 3 portions
c. 4 or more portions
3. How many times a week do you eat "meats" such as burgers, meat pies?
a. Not very often, once or twice
b. 5 to 8
c. A lot more than 9
4. Did you eat three fibre-rich foods yesterday (e. g. wholemeal bread, nuts, breakfast cereal, baked beans and root vegetables like carrots, beetroot or jacket potato)?
a. No b. One or two c. Yes
5. How many times a week do you have a fried meal (e. g. eggs and bacon or fish and chips)?
a. Less than four
b. Five to eight times
c. Over eight
6. Which of these best describes your lunch?
a. Mostly crisps, some kind of chocolate bar, biscuits or cake
b. It usually has at least one of these foods – yoghurt, apple or some kind of fruit, a raw vegetable like carrot
c. It's made up almost completely of foods listed in (b) above
7. Which food in each of these three pairs has the most fat?
a. Meat pie or potato
b. Hard cheese or cottage cheese
c. Packet of salted peanuts or 10 tomatoes

Ex. 7. Tell about importance of proteins, fats, carbohydrates, using the text from ex. 2.

УРОК 7. Вода и ее роль в организме человека
LESSON 7. Main functions of water in the human body

Get ready!

Ex. 1. Before you read the text, read information below.



Reading

Ex. 2. Read and translate the text.

A healthy sedentary adult living in a temperate climate should drink at least 1,5 liters of water per day.

Man gets one half of his water in the food he eats, especially in fruit and vegetables. More than 70% of the body is composed of water. Daily we lose some water.

The human body gives off about 0,5 liters of water every twenty-four hours through the lungs, sweat glands and kidneys. If 20% of the body water is lost a person may die. The maximum time that a person can go without water is about 7–10 days. Drink water every day (approximately 1,5 liters) and at regular intervals, 8 times a day (before, during and in-between meals), without waiting until you're thirsty. It is important part of a healthy lifestyle!

Vocabulary

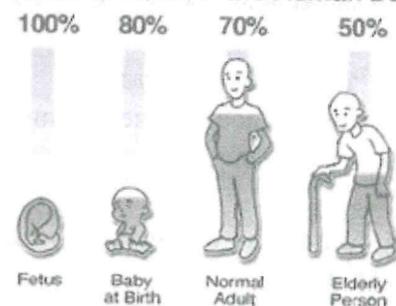
Ex. 3. Find English equivalents from text.

- 1 должен пить
- 2 терять
- 3 легкие
- 4 потовые железы
- 5 почки
- 6 обходиться без воды
- 7 во время приема пищи
- 8 важная часть
- 9 здоровый образ жизни
- 10 приблизительно

Speaking

Ex. 4. Look at the picture and know some interesting facts.

Percent of Water in the Human Body



Ex. 5. Tell about importance of water, using the text from ex. 2.



УРОК 8. Итоговое занятие. Презентация проектов
LESSON 8. Revision lesson. Students projects

Themes for the projects.

1. Diet.
2. Nutrition.
3. Foodstuff. The nutritive value of foods.
4. Proteins, fats, carbohydrates.
5. Main functions of water in the human body.

Рекомендации по выполнению проекта

Виды проектов.

1. **Практико-ориентированный проект** нацелен на социальные интересы самих участников проекта.
2. **Исследовательский проект** включает обоснование актуальности избранной темы, обозначение задач исследования, обязательное выдвижение гипотезы с последующей её проверкой, обсуждение полученных результатов.
3. **Информационный проект** направлен на сбор информации о каком-то объекте с целью её анализа и представления для широкой аудитории.
4. **Творческий проект** предполагает максимально свободный и нетрадиционный подход к оформлению результатов. Это могут быть театрализации, спортивные игры, произведения изобразительного или декоративно-прикладного искусства, видеофильмы и т. п.
5. **Ролевой проект** является наиболее сложным в разработке и реализации. Участвуя в нём, проектанты берут на себя роли литературных или исторических персонажей, выдуманных героев. Результат проекта остаётся открытым до самого окончания.

Этапы работы над проектом.

1. Определение проблемы. Разделение на группы или пары.
2. Выдвижение гипотезы (работа в группе): обоснование, определение целей и задач.
3. Выбор методов исследования (работа в группе).
4. Проведение исследования: работа с литературой, интернет-источниками, приведение фактов, подбор аргументов, анализ фактов, проведение опроса.
5. Оформление результатов исследования: работа обучающихся в группах по составлению текста презентации, подбор и рисование плакатов, подбор музыкального и видеооформления.
6. Презентация результатов исследования: представление работ.
7. Обобщение выполненной работы: подведение общего итога исследования.

Памятка по выполнению проектов.

1. Ставим цель. (Для чего я это делаю? Какого результата я хочу достичь?) Записать ответы.
2. Если это исследование, то затем нужно выдвинуть предположение – гипотезу. (Какой будет результат и почему?) Записать ответы.
3. Выбираем метод. (Что нужно сделать, чтобы получить результат?)
4. Собираем данные (ставим эксперименты, собираем необходимую информацию, материал, оформляем его).
5. Получаем результаты.
6. Анализируем результаты (сравниваем полученные результаты с данной гипотезой).
7. Делаем выводы.
8. Защищаем результаты.

УРОК 9. Сбалансированное питание
LESSON 9. Balanced diet

Get ready!

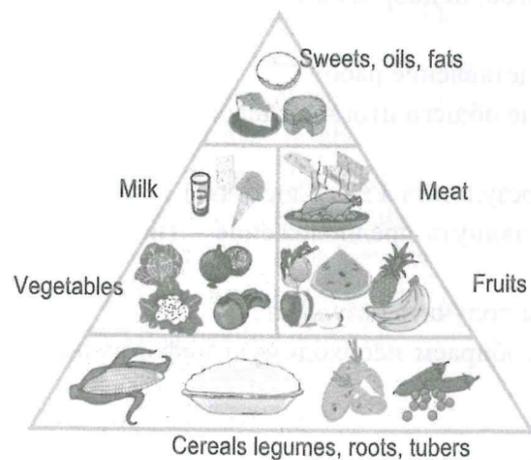
Ex. 1. Before you read the text, talk about these questions.

- 1 How many times a day do you have a meal?
- 2 Which meal is the most important?
- 3 Do you skip a meal?
- 4 What do you like to eat?
- 5 Did you eat any fruit and vegetables yesterday?
- 6 How many times a week do you eat fruit and vegetables?
- 7 What is your favorite food?
- 8 What have you had for breakfast today?

Reading

Ex. 2. Read the text, using the following words.

grains	зерновые продукты
ounces	унция (мера аптекарского веса, равная 29,8 г)
cereal	злаки
serving	порция
canned	консервированные
source	источник
low-fat	обезжиренное
seeds	семена



It's important to eat well balanced meals.

Food Pyramid is a general guide of what to eat each day because people must eat a variety of foods to stay healthy.

The balanced and healthy Food Pyramid was reworked from basic food groups, consisting of meat, dairy products, grains, fruit and vegetables.

No one food group is more important than another, so a person needs them all for good health.

Grains – the foods in this group give your body energy.

Eat 3–6 ounces of whole grain bread, cereal, rice, crackers or pasta daily.

Vegetables – you need 3–5 servings. Eat more dark green vegetables. Eat more orange vegetables. Eat more dry beans and peas.

Fruits – you need 2–4 servings a day. Eat a variety of fruits. Choose fresh, frozen, canned or dried fruits. Go easy on fruit juices.

Milk – you need 2–3 servings a day. If you don't or can't consume milk, choose lactose-free products or other calcium sources.

Meat and beans – you need 2–3 servings a day. Choose low-fat meats and poultry. Bake it, boil it or grill it. Vary your choices with more fish, beans, nuts and seeds.

You shouldn't use fat and sugar too much. Your body only needs a small amount of fat. Sugary foods usually don't have many vitamins and have too much fat and calories in them.

Vocabulary

Ex. 3. Match the English proverbs with their equivalents.

- 1 The appetite comes with eating.
- 2 After dinner sleep a while, after supper walk a mile.
- 3 An apple a day keeps the doctor away.
- 4 Don't live to eat, but eat to live.
- 5 Tastes differ.

- A О вкусах не спорят.
- B Яблоко в день и не знай врачей.
- C Аппетит приходит во время еды.
- D После обеда поспи немного, после ужина прогуляйся с милю.
- E Не жить, чтобы есть, а есть, чтобы жить.

Ex. 4. Mark the following statements as a true (T) or false (F).

- 1 It's not important to eat well balanced meals.
- 2 Grains – the foods in this group give your body energy.
- 3 Meat and beans – you need 5–7 servings a day. Choose low-fat meats and poultry.
- 4 You shouldn't use fat and sugar too much. Your body only needs a small amount of fat.
- 5 Sugary foods usually have many vitamins and have too much fat and calories in them.

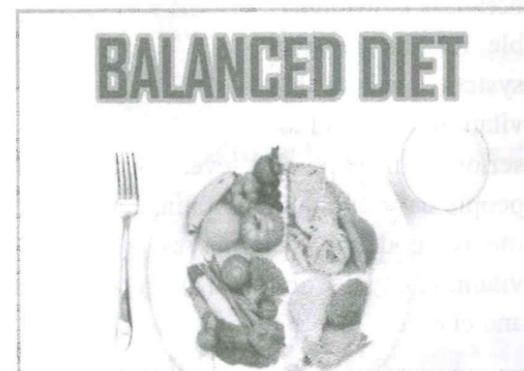
Speaking

Ex. 5. Read and translate general advice on healthy food.

General advice on healthy food

- ✓ Eat less salt, sugar and fat food.
- ✓ Eat more fruit and vegetables and other foods rich in fibre.
- ✓ Eat regularly - your body needs the energy.
- ✓ Drink five or six glasses of water a day.
- ✓ People must eat less meat, sugar, bread and potato.
- ✓ People must do more exercises and follow a diet.

Ex. 6. Tell about balanced diet using the information from ex. 2.



УРОК 10. Витамины

LESSON 10. Vitamins

Get ready!

Ex. 1. Before you read the text, answer the question.

What is the best source of vitamins and what are the most essential vitamins?

Reading

Ex. 2. Read and translate the text.

People need vitamins to stay healthy. "Vita" means life in Latin. People get vitamins from the food they eat. There are a lot of vitamins in fruit and vegetables. Each vitamin is responsible for different things in the human body. There are about ten major vitamins. They are usually named by a letter of the alphabet (A, B, C, D, etc.)



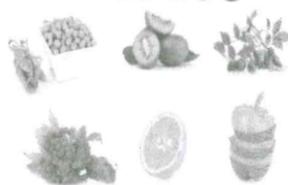
Vitamin A is important for healthy skin and eyes. It is in green and yellow vegetables, milk and eggs.

Vitamin B₁ is in meat, porridge and bread. It is responsible for the nervous system. Lack of this vitamin can lead to serious illnesses and even death. When people have enough B₁ vitamins, their appetite is good and their nerves are calm. B₁ vitamins come from meat, vegetables, milk and cheese.

Vitamin B-1

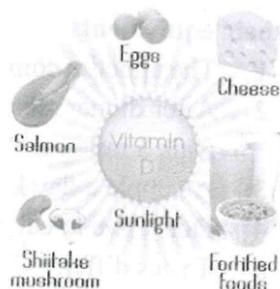


Vitamin C



Vitamin C is in every fruit and vegetable. You can find this vitamin in black currants, oranges, strawberries and grapefruits, onions, cabbages and green peppers. C is important for building bones and teeth. It helps to prevent colds.

Vitamin D is called the "sunshine" vitamin. When people are outside, ultraviolet rays from the sun change some fat in their skin to



vitamin D. It is also in cod-liver oil, in the yellow of the eggs, milk and butter. It makes our bones strong. It helps to build strong bones and it prevents a disease in children that is called rickets.

Other vitamins (E, K, M, etc.) prevent other diseases, but all of them have a function in normal nutrition.

Vitamins make people healthy, optimistic and strong.

Vocabulary

Ex. 3. Find the English equivalents the following sentences from the text.

- 1 Во фруктах и овощах много витаминов.
- 2 Недостаток этого витамина может привести к серьезным заболеваниям и даже к смерти.
- 3 Витамин B₁ содержится в мясе, овощах, молоке и сыре.
- 4 Он помогает формировать крепкие кости и предотвращает заболевание рахитом у детей.
- 5 Витамины делают людей здоровыми, оптимистичными и сильными.

Ex. 4. Make up statements by matching their two parts.

Vitamin A	helps to prevent colds
Vitamin B ₁	makes our bones strong
Vitamin C	for healthy skin and eyes
Vitamin D	for the nervous system

Speaking

Ex. 5. Tell about balanced diet using the information from ex. 2.

УРОК 11. Минеральные вещества

LESSON 11. Minerals

Get ready!

Ex. 1. Before you read the text, talk about these questions.

What can you say about minerals? What minerals do you know?

Reading

Ex. 2. Read and translate the text.

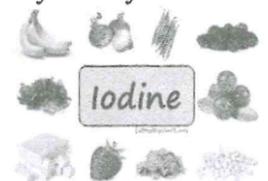
Minerals are an essential part of life on Earth as they work to promote the health of all living cells. They are necessary ingredients of life.



Calcium plays an important role in forming bones and teeth; helps with blood clotting, and muscle and nerve function.

We can find calcium in salmon, sardines, milk, cheese, yogurt, Chinese cabbage, kale, broccoli. Lack of calcium can lead to bone density issues, dental concerns, and muscular cramping. Overdosage of calcium can cause kidney stones; faulty kidney function.

Iodine is a part of the thyroid hormones; it prevents goiter and a birth defect called infantile myxedema.



We can find this mineral in iodized salt, seafood, kelp.



Iron is a part of hemoglobin; it helps blood carry oxygen to your body's tissues and muscles; needed to make energy; supports immune system health; prevents one type of anemia.

We can find iron in meat, fish, poultry, lentils, beans, fortified breads and cereals.

Possible effects of taking too much are an upset stomach; constipation; diarrhea; dark stools; decreased absorption of zinc, calcium and copper.

Magnesium helps maintain normal muscle and nerve function; it sustains regular heartbeat; keeps bones strong; helps your body produce energy.



Magnesium is contained in meats, seafood, milk, cheese, yogurt, green leafy vegetables, bran cereal, nuts.

Possible effects of taking too much are diarrhea; nausea; appetite loss; muscle weakness; trouble breathing; low blood pressure; irregular heartbeat; mental changes; kidney failure.

Phosphorus is essential for healthy bones; helps your body produce energy.

It is contained in milk, yogurt, cheese, peas, meat, fish, eggs, some cereals and breads.

Overdosage of phosphorus can cause decreased absorption of calcium.

Zinc supports your immune system; needed for wound healing and tissue repair; maintains your sense of taste and smell; helps digestion; supports normal reproduction, growth and development.



We can find zinc in red meats, liver, oysters, certain seafood, milk products, eggs, beans, nuts, whole grains, and fortified cereals.

Ex. 3. According to the information from ex. 2 mark the following statements as true (T) or false (F).

- 1 Minerals are an essential part of life on Earth as they work to promote the health of all living cells.
- 2 Calcium is a part of the thyroid hormones.
- 3 We can find iodine in iodized salt, sea-food, kelp.
- 4 Iron is a part of hemoglobin; it helps blood carry oxygen to your body's tissues and muscles.
- 5 Phosphorus helps maintain normal muscle and nerve function.
- 6 Magnesium is miner for healthy bones; helps your body produce energy.
- 7 We can find zinc in red meats, liver, oysters, certain seafood, milk products, eggs, beans, nuts, whole grains and fortified cereals.

Vocabulary

Ex. 4. Find English equivalents from text.

- 1 неотъемлемая часть
- 2 живые клетки
- 3 часть; формирование костей и зубов
- 4 камни в почках
- 5 гормоны щитовидной железы
- 6 поддержать здоровье иммунной системы
- 7 злаки
- 8 сниженная всасываемость железа и меди
- 9 потеря аппетита
- 10 поддерживать сердцебиение

Speaking

Ex. 5. Answer the questions.

- 1 Why are minerals an essential part of life on Earth?
- 2 Does calcium play an important role in forming bones and teeth?
- 3 What mineral sustains regular heart-beat?
- 4 Overdosage of phosphorus can cause decreased absorption of calcium, can't it?
- 5 Why is zinc needed?
- 6 What effects can the overdosage of iron have?

Ex. 6. Tell about minerals using the information from ex. 2.

MINERALS



УРОКИ 12-13. Меню и рацион питания здорового человека

LESSONS 12-13. Menu and diet of a healthy person

Get ready!

Ex. 1. Before you read the text, talk about these questions.

What can you say about healthy food? Is it important to eat healthy food? Why?

Reading

Ex. 2. Read the text, using the following words.

habit	привычка
to feel tired or cross	чувствовать себя усталым и раздраженным
fuel	топливо
sufficient	достаточный
to supply	снабжать, поставлять

In the hospital the doctor usually prescribes the diet for every patient. A person with high temperature and poor appetite needs caloric diet. You can treat many diseases by diet.

Ex. 3. Mark the following statements as a true (T) or false (F).

- 1 If a person has no breakfast or poor breakfast he feels tired or cross and hungry till lunch.
- 2 If a person wants to be in good health he must not be careful about his meals and diet.
- 3 People of mental work need more food that forms strong teeth and bones.
- 4 It is important to know that a diet must consist of proteins, carbohydrates, fats, minerals, water and vitamins.
- 5 You can treat many diseases by diet.

Vocabulary

Ex. 4. Find English equivalents from the text.

- 1 влиять на здоровье
- 2 сопротивляться болезни
- 3 содержать все необходимое
- 4 чтобы обеспечить потребности тела
- 5 умственная работа
- 6 плохой аппетит
- 7 углеводы

Our meals and diet

Our eating habits affect our health. If a person has no breakfast, or poor breakfast he feels tired or cross and hungry till lunch. Food is a form of fuel. It gives us energy, helps us to grow, resist disease and form strong teeth and bones. Different foods do different things for the body. If a person wants to be in good health he must be careful about his meals and diet.

Diet should contain everything sufficient to supply the needs of the body. People of physical work need more food that forms strong teeth and bones. It is important to know that a diet must consist of proteins, carbohydrates, fats, minerals, water and vitamins.

Ex. 5. Translate the following word combinations.

- 1 a form of fuel
- 2 form strong teeth and bones
- 3 must consist of proteins
- 4 fats
- 5 minerals
- 6 water and vitamins



Ex. 6. Match the words (1-7) with the definitions (A-G).

- | | |
|-------------|-----------------|
| 1 breakfast | 5 snack |
| 2 lunch | 6 good appetite |
| 3 dinner | 7 to be starve |
| 4 supper | 8 barbecue |

- A a small meal eaten just before you go to bed
 B the desire for food
 C the meal eaten around midday
 D very hungry
 E the first meal of the day
 F a quick and easy meal
 G when you grill food outside
 H the main evening meal

Speaking

Ex. 7. Answer the questions.

- 1 What will happen if we have no breakfast?
- 2 Why do we say that food is a form of fuel?
- 3 Why must a person be careful about meals and diet?
- 4 Do people of mental work need more food?
- 5 What diet does a person with high temperature and poor appetite need?

Ex. 8. Tell about diet of a healthy person, using the information from ex. 2.



УРОК 14. Диета и рацион питания беременной женщины LESSON 14. Diet and nutrition for pregnant woman

Get ready!

Ex. 1. Before you read the text, look at the picture and answer the question.

What you know about a diet for pregnant women?



A diet for pregnant women

During pregnancy the total caloric needs increase to supply energy for fetal development. A pregnant woman needs approximately 300 more calories per day than before she becomes pregnant.

Protein is a component of everybody cell and important for building the maternal blood supply. Protein also is necessary for fetal hair, skin, muscle, nerve tissue and brain development.

Minerals. Calcium and phosphorus are important minerals in fetal-bone development. Dairy products are excellent sources of both calcium and phosphorus.

Zinc is another mineral needed for fetal growth and development. Good food sources of zinc include meat, liver, eggs, seafood.

Iron builds maternal blood volume and fetal blood and muscle. Foods rich in iron include red meat, liver, raisins.

Vitamins. Folic acid is a vitamin important in protein metabolism, particularly in periods of rapid growth. Pregnant women should start the day with a good breakfast. Green leafy vegetables, liver are good sources of folic acid.

Reading

Ex. 2. Read and translate the text, using the following words.

total	целое, общее
need	потребность
to increase	повышать, увеличивать
to supply	обеспечивать, восполнять
to consume	потреблять, расходовать
extra	дополнительный
to require	нуждаться
adsorption	поглощение, всасывание
metabolism	обмен веществ

Ex. 3. Mark the following statements as a true (T) or false (F).

- 1 A pregnant woman needs approximately 1000 more calories per day than before she becomes pregnant.
- 2 Protein is necessary for fetal hair, skin, muscle, nerve tissue and brain development.
- 3 Calcium and phosphorus are important minerals in fetal – brain development.
- 4 Zinc is another mineral needed for fetal growth and development.
- 5 Pregnant women should not start the day with a good breakfast.

Vocabulary

Ex. 4. Find the English equivalents the following word combinations from the text.

- 1 потребности в калориях
- 2 каждая клетка тела
- 3 для построения
- 4 развитие мозга
- 5 морепродукты
- 6 мышцы плода
- 7 источник фолиевой кислоты



Ex. 5. Fill in the blanks with the correct words from the word bank.

WORD bank:

pregnancy body cell excellent
folic acid approximately

- 1 A pregnant woman needs _____ 300 more calories per day than before she becomes pregnant.
- 2 Protein is a component of every _____ and important for building the maternal blood supply.
- 3 Dairy products are _____ sources of both calcium and phosphorus.
- 4 Many women enter _____ with low iron stores.
- 5 Green leafy vegetables, liver are good sources of _____.

Speaking

Ex. 6. Tell about a diet for pregnant woman, using the information from ex. 2.



УРОК 15. Полезные и вредные диеты LESSON 15. Healthy and unhealthy diets Get ready!

Ex. 1. Before you read the text, look at the picture and answer the questions.

- 1 What products belong to a healthy diet?
- 2 What products belong to an unhealthy diet?



Reading

Ex. 2. Read and translate the text.

Types of diets

There are many different types of diets. Some, like a vegetarian diet, don't include meats. Others, like the Mediterranean diet, describe a traditional way of eating of a specific region. And there are diets for people with certain health problems, such as diabetes.

Many people follow specific diets to lose weight. Some of these diets are fad or crash diets that severely restrict calories or the types of food you are allowed to eat. These diets rarely lead to permanent weight loss and often don't provide all of the nutrients your body needs. To lose weight, you need to use more calories than you eat. Portion control is the key. When trying to lose weight, you can still eat your favorite foods as long as you pay attention to the total number of calories that you eat.

Vocabulary

Ex. 3. Find English equivalents from the text.

- 1 вегетарианская диета
- 2 средиземноморская диета
- 3 похудеть
- 4 питательные вещества
- 5 обращать внимание
- 6 общее количество калорий

Speaking

Ex. 4. Describe the photo and answer the questions.



- 1 Is the food the people are eating healthy? Why?
- 2 What problems may they face in the future if they go on eating like this?
- 3 Why are fast food restaurants so popular?
- 4 What should people eat to be healthy?
- 5 How often do you have take-away fast food or go to fast food restaurants?

Ex. 5. Describe the photos and answer the questions.



- 1 How do the lifestyles and eating habits of these women differ?
- 2 What eating disorders may each of them suffer from?
- 3 Which of them is healthier? Why?
- 4 Why do so many people now give up meat and become vegetarians?
- 5 Do you think your everyday diet is healthy? Explain.
- 6 What should people do if they want to lose weight?
- 7 Have you ever been on a diet? Describe it.

Writing

Ex. 6. Read a letter from Den and answer him.

Dear boys and girls,
Hello! I'm Den. My surname is Ross. I'm from London. I'm 11. I'm a student at a secondary school.

I would like to have a pen-friend from Russia. We can tell each other about our countries and traditions.

My hobby is cooking and eating ice-cream. I would like to tell you about the English meals.

The English have four meals a day: breakfast, lunch, tea (at 5 o'clock) and dinner or supper. In England lunch time is between 12 or 2, dinner or supper time is between 7 or 10.

The English like porridge. They usually eat it for breakfast. They don't eat too much bread.

As for me, I have breakfast at 7 o'clock. I have breakfast at home. For breakfast I usually have porridge, some sausage, toasts and coffee with milk. I like sausage. But I don't like black coffee. I would like to eat pizza for breakfast. Pizza is my favourite food. I'm a good eater. By the way I enjoy chocolate and sweets. I'm a sweet tooth.

What about you? Please write soon and tell me about yourselves.

Best wishes.

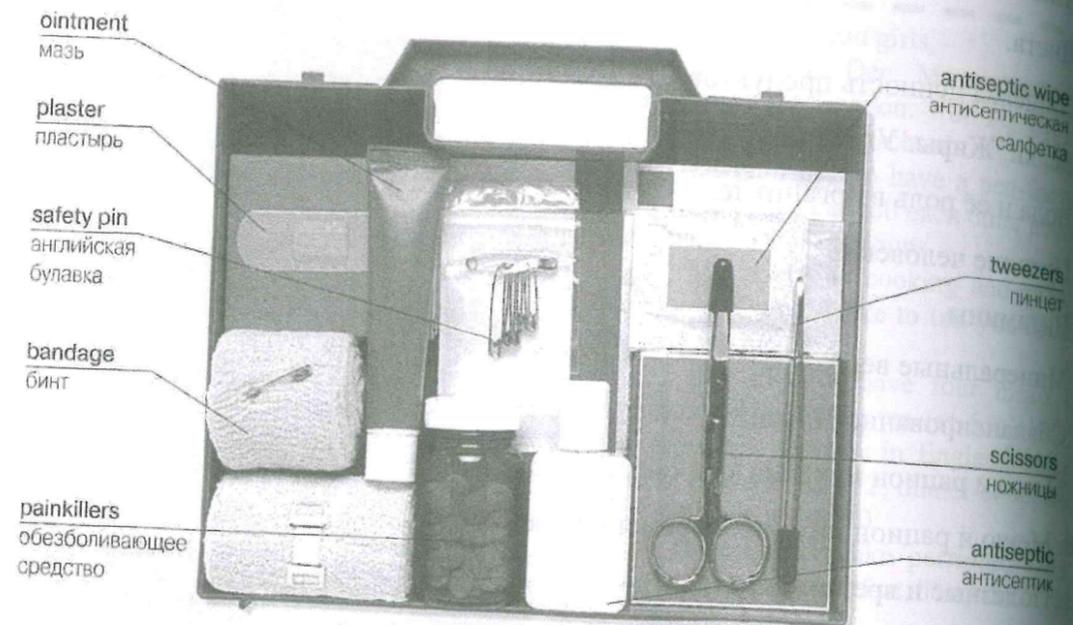
Den.

УРОК 16. Итоговое занятие. Зачёт LESSON 16. Revision

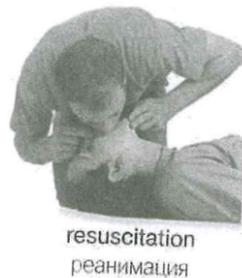
Устная тема с последующей беседой по содержанию

1. Диета.
2. Пищевая ценность продуктов.
3. Белки. Жиры. Углеводы.
4. Вода и её роль в организме.
5. Питание человека.
6. Витамины.
7. Минеральные вещества.
8. Сбалансированное питание
9. Меню и рацион питания здорового человека.
10. Меню и рацион питания беременной женщины.
11. Полезные и вредные диеты.

first aid • первая помощь



first aid box | аптечка первой помощи



vocabulary • список слов

shock шок	pulse пульс	choke (v) задохаться	Can you help? Вы можете мне помочь?
unconscious без сознания	breathing дыхание	sterile стерильный	Do you know first aid? Вы можете оказать первую помощь?



Get ready!

Ex. 1. Before you read the passage, talk about these questions.

- 1 What are some injuries that first aid can help?
- 2 What are some common first aid techniques?

Ex. 2. Listen and read the first aid guide. Then mark the following statements as true (T) or false (F).

- 1 Bleeding wounds should be wrapped with a bandage.
- 2 Use running water to cool burns.
- 3 Rescue breathing can clear a victim's airway.

Reading

Vocabulary

Ex. 3. Match the words (1-6) with the definitions (A-F).

- | | |
|---------|--------------------|
| 1 shock | 4 rescue breathing |
| 2 burn | 5 laceration |
| 3 pulse | 6 CPR |

- A a normal, regular heartbeat that can be felt when an artery is pressed
- B a first aid procedure involving chest compression and artificial breathing
- C an open injury caused by a hard impact to so soft body tissue
- D a medical emergency in which the circulatory system cannot provide oxygen to the body
- E a first aid procedure involving providing air for someone who has stopped breathing, but still has a heartbeat
- F a physical injury that can be caused by heat

Basic FIRST AID Techniques

In a medical emergency, always call for assistance first. The following are basic steps to take to help an injury victim before medical help arrives.

Assess the victim's condition. Give him or her plenty of space. Prevent **shock** by elevating the legs and covering the victim.

Apply **pressure to laceration** or other open **wounds** to stop bleeding. If bleeding has stopped, wounds should be cleaned and wrapped in a **bandage**. Cool minor **burns** with running water.

If the victim's **pulse** or breathing has stopped, CPR or **rescue breathing** can be performed. Be sure to clear the victim's airway before rescue breathing is carried out.

Vocabulary

Ex. 4. Fill in the blanks with the correct words and phrases from the word bank.

WORD bank:

wound bandage assess
first aid pressure

- The doctor will need to _____ the victim's condition.
- I am trained in basic _____ techniques.
- Apply _____ to the injury to stop the bleeding.
- Wash the injury and wrap a(n) _____ around it.
- The nurse used stitches to close the _____.

Listening

Ex. 5. Listen to a conversation between a doctor and a patient. Choose the correct answers.

- What is the conversation mainly about?
 - treating a burn
 - teaching first aid
 - healing a cut finger
 - removing a bandage
- What will the woman likely do next?
 - cover the injury
 - clean the laceration
 - remove the bandage
 - apply pressure to the cut

Ex.6 Listen again and complete the conversation.

Doctor: Hello, Bill. 1 _____ today?
 Patient: My finger 2 _____.
 Doctor: Let me 3 _____ at it. Yes, it's all red with a blister. What happened?
 Patient: I touched a hot stove.
 Doctor: I see. Did anyone provide 4 _____?
 Patient: Yeah, I 5 _____ cold water over it.
 Doctor: Well, it probably helped. It 6 _____ in a few days. Just put aloe vera on it.
 Patient: Thank you, Doctor. I'll try to be more careful.

Speaking

Ex. 7. With a partner, act out the roles below based on ex. 6. Then switch roles.

Student A: You are a doctor. Talk to Student B about:

a minor injury
 first aid provided
 how you will treat it

Student B: You are a patient. Talk to Student A about a minor injury.

Writing

Ex. 8. Use the conversation from ex. 7 to fill out the patient chart.

Patient chart

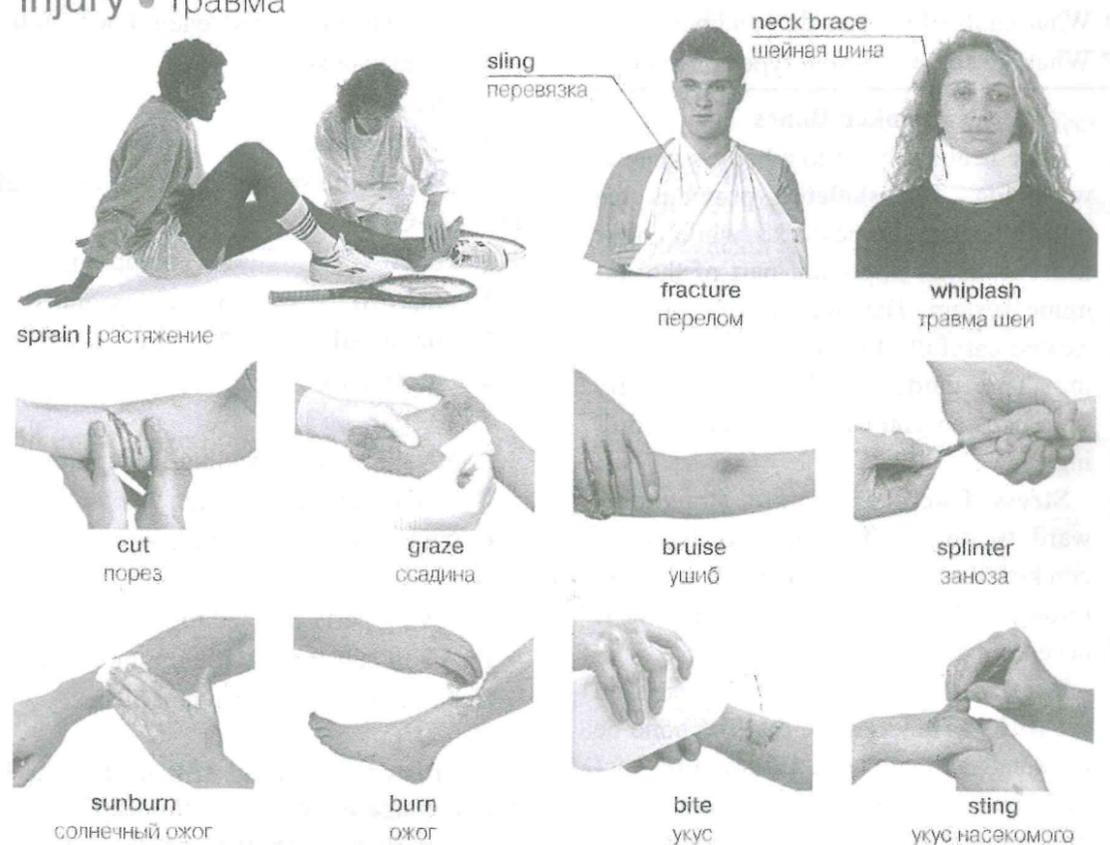
Patient: _____
 Symp-
 toms: _____

 Cause: _____

 Treat-
 ment: _____

УРОК 18 Ушиб. Переломы. Ожоги LESSON 18. Injury. Fractures. Burns

injury • травма



vocabulary • СПИСОК СЛОВ

poisoning отравление	haemorrhage кровотечение	electric shock поражение электротоком
wound рана	head injury травма головы	concussion сотрясение мозга
blister волдырь	accident несчастный случай	emergency чрезвычайная ситуация

Will he/she be all right?
 Он/она выздоровеет?

Please call an ambulance.
 Пожалуйста, вызовите скорую
 помощь.

Where does it hurt?
 Где у вас болит?

Get ready!

Ex. 1. Before you read the text, look at the pictures above and talk about these questions.

- 1 What kinds of injuries do you know?
- 2 What are some different types of fractures?

Broken Bones

Bone health is vital to a body's general wellbeing. The **skeleton** provides the body's basic framework, while **bone marrow** is an important part of the immune system. Damaged bones must be treated carefully to avoid improper healing. This guide will help you identify **fractures** so you can treat them accordingly.

Stress fractures require straightforward treatment. The bone is typically cracked rather than broken all the way through. This means no repositioning is necessary before the bone heals.

Displaced fractures on the other hand are tricky. They require that the bone be reset before it can heal. **Compound** fractures and impacted fractures, for example, require extensive repositioning, so the bone heals in the right place. **Comminuted** fractures are especially complicated because the bone is split into several pieces.

If you work with children, you will likely encounter **greenstick** fractures. These common fractures occur when young, soft bones are bent.

Reading

Ex. 2. Listen and read the poster on bone fracture. Then mark the following statements as true (T) or false (F).

- 1 Bone marrow is necessary to help heal fractures.
- 2 Stress fractures are easier to treat than other fractures.
- 3 Some fractures require repositioning the bone after it heals.

Vocabulary

Ex. 3. Find English equivalents from text.

- | | |
|---|---------------------------------|
| 1 | кость |
| 2 | осколочный перелом |
| 3 | перелом по типу зеленой веточки |
| 4 | костный мозг |
| 5 | лечить |
| 6 | срастаться |

Ex. 4. Match the words (1-7) with the definitions (A-G).

- | | | | |
|---|------------|---|-----------------|
| 1 | bone | 5 | compound |
| 2 | marrow | 6 | comminuted |
| 3 | impacted | 7 | stress fracture |
| 4 | greenstick | | |

- A having bone protruding through the skin
 B a minor crack in a bone
 C the breakage of a young, soft bone
 D a strong, hard part of a body's structure
 E having parts crushed together
 F A soft substance with immune functions
 G being broken into several pieces

Ex. 5. Listen and read the poster on bone fracture again. What is the difference between a stress fracture and a displaced bone?

Listening

Ex. 6. Listen to a conversation between a doctor and a medical student. Choose the correct answers.

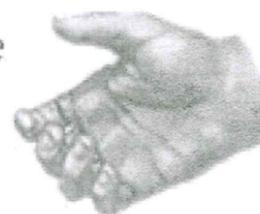
- 1 What is the purpose of the conversation?
 - A to learn about different fractures
 - B to classify a type of fracture
 - C to determine the cause of a fracture
 - D to locate a fracture on an x-ray
- 2 What does the student identify incorrectly?
 - A the bone that was broken
 - B the severity of the fracture
 - C the steps required before healing
 - D the type of treatment needed

Ex. 7. Listen again and complete the conversation.

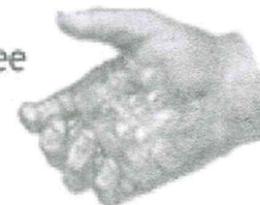
Doctor: So, Roger, 1 _____ you see in this x-ray.
Student: Hmm, let's see. Well, there 2 _____ a fracture of the left tibia.
Doctor: That's right. Can you identify 3 _____ fracture?
Student: It doesn't look too serious. I'd say that's a pretty standard 4 _____.
Doctor: Are you sure? Maybe you should 5 _____.
Student: Is that wrong? It is not 6 _____, is it? I don't see multiple bone fragments.

Ex. 8. Look at the picture and consider the degrees of burn. Then read and translate the text.

First degree burn



Second degree burn



Third degree burn



Burns

Burn – is an injury that results from heat, chemical agent or radiation.

Classification of burns:

First degree – the outer skin is reddened and welted or slightly swollen.

Second degree – the under skin is affected and blisters are formed.

Third degree – the skin is destroyed and tissues underneath are damaged.

Treatment for first degree burn:

- 1) immerse burnt area in cold water until the patient ceases to feel pain;
- 2) when it is possible to immerse the burned area, moist cold towels should be applied and renewed frequently;
- 3) follow this application for dry dressing;
- 4) if desired a simple burn ointment may be applied.

Treatment for second degree burn:

- 1) follow the steps prescribe in the first degree except do not apply any burn ointment;
- 2) gently blot area dry with sterile gauze or clean cloth;
- 3) apply sterile gauze or clean as protective dressing;
- 4) never break a blister.

Treatment for third degree burn:

- 1) do not remove adhered particles of charred clothing;
- 2) cover burned area with sterile dressing or freshly laundered sheet;
- 3) do not allow victim to walk;
- 4) if medical help is not available for one hour or more and victim is conscious, and not vomiting, give a weak solution of salt and soda.

Reading

Ex. 9. Answer the questions.

- 1 What do you know about burns?
- 2 How many degrees of burns are there?
- 3 Which of degrees of burns are the most dangerous? Why?
- 4 Are there any difference between the first and the second degrees of burns?
- 5 What is the first aid for the first degree of burn?

Vocabulary

Ex. 10. Find English equivalents from passage.

- 1 травма
- 2 волдыри
- 3 лечение
- 4 чувствовать боль
- 5 обожженная область
- 6 мазь
- 7 чистая ткань
- 8 стерильная марля
- 9 рвота
- 10 слабый раствор

Ex. 11. Match the words (1-3) with the definitions (A-C).

- 1 first degree
- 2 second degree
- 3 third degree

- A The skin is destroyed and tissues underneath are damaged.
 B The outer skin is reddened and welted or slightly swollen.
 C The under skin is affected and blisters are formed.

Speaking

Ex. 12. With a partner, act out the roles below.

Student A: You are a doctor. Talk to Student B about:

- his or her symptoms
- likely cause of symptoms
- your recommendations

Student B: You are a patient. Talk to Student A about your symptoms.

Writing

Ex. 13. Use the conversation from ex. 12 to fill out the patient chart.

Patient chart

Patient: _____

Symptoms: _____

Cause: _____

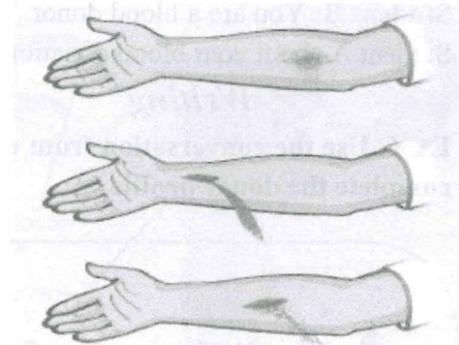
Treatment: _____

УРОК 19. Кровотечение LESSON 19. Bleeding

Get ready!

Ex. 1 Before you read the text, look at the picture and talk about these questions.

- 1 What kinds of bleeding do you know?
- 2 What is the first aid for bleeding?



Reading

Ex. 2. Read and translate the text. Then mark the following statements as true (T) or false (F).

- 1 Severe or continuous bleeding may lead to death.
- 2 An adult can lose 500 ml of blood not having any harm.
- 3 A bandage may be gauze square applied directly to a wound, while a dressing, such as roll gauze, is used to hold a dressing in place.
- 4 Bleeding can be open or closed.
- 5 Bleeding may be from an artery, from a vein, from a capillary.

Bleeding is a process of loss of blood from the blood vessels. Severe or continuous bleeding may lead to death. Thus, the person doing first aid must try to control severe bleeding. An adult can lose 500 ml of blood not having any harm, but the loss of 300 ml might cause death in an infant. Bleeding can be external or internal. Bleeding may be from an artery, from a vein, from a capillary.

First aid for bleeding is intended to stop the bleeding, prevent infection and prevent shock. Apply direct pressure on the injury. Use a dressing, if available. If a dressing is not accessible, use a rag, towel, piece of clothing or your hand only. If bleeding continues, and you do not suspect a fracture, raise the wound above the level of the heart and carry on to apply direct pressure. If the bleeding isn't controlled, the next step is to apply pressure at a pressure point. For wounds of the arms or hands, pressure points are situated on the inside of the wrist or on the inside of the upper arm. For wounds of the legs, the pressure tip is at the crease in the groin. Steps 1 and 2 should be sustained with use of the pressure points. The last step to control bleeding is to apply a pressure bandage over the injury. Note the difference between a dressing and a bandage. A dressing may be gauze square applied directly to a wound, while a bandage, such as roll gauze, is used to hold a dressing in place. After the bandage is in place, it is important to test the pulse to make sure circulation is not interrupted. When faced with the need to control major bleeding, it is not important to use a sterile dressing. Use whatever you have at hand and work quickly.

Vocabulary

Ex. 3. Find English equivalents from text.

- 1 может привести к смерти
- 2 младенчество
- 3 травма
- 4 рана
- 5 столкнувшись с необходимостью

Ex. 4. Read the table and fill in the blanks with the correct words and phrases from the word bank.

Donor Blood Type	Eligible Recipients
Type O	All types
Type A	Type A, Type AB
Type B	Type B, Type AB
Type AB	Type AB

WORD bank:

Type O compatible Type AB
universal donor transfusion

- 1 This man needs a(an) _____ now or he'll bleed to death.
- 2 It's okay to give Type A blood to someone who has _____.
- 3 The blood bank encourages every _____ to donate as often as possible.
- 4 If your blood is _____, you can give blood to anyone.
- 5 The hospital does not have any blood that is _____ with the patient's blood.

Speaking

Ex. 5. With a partner, act out the roles below.

Student A: You are a nurse. Talk to Student B about:

a blood donation

his or her blood type

who can receive the blood

Student B: You are a blood donor. Talk to Student A about your blood donation.

Writing

Ex. 6. Use the conversation from ex. 5 to complete the donor profile.

Blood Donor Profile

Name: _____

Blood type: _____

Eligible recipients: _____

Ineligible recipients: _____

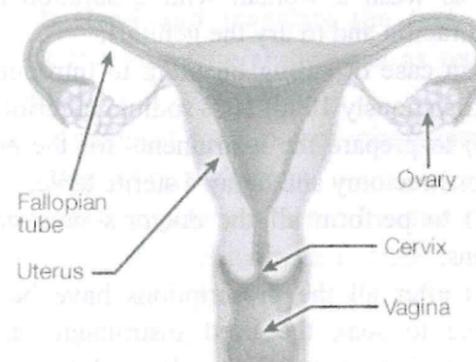
УРОК 20. Маточное кровотечение

LESSON 20. Uterine bleeding

Get ready!

Ex. 1. Before you read the text, look at the picture and name the organs of female reproductive system.

Female Reproductive System



Reading

Ex. 2. Read the text using the following words.

hemorrhage	кровотечение
excessive	чрезмерный
visible	видимый
external	внешний
internal	внутренний
pelvic cavity	полость таза
associated with	ассоциируется
duration	продолжительность
a pregnant state	состояние беременности
delivery	роды
to be evaluated	оцениваться
amount	количество
an emergency event	критический случай

Gynecologic hemorrhage represents excessive bleeding of the female reproductive system. Such bleeding could be visible or external, namely bleeding from the vagina, or it could be internal into the pelvic cavity or form a hematoma. Normal menstruation is not considered a gynecologic hemorrhage, as it is not excessive. Hemorrhage associated with a pregnant state or during delivery is an obstetrical hemorrhage.

First aid. Gynecologic hemorrhage needs to be evaluated as soon as possible by a physician. The amount and duration of bleeding will dictate whether a bleeding event is an emergency event.

Vocabulary

Ex. 3. Translate the word combinations into Russian.

- 1 excessive bleeding
- 2 form a hematoma
- 3 is not considered a gynecologic hemorrhage
- 4 associated with a pregnant state
- 5 the amount and duration of bleeding

Ex. 4. Match the word combinations.

A	B
1. excessive	a. hemorrhage
2. pelvic	b. by a physician
3. gynecologic	c. event
4. pregnant	d. bleeding
5. to be evaluated	e. state
6. emergency	f. cavity

Speaking

Ex. 5. Answer the questions.

- 1 What does gynecologic hemorrhage represent?
- 2 What kinds of gynecologic bleeding can be?
- 3 What is an obstetrical hemorrhage?
- 4 What is the first aid in gynecologic hemorrhage?

Ex. 6. Read and translate about first aid in uterine bleeding.

First Aid in uterine bleeding

Procedure of the performance:

- 1) to lay a woman on the gynecologic chair in a typical position;
- 2) to call for a doctor or a laboratory assistant urgently;
- 3) to try to calm a woman down;
- 4) to lay an ice pack on a woman's abdomen;
- 5) to measure a blood pressure and to take the pulse;



- 6) to type a blood sample;
- 7) to put on the gloves;
- 8) to wash a woman with a solution of phuracilin and to dry the genitals;
- 9) in case of strong bleeding to introduce intravenously 10 ml 10% sodium chloride;
- 10) to prepare the instruments for the endometrectomy and to lay a sterile table;
- 11) to perform all the doctor's prescriptions;
- 12) after all the prescriptions have been done to soak the used instruments and bandaging material in the solution of chloramines for an hour;
- 13) to put off the gloves and wash your hands.

УРОК 21. Отравление. Солнечный удар
LESSON 21. Poisoning. Sunstroke

Get ready!

Ex. 1. Before you read the text, talk about these questions.

- 1 What kinds of poisoning do you know?
- 2 What is the First Aid for poisoning?

Reading

Ex. 2. Read and translate the text. Then mark the following statements as true (T) or false (F).

- 1 Treatment for a poison emergency will depend on the person.
- 2 Make the patient vomit by stroking the back of his throat with a hands.
- 3 Wash skin thoroughly with soap and a large volume of cold water.
- 4 Do not attempt to apply any chemicals to the affected area.
- 5 Use special eyewash.

Signs and symptoms of poisoning depend on the nature of the poisons which may be ingested, inhaled, absorbed or injected into the body;

- abdominal pain
- drowsiness
- burning pains from mouth to stomach
- difficulty breathing
- blurred vision
- change of skin color with blueness around the lips
- sudden collapse

Treatment for a poison emergency will depend on the situation. First aid steps will depend on the victim's age, the size of the victim, the type of poison and the amount of poison.

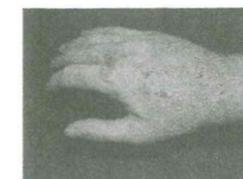
The following procedures may be carried out by person having no medical knowledge. In any cases of poisoning, you should call the doctor as soon as possible.



Swallowed poison

The patient should be made to drink cold milk or water to dilute the poison and slow its absorption: 1-2 cups (up to 5 years of

age); over 5 years of age up to 1 quart. Make the patient vomit by stroking the back of his throat with a finger. This should be done by standing behind the patient. Keep the patient warm with a blanket. Do not overheat and do not use hot water bottles.



Skin Contamination

Remove all contaminated clothing, shoes and socks.

Wash skin thoroughly with soap and a large volume of cold water.

Do not attempt to apply any chemicals to the affected area.



Eye Contamination

Flush the eye (holding it open if necessary) with clean water

under a tap for at least 15 minutes. Do not use special eyewash. Cover the eye with a sterilized dressing from the first aid kit using a soft pad cotton wool kept in place by a shade or bandage lightly applied.

Vocabulary

Ex. 3. Find English equivalents from text.

- 1 зависит от
- 2 боль в животе
- 3 сонливость
- 4 жгучие боли
- 5 в любом случае
- 6 заставить выпить
- 7 большое количество воды
- 8 бинт

Speaking

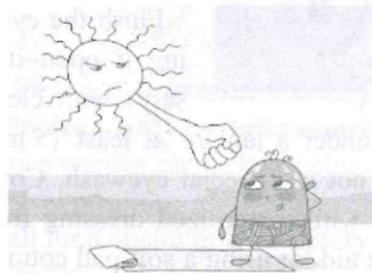
Ex. 4. Answer the questions.

- 1 What can cause the poisoning?
- 2 What to do if the poison has spilled on the person's clothes?
- 3 What to do if the person vomits?
- 4 Do you need to keep the person comfortable?
- 5 What to do if the person starts having convulsions?

Get ready!

Ex. 5. Before you read the text, talk about these questions.

- 1 What symptoms of sunstroke do you know?
- 2 What must we do to help a person who has a sunstroke?



Reading

Ex. 6. Read and translate the text. Then mark the following statements as true (T) or false (F).

- 1 It is very useful to fall asleep in the open air when the sun is hot.
- 2 When a person has sunstroke, he has a high temperature.
- 3 His skin is very hot, dry and red.
- 4 Sunstroke cannot cause death.

SUNSTROKE

It is very dangerous to fall asleep in the open air when the sun is hot or to be in the hot sun for a long time without a hat. You may get a sunstroke.

When a person has a sunstroke, he has a high temperature. His skin is very hot, dry and red. He has a bad headache and can even lose consciousness. Sunstroke can cause death. One must avoid walking in excessive heat conditions during the summers. It is important to stay cool.

If you help a person who has a sunstroke:

1. Take the patient into a cool and shady place.
2. Put him on his back.
3. Raise his head and shoulders a little.
4. Put cold cloth on his head.
5. Cool his body with cold water.
6. Rub his skin with a sponge to keep up blood circulation.

Vocabulary

Ex. 7. Find English equivalents from text.

- 1 очень опасно
- 2 заснуть
- 3 долгое время
- 4 без головного убора
- 5 смерть
- 6 терять сознание
- 7 тенистое место
- 8 плечи
- 9 кровообращение

Ex. 8. Fill the following table.

	Poisoning	Sunstroke
Causes		
Symptoms		
First aid		

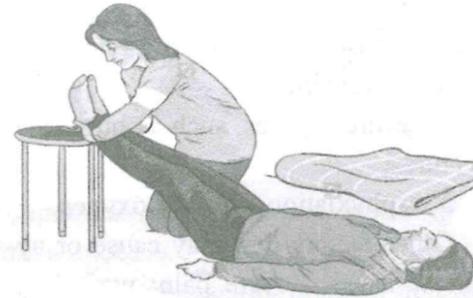
УРОК 22. Обморок. Шок

LESSON 22. Fainting. Shock

Get ready!

Ex. 1. Before you read the text, look at the pictures and talk about these questions.

- 1 What may be the cause of fainting?
- 2 What is the first aid for fainting?



Reading

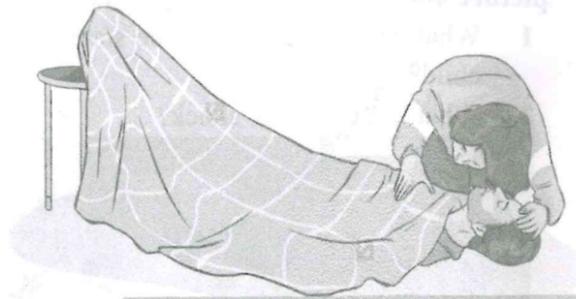
Ex. 2. Read and translate the text. Then mark the following statements as true (T) or false (F).

- 1 The cause of fainting may be different: strong emotion, want of food, fatigue or pain.
- 2 The face of a person before fainting gets red.
- 3 If you help a person who lost his consciousness: lay the person flat on his face.

Vocabulary

Ex. 3. Find English equivalents from text.

- 1 потеря сознания
- 2 мозг
- 3 сильные эмоции
- 4 усталость
- 5 боль
- 6 бледный
- 7 пот
- 8 дыхание
- 9 открыть окно
- 10 нашатырный спирт



Fainting is loss of consciousness caused by a temporary reduction of the blood supply to the brain. The cause of fainting may be different: strong emotion, want of food, fatigue or pain. The face of a person before fainting gets very pale and sweat appears on his forehead. He feels dizzy and weak. His breathing is shallow. His pulse is weak and slow.

If you help a person who lost his consciousness:

- 1) lay the person flat on his back;
- 2) raise his feet a little;
- 3) loose his dress;
- 4) cover him warmly and open the window;
- 5) sprinkle cold water on his face;
- 6) give the person to breathe in ammonia water.

Speaking

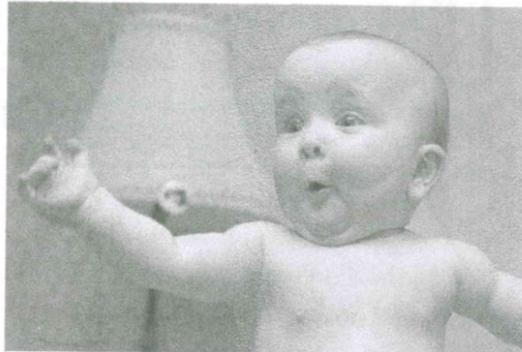
Ex. 4. Answer the questions.

- 1 What does fainting mean?
- 2 What does person lose in fainting?
- 3 What appears on his forehead before fainting?
- 4 What does person feel?
- 5 How can you help a person who lost his consciousness?

Get ready!

Ex. 5. Before you read the text, look at the picture and talk about these questions.

- 1 What can you say about the state of the child?
- 2 What can cause the shock?



Reading

Ex. 6. Read the text. Then answer the questions.

- 1 What does infection mean?
- 2 In what ways may infection pass?
- 3 What kinds of infections are there?
- 4 How many stages are infectious diseases divided in?
- 5 What is necessary for a medical staff during examination of the infected patients?
- 6 What are the main tasks for nurses?

Vocabulary

Ex. 7. Match the synonyms.

- | | | |
|----------------|---|----------------|
| 1 treatment | A | sick man |
| 2 patient | B | first aid |
| 3 asphyxiation | C | broken bone |
| 4 symptoms | D | lack of oxygen |
| 5 fracture | E | signs |

Ex. 8. Find the English equivalents from text.

- 1 кислород
- 2 слабость
- 3 тошнота
- 4 рвота
- 5 беспокойство
- 6 дыхание
- 7 пострадавший
- 8 черепно-мозговая травма

Shock – is a condition in which there is insufficient blood in the circulation to fill the blood vessels. As a result, the tissue do not receive enough oxygen to maintain life and there is extreme body weakness or physical collapse.

Main causes of shock:

- 1) hemorrhage, also loss of water due to nausea and vomiting and loose bowel movement;
- 2) severe injuries, such as burns and fractures;
- 3) asphyxiation – lack of oxygen.

Other factors that may cause or aggravate shock: severe pain; wound infection; disease; fatigue; hunger and thirst; fear and worry; rough handling.

Signs and symptoms of shock:

- 1) the casualty is pale;
- 2) skin is cold and clammy;
- 3) pulse is rapid and weak;
- 4) respiration is rapid, irregular and shallow;
- 5) if the casualty is conscious, he may be listless and drowsy and complain of thirst and dryness in the mouth.

First aid for shock:

- 1) control the bleeding;
- 2) give oral fluids providing there is no contradictions such as abdominal wounds or unconsciousness;
- 3) keep the casualty comfortable and warm but do not overheat;
- 4) lay the patient on his back with his feet higher than his head except in cases of chest or head injuries.

Ex. 9. Fill the following table.

	Fainting	Shock
Causes		
Symptoms		
First aid		

УРОК 23. Итоговое занятие. Презентация проектов
LESSON 23. Revision lesson. Students projects

Themes for the projects:

1. First Aid.
2. Fracture.
3. Burns.
4. Bleeding.
5. Uterine bleeding.
6. Poisoning.
7. Shock.
8. Fainting.

Рекомендации по выполнению проекта

Виды проектов.

1. **Практико-ориентированный проект** нацелен на социальные интересы самих участников проекта.
2. **Исследовательский проект** по структуре напоминает подлинно научное исследование. Оно включает обоснование актуальности избранной темы, обозначение задач исследования, обязательное выдвижение гипотезы с последующей её проверкой, обсуждение полученных результатов.
3. **Информационный проект** направлен на сбор информации о каком-то объекте с целью её анализа и представления для широкой аудитории.
4. **Творческий проект** предполагает максимально свободный и нетрадиционный подход к оформлению результатов. Это могут быть театрализации, спортивные игры, произведения изобразительного или декоративно-прикладного искусства, видеофильмы и т. п.
5. **Ролевой проект** является наиболее сложным в разработке и реализации. Участвуя в нём, проектанты берут на себя роли литературных или исторических персонажей, выдуманных героев. Результат проекта остаётся открытым до самого окончания.

Этапы работы над проектом.

1. Определение проблемы. Разделение на группы или пары.
2. Выдвижение гипотезы (работа в группе): обоснование, определение целей и задач.
3. Выбор методов исследования (работа в группе).
4. Проведение исследования: работа с литературой, интернет-источниками, приведение фактов, подбор аргументов, анализ фактов, проведение опроса.
5. Оформление результатов исследования: работа обучающихся в группах по составлению текста презентации, подбор и рисование плакатов, подбор музыкального и видеооформления.
6. Презентация результатов исследования: представление работ.
7. Обобщение выполненной работы: подведение общего итога исследования.

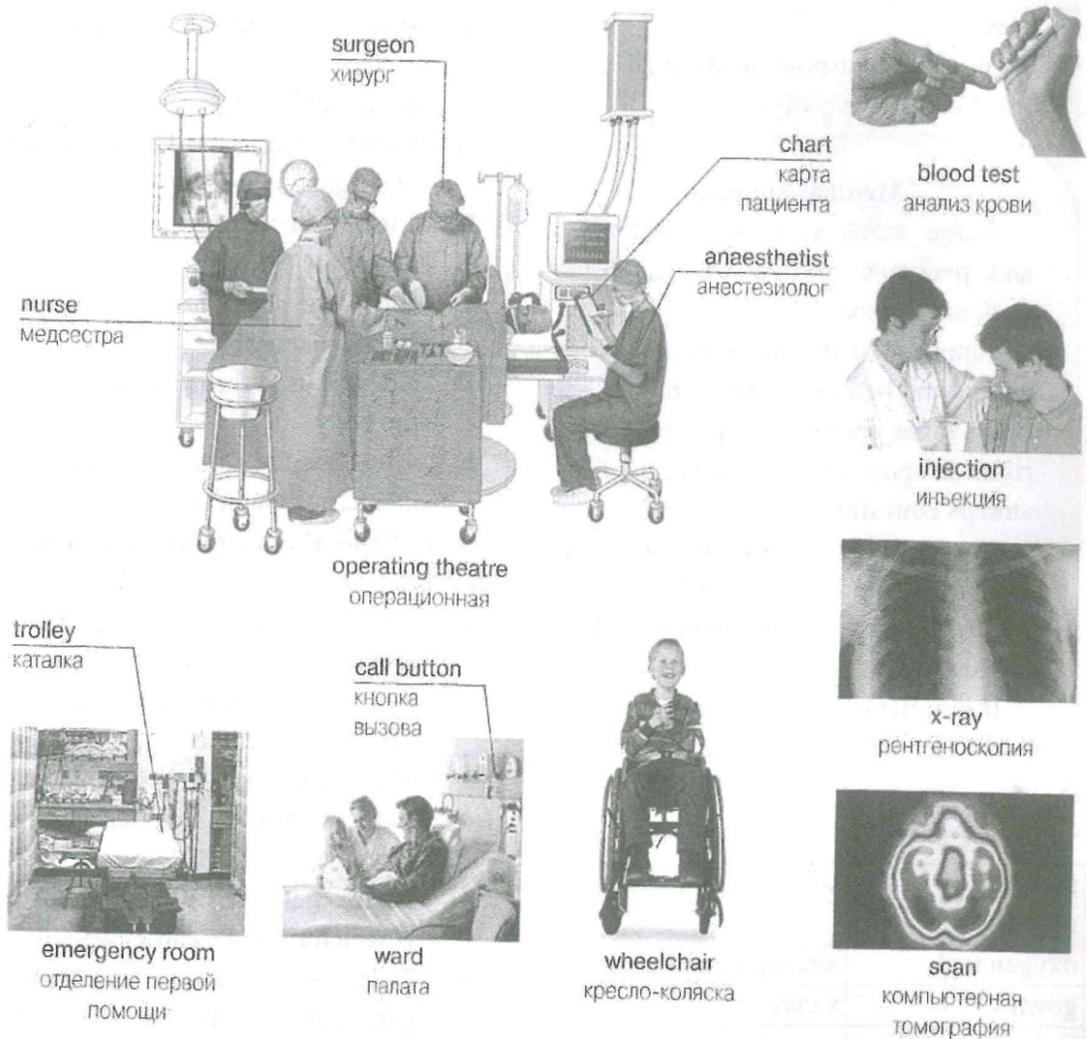
Памятка по выполнению проектов.

1. Ставим цель. (Для чего я это делаю? Какого результата я хочу достичь?) Записать ответы.
2. Если это исследование, то затем нужно выдвинуть предположение – гипотезу. (Какой будет результат и почему?) Записать ответы.
3. Выбираем метод. (Что нужно сделать, чтобы получить результат?)

4. Собираем данные (ставим эксперименты, собираем необходимую информацию, материал, оформляем его).
5. Получаем результаты.
6. Анализируем результаты (сравниваем полученные результаты с данной гипотезой).
7. Делаем выводы.
8. Защищаем результаты.

УРОК 24. Предметы ухода
LESSON 24. Hospital equipment

hospital • больница



vocabulary • список слов

operation операция	discharged выписанный	visiting hours часы посещения	maternity ward родильное отделение	intensive care unit отделение интенсивной терапии
admitted поступивший	clinic клиника	children's ward детское отделение	private room отдельная палата	outpatient амбулаторный пациент

Get ready!

Ex. 1. Before you read the passage, talk about these questions.

- 1 What is some common hospital equipment?
- 2 How should disposable medical equipment be thrown away?

Medical Supplies

Large items such as **wheelchairs** and **pressure mattresses** are at the back of the room.

Supplies for patient rooms, such as **gowns** and **bedpans**, are on the left.

Syringes are on the top shelf on the right. Dispose of used syringes in the **sharps containers**.

Gauze, **latex gloves**, and other examination supplies are under the syringes. Dispose of these items in a **biohazard waste container**.

If any items are out of stock, please submit an order from to the front desk.

pressure mattresses	матрасы под давлением
oxygen tank	кислородный баллон
gown	халат
bedpan	подкладное судно
sharps containers	контейнеры для острых предметов
biohazard waste container	контейнер для отходов биологической опасности

Reading

Ex. 2. Listen and read the passage. Then mark the following statements as a true (T) or false (F).

- 1 The storage room cannot hold large items like pressure mattresses.
- 2 Syringes are on the top shelf on the left.
- 3 Syringes should be disposed of in a biohazard waste container.

Vocabulary

Ex. 3. Match the word (1-5) with the definitions (A-E).

- | | |
|-----------------------------|---------|
| 1 syringe | 4 gown |
| 2 sharps container | 5 gauze |
| 3 biohazard waste container | |

- A a cotton fabric used to cover wound or surgical incisions
- B a long robe worn by a hospital patient
- C a box for the storing of used needles and other sharp medical instruments before disposal
- D a device used for injecting liquids into the body
- E a box for the storage and disposal of dangerous medical waste

Ex. 4. Read the sentences and choose the correct word.

- 1 Wear a new pair of **gowns/latex gloves** to examine each patient.
- 2 A(n) **oxygen tank/wheelchair** helps Mr. Hayes breathe.
- 3 The **bedpans/latex gloves** in this room need to be emptied before you leave.
- 4 Please get Mr. Wilson a **bedpan/wheelchair** so he can move around.
- 5 Order a(n) **pressure mattress/oxygen tank** for Ms. Jones to help her back pain.

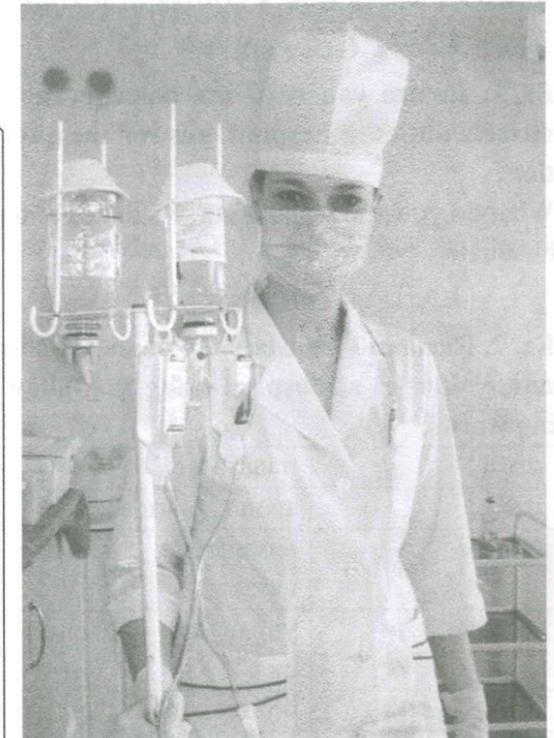
Listening

Ex. 5. Listen to a conversation between two nurses. Choose the correct answers.

- 1 What are the speakers mainly talking about?
 - A ways to use less supplies
 - B how to organize the storage closet
 - C supplies that need to be replaced
 - D how to properly dispose of syringes
- 2 What will the man likely do next?
 - A empty the sharps containers
 - B check the exam rooms
 - C find new latex gloves
 - D order more syringes

Ex. 6. Listen to a conversation between two nurses again. Complete the sentences.

Nurse 1: Gary, have you done your supply checks for the day?
 Nurse 2: Yes, I just finished them up.
 Nurse 1: Are we 1 _____?
 Nurse 2: Yes, 2 _____ more latex gloves in exam rooms 1 and 3.
 Nurse 1: Okay. 3 _____?
 Nurse 2: There are 4 _____ syringes left in the storage closet.
 Nurse 1: Okay, I'll have to order some of those. That reminds me, 5 _____ empty the sharps containers before you leave.
 Nurse 2: Will do. 6 _____, Carol.



Speaking

Ex. 7. With a partner, act out the roles below based on ex. 6. Then switch roles.

Student A: You are a nurse. Talk to student B about:

- ✓ what items need to be replaced
- ✓ something that should be ordered



Writing

Ex. 8. Use the conversation from ex. 8 to fill out the supply order form.

**Family Clinic
Supply order form**

Exam rooms: _____

Storage closet: _____

УРОК 25. Правила поведения медсестры в больнице
LESSON 25. Nurse's Duties at hospital

Get ready!

Ex. 1. Before you read the passage about nurse's duties at hospital, answer the question.

What do you know about nurse's duties at the hospital?

Reading

Ex. 2. Read and translate the passage about nurse's duties at hospital using the following words:

ward	палата
call	звонок, вызов
change	изменение; переодеться
manage	управлять, справляться
explain	объяснять
carry out	выполнять
duties	обязанности, дежурство
prepare	готовить, подготавливать
put on	надевать
get out of bed	встать с постели
sterile procedures	стерильные процедуры
examinations	осмотр
observe	наблюдать, следить

A nurse at any hospital must show the patient the ward, tell the patient how to use the nurse call, help the patient to change into pyjamas and take the patient's Observations. The nurse must also introduce herself and explain what she is going to do. It helps the patient feel comfortable.

The nurses in the ward carry out various nursing duties. They help patients to get out of bed, change into pajamas, take their temperature, blood pressure, pulse, put mustard plasters and compresses. Nurses also give medicines and explain their action and side effects, make injections. Sometimes the nurses carry out sterile procedures and sometimes they assist the doctors. A nurse has to prepare patients for medical examinations.

Sometimes they take patients to the X-ray department or to the occupational therapy unit. They must observe any changes in patient's condition and tell the doctor about them.

Ex. 3. Mark the following statements as a true (T) or false (F).

- 1 A nurse at any hospital must show the patient the ward, tell the patient how to use the nurse call, help the patient to change into pyjamas.
- 2 They don't help patients to get out of bed, change into pajamas, take their temperature, blood pressure, pulse.
- 3 Sometimes the nurses carry out sterile procedures and sometimes they assist the doctors.
- 4 Doctors take patients to the X-ray department or to the occupational therapy unit.
- 5 Doctors must observe any changes in patient's condition and tell the nurses about them.

Vocabulary

Ex. 4. Find the English equivalents the following word combinations from the passage.

- 1 измерять температуру
- 2 состояние больного
- 3 объяснить действие лекарства
- 4 наблюдать за изменениями
- 5 делать инъекции
- 6 давать лекарства
- 7 переодеться в пижаму

Speaking

Ex. 5. Answer the questions.

- 1 How must a nurse help the patient feel comfortable?
- 2 Who carries out various nursing duties in the ward?
- 3 Whom do nurses assist?
- 4 What does a nurse have to prepare patients for?
- 5 Where do nurses take patients to?



Ex. 6. Use the passage from ex. 2 to describe the nurse duties at the hospital in your country.

RESPONSIBILITIES OF THE NURSE

УРОК 26. У врача. Измерение пульса и артериального давления
LESSON 26. At the doctor. Taking the pulse and blood pressure

Get ready!

Ex. 1. Before you read the text, talk about this question.

Look at the picture and tell what do you know about rules of taking the pulse?



Reading

Ex. 2. Read and translate the text.

HOW TO TAKE THE PULSE

A nurse looks after her patients in the daytime or at night and can see any changes in the patients' condition. Many of the changes are very important. The nurse must be careful when she takes the patient's pulse. It is not difficult to take the pulse. Put three fingers of the left hand over the radial artery. Many patients are nervous when they see a nurse or a doctor, and the patient's pulse is faster.

That's why the nurse must wait a few seconds before she begins to count the pulse. If the nurse sees any changes in the beating of the pulse she must immediately tell the doctor. Changes in the pulse are very important.

REMEMBER! When you take the pulse you must note:

- 1) if it is deep or shallow;
- 2) the rate;
- 3) the strength of the beating;
- 4) the rhythm.

Vocabulary

Ex. 3. Find English equivalents from text.

- 1 ухаживать за
- 2 трудно
- 3 лучевая артерия
- 4 пульс пациента
- 5 несколько секунд
- 6 считать пульс
- 7 изменения в пульсе
- 8 частота
- 9 сила
- 10 ритм

Speaking

Ex. 4. Look at the table and name the normal heart rate for a newborns, 7 years, 14 years and adult.

Average Heart Rate

Age	Average Heart Rate
Newborn	140
7 years	85 – 90
14 years	80 – 85
Adult	70 – 80

Writing

Ex. 5. Describe the rules of taking pulse using text from ex. 2.

Rules of taking pulse

Get ready!

Ex. 6. Before you read the text, talk about this question.

What do you know about blood pressure (BP)?

Reading

Ex. 7. Read and translate the text about blood pressure.

The blood pressure (BP) is the pressure of the blood in the arterial wall.

The blood pressure can be normal, high and low. The normal BP is between 110–140 (the systolic pressure) over 70–90 (the diastolic pressure).

When you check the patient BP you must think of his (or her) age. If a person of 20 has blood pressure of 140–150 it is dangerous. And the nurse must immediately take care of such a patient. But if the same BP has a person of 50 it is not dangerous.

If a patient has hypertension he may often complain of headaches, nose bleedings, and heartache. The doctor prescribes him hypotensive drugs. High blood pressure often frightens the patient. The nurse must calm him. Hypertensive patient must not work hard.

Hypotension or low BP is caused by different conditions. Anemia may be a cause of hypotension. Great fatigue may also cause hypotension. In all cases it is a very serious disease and the nurse must be very attentive to the patient.

Vocabulary

Ex. 8. Match the antonyms.

- | | |
|----------------|---------------|
| 1 high | a hypotension |
| 2 dangerous | b easy |
| 3 hypertension | c health |
| 4 hard | d low |
| 5 disease | e useful |

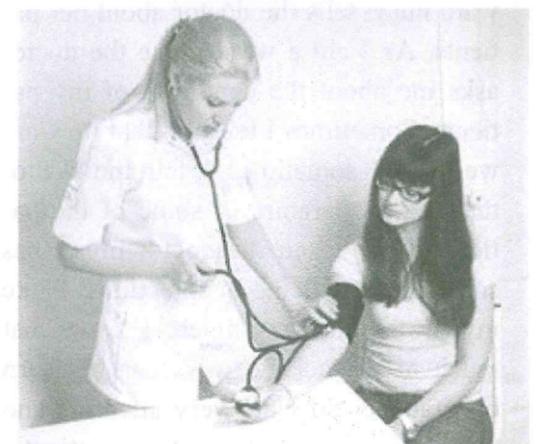
Ex. 9. Read the sentences and choose the correct word.

- 1 If a person of 20 has blood pressure of 140–150 it is **dangerous/useful**.
- 2 If a patient has hypertension he may **often/never** complain of headaches, nose bleedings, and heartache.
- 3 Hypertensive patient **must/must not** work hard.
- 4 **Anemia/fracture** may be a cause of hypotension.
- 5 Hypotension is **low/high** BP.

Speaking

Ex. 10. Answer the questions.

- 1 Give the definition of BP?
- 2 What kinds of blood pressure can be?
- 3 What is the normal BP?
- 4 What do you know about hypertension?
- 5 Name the causes of hypotension?



УРОК 27. Работа палатной медсестры в терапевтическом отделении
LESSON 27. Nurse's duties at a therapeutic department

Get ready!

Ex. 1. Before you read the text, talk about this question.

Can you tell about nurse's duties at therapeutic department?

Reading

Ex. 2. Read and translate the text using the following words.

chart	карта
temperature chart	температурный лист
to carry out	выполнять
ward nurse	палатная медсестра
to observe	наблюдать

I am a nurse. I work at a therapeutic department. Our department is very large. Work at the department begins at 6 o'clock in the morning. The nurses begin to take the patients temperature at 7 o'clock. They write it down in temperature charts. Then the nurses give the patients medicines and carry out other prescriptions of the doctors. They open the windows and air the wards. The doctors come at 9 o'clock in the morning and begin to examine patients. Each ward nurse tells the doctor about her patients. As I am a ward nurse the doctor asks me about the condition of my patients. Sometimes I tell him that they are well. And sometimes I tell the doctor that the temperature of some of the patients is high and the doctor prescribes some new medicine or injections. I like my profession very much. I know that much of the nurse's work can be learned by practice. So I am very attentive and try to observe any changes in a patient's condition.

Vocabulary

Ex. 3. Fill in the blanks with the correct words and phrases from the word bank.

WORD bank:

- to observe prescribe department
 examine injections medicines
- I work at a therapeutic _____.
 - In the morning the nurse gives the patients _____.
 - In the morning the doctors _____ the patients.
 - The doctor _____ some medicine or _____.
 - An attentive nurse tries _____ any change in a patient's condition.

Ex. 4. Match the word combination with their translation.

терапевтическое отделение	air the ward
измерять температуру	examine patient
проветривать палату	injections
осмотреть больного	therapeutic department
состояние больного	take temperature
уколы	nurse's work
работа медсестры	any conditions
любые изменения	condition of patient



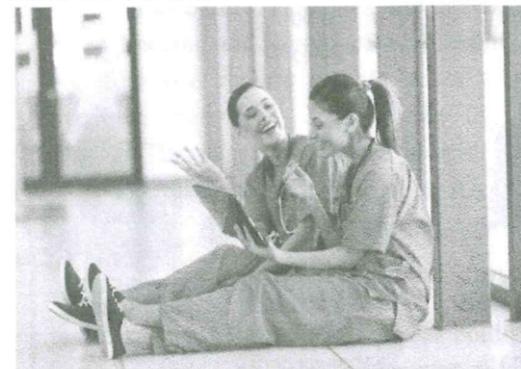
Speaking



Ex. 5. Answer the questions.

- When does the work of the nurse begin at a therapeutic department?
- What does the nurse do in the morning?
- What does the doctor ask the ward nurse when he comes to his ward?

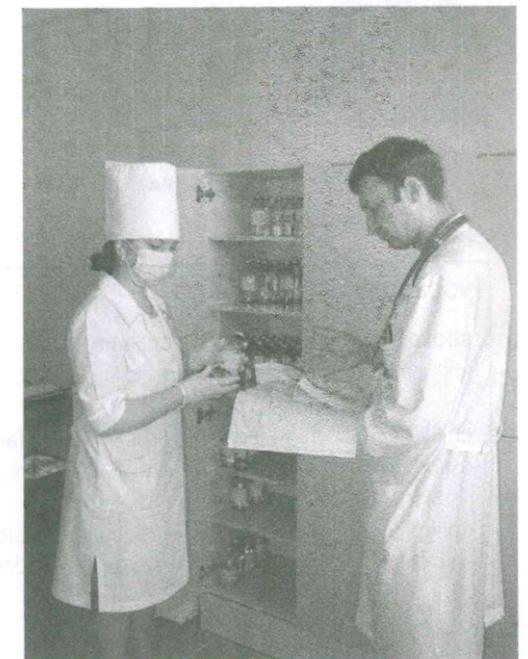
Ex. 6. Read and translate some good rules for nurses.



- Read the order of the doctor before you give medicine.
- If you made a mistake in your work you must tell the doctor about it at once.
- Do not be rude when you speak with patient.
- Learn to control your feelings. When you are angry — count to a hundred.
- Do not gossip (сплетничать) about your patients.
- Never say the word "incurable".

Writing

Ex. 7. Describe the nurse's duties at a therapeutic department using information from ex. 2 and ex. 6.



LESSON 28. Symptoms of diseases
illness • болезнь



fever | жар



headache
головная боль



nosebleed
носовое
кровотечение



cough
кашель



sneeze
чиханье



cold
простуда



flu
грипп



inhaler
ингалятор



cramps
спазмы



nausea
тошнота



chickenpox
ветряная оспа



rash
сыпь

vocabulary • СПИСОК СЛОВ

stroke инсульт	allergy аллергия	eczema экзема	vomit (v) страдать рвотой	hayfever сенная лихорадка	diarrhoea диарея
chill озноб	migraine мигрень	virus вирус	faint (v) потерять сознание	blood pressure кровенное давление	measles корь
epilepsy эпилепсия	diabetes диабет	infection инфекция	stomach ache боль в желудке	heart attack сердечный приступ	mumps свинка

Get ready!

Ex. 1. Before you read the passage, talk about these questions.

What is the importance of describing symptoms? What are some symptoms of the flu?

Patient: Linda Thomas
DOB: 11/06/79

Patient presented today with discomfort in her head and body. She said she was treated for a cold last month by another doctor, and she was worried it might have returned.

Once again, she has a runny nose and is coughing. She is experiencing severe fatigue and difficulty concentrating, also as before. However, she is now also wheezing and having trouble breathing. She also reports muscle aches all over her body and a headache that throbs. The pain and labored breathing are preventing the patient from sleeping comfortably. A temperature reading indicated a fever of 102 degrees.

I advised the patient that her symptoms suggest flu rather than a cold. I recommended an over-the-counter analgesic to relieve pain and reduce the fever. I also advised the patient to stay home for 2–3 days. She should also drink plenty of fluids until she feels stronger.

The patient will return in 7–10 days if the symptoms do not improve.

Reading

Ex. 2. Read the doctor's notes on a patient's symptoms. Then choose the correct answers.

1 What is the purpose of the doctor's notes?

- A to explain a patient's test results
- B to confirm another doctor's diagnosis
- C to describe symptoms and the likely cause
- D to inform a patient about a common illness

2 Which of the following is a new symptom?

- A runny nose
- B fatigue
- C trouble breathing
- D coughing

3 What does the doctor recommend for the patient?

- A rest for a few days
- B returning if symptoms improve
- C a medication to stop the wheezing
- D a second doctor's opinion in 7–10 days

Vocabulary

Ex. 3. Match the words (1–6) with the definitions (A–F).

- 1 cold
- 2 runny
- 3 cough
- 4 wheeze
- 5 headache
- 6 muscle ache

- A having liquid leaking from something
- B to breathe noisily and with difficulty
- C a pain felt in the head
- D a pain felt throughout the body
- E to force air loudly through the throat
- F an illness that causes discomfort in the head and body

Ex. 4. Read the sentences and choose the correct word.

- 1 The pain in my back wheezes/throbs.
- 2 Helen was coughing because of the muscle ache/flu.
- 3 According to the thermometer, the patient has a headache/fever.
- 4 Fatigue is a symptom/cold of the flu.

Listening

Ex. 5. Listen to a conversation between a doctor and a patient. Mark the following statements as true (T) or false (F).

- 1 The woman believes she has a cold.
- 2 The woman has trouble breathing.
- 3 The woman's fever is severe.

Ex. 6. Listen again and complete conversation.

Doctor: What's the trouble today?
Patient: Well, Doctor, I don't 1 _____ at all. I'm sure I have the flu.
Doctor: I'm sorry to hear that 2 _____ coughing?
Patient: A little. But mostly I'm wheezing. It's 3 _____.
Doctor: And have you noticed that your nose is runny?
Patient: Oh, yes I've been 4 _____ constantly.
Doctor: Okay. Do you have pain throughout your body?
Patient: I do have 5 _____. And I'm so tired that I can hardly do anything. Do you think it's the flu, Doctor?
Doctor: Well, you have a pretty 6 _____.

Speaking

Ex. 7. With a partner, act out the roles below based on ex. 6. Then switch roles.

Student A: You are a doctor. Talk to Student B about:

- his or her symptoms
- likely cause of symptoms
- your recommendations

Student B: You are a patient. Talk to Student A about your symptoms.

Writing

Ex. 8. Use the conversation from ex. 7 to complete the flu symptoms checklist.

Does your patient have the flu?

Symptoms:

- fever
- muscle aches
- other; if yes, please describe: _____

Recommendations: _____

УРОК 29. Вирус. Инфекционные заболевания

LESSON 29. Virus. Infectious Diseases

Get ready!

Ex. 1. Before you read the text, talk about these questions.

- 1 What kinds of infectious diseases do you know?
- 2 Name the general symptoms of flu.

Ex. 2. Read the text. Then answer the questions.

- 1 What does infection mean?
- 2 In what ways may infection pass?
- 3 What kinds of infections are there?
- 4 How many stages are infectious diseases divided in?
- 5 What is necessary for a medical staff during examination of the infected patients?
- 6 What are the main tasks for nurses?

Vocabulary

Ex. 3. Match the synonyms.

- | | |
|-------------------|--------------|
| 1 body | A illness |
| 2 harmful | B a sick man |
| 3 diseases | C unhealthy |
| 4 symptoms | D organism |
| 5 infected person | E signs |

Ex. 4. Find Russian equivalents.

- 1 invasion of the body
- 2 through intestines and stools
- 3 medical staff
- 4 skin infections
- 5 are divided
- 6 fully developed disease
- 7 characteristic symptoms
- 8 rash may occur
- 9 must be very careful

INFECTIOUS DISEASES

Infection means invasion of the body by microorganisms, which are harmful. Infection may pass from one person to another through blood, stools, saliva, instruments; it may enter the body through skin cuts.

There are intestinal infections; infections of the respiratory tract; skin infections and infections spread by living insects.

All the infectious diseases are divided in several stages. They are: 1) the period of incubation, 2) the prodromal stage during which the initial symptoms may appear, 3) the stage of a fully developed disease, 4) the stage of decline.

To establish a proper disease it is necessary to do some laboratory tests.

Characteristic symptoms of the diseases may be local and systemic. A sore throat, sneezing, nausea and vomiting, restlessness and prostration, pain the limbs and back, rash may occur among the most characteristic local symptoms. A lot of disease may begin with these symptoms.

It is necessary for a medical staff to be careful during physical examination of the infected patients. There are two important steps, which must not be omitted: to take the temperature and examine the throat. A nurse who looks after the infected person must wear a special gown and a mask. She must wash her hands with soap as often as she can, she must be very careful to prevent the spread of the infection.



УРОК 31. Онкологические заболевания
LESSON 31. Oncologic diseases

Get ready!

Ex. 1. Before you read the passage, talk about this question.

What do you know about cancer?

CANCER TREATMENT OPTIONS

It can be very frightening to be diagnosed with cancer. Fortunately, today there are many treatment options available. Your **oncologist** may suggest one or more these therapies.

Chemotherapy (or chemo) is a drug, or combination of drugs, that kills cancer cells. It can be taken orally, though the most common delivery method is through an IV injection. Chemo can be received in a hospital or **outpatient** setting. Your doctor may prescribe chemotherapy before or after surgery. Potential side effects include hair loss, fatigue and damage to specific organs.

Radiation therapy, also called radiation **oncology**, destroys cancer cells with high-energy x-rays. It works best on cancer cells that are splitting very rapidly. It impairs a cancer cell's DNA, so that it cannot grow or divide.

Immunotherapy strengthens the patient's immune system. New antibodies are introduced to the patient's system. They target cancer cells and destroy them.

In **photodynamic therapy**, patients are given a light-sensitive drug containing cancer-destroying substances. Light beams then activate the drug, which has been absorbed by cancer cells.

Like normal cells, tumors need a blood supply to survive. **Anti-angiogenesis therapy** prevents a tumor from making new blood vessels, so that it cannot grow larger.

Reading

Ex. 2. Listen, read and translate the article. Mark the following statements as true (T) or false (F).

- 1 Patients undergoing chemotherapy may lose their hair.
- 2 Radiation therapy is effective against slowly splitting cancer cells.
- 3 Anti-angiogenesis deprives cancer cells of blood.

Vocabulary

Ex. 3. Match the words (1-5) with the definitions (A-E).

- 1 radiation therapy
 - 2 immunotherapy
 - 3 anti-angiogenesis therapy
 - 4 oncology
 - 5 chemotherapy
- A the medical specialty that studies and treats cancer and tumors
 - B a drug or combination of drugs, given to a patient, in order to kill cancer cells
 - C a form of cancer treatment that uses high-cells from growing
 - D a form of cancer treatment that uses drugs or other substances to stop a tumor from building new blood vessels
 - E a form of cancer treatment that strengthens the patient's immune system

Ex. 4. Read the sentence and choose the correct word.

- 1 The patient was diagnosed with **chemotherapy/cancer**.
- 2 Ms. Aimes sees an **oncology/oncologist** every week for her cancer treatment.
- 3 Patients do not have to stay in the hospital for **outpatient/oncologist** treatment.

Ex. 5. Listen and read the article on cancer treatment options again. How does photodynamic therapy treat cancer?

Listening

Ex. 6. Listen to a conversation between a doctor and a patient. Choose the correct answers.

- 1 What is the conversation mainly about?
 - A the technology of new cancer treatments
 - B the side effects of cancer treatments
 - C different cancer treatment options
 - D symptoms of early stage cancer
- 2 What does the woman recommend?
 - A immunotherapy
 - B radiation therapy
 - C anti-angiogenesis therapy
 - D chemotherapy and photodynamic therapy

Ex. 7. Listen again and complete the conversation.

Patient: I am 1 _____.

Doctor: Great. First, there is always chemotherapy. You would receive 2 _____ of strong drugs to kill the cancer cells.

Patient: I know a little about chemo. Aren't there some nasty 3 _____?

Doctor: There can be. You'll likely 4 _____ and lose most of your hair. It can damage some other bodily systems, too.

Patient: That's not very appealing. Is there 5 _____ available?

Doctor: Well, at your early stage of cancer, we may be able to try 6 _____.

Patient: I've never heard of that.

Doctor: It's relatively new but has had some good results. We give you a cancer-killing drug that reacts to light. Then we shine 7 _____ on the tumor, which has absorbed the drug.

Patient: That sounds interesting. What would you recommend?

Doctor: We can certainly try photodynamic therapy.

Speaking

Ex. 8. With a partner, act out the roles below based on ex. 7. Then switch roles.

Student A: You are a doctor. Talk to Student B about:

different cancer treatment options
 side effects of at least one option
 what treatment you recommend

Student B: You are a patient. Talk to Student A about different cancer treatment options.

Writing

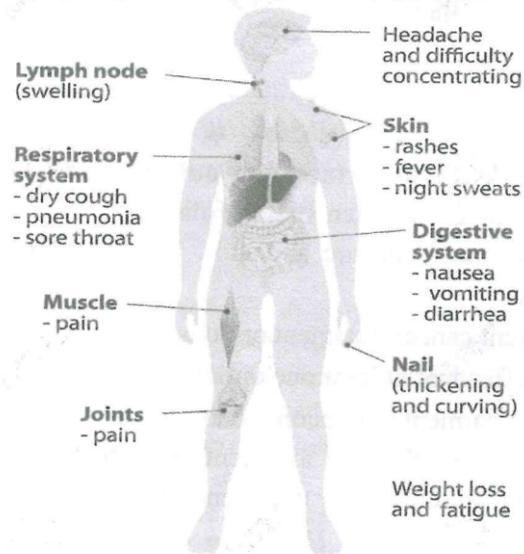
Ex. 9. Use the conversation from ex. 8 and the article to write a pamphlet about cancer treatment options. Include sections on two treatments and the side effects of at least one.

Get ready!

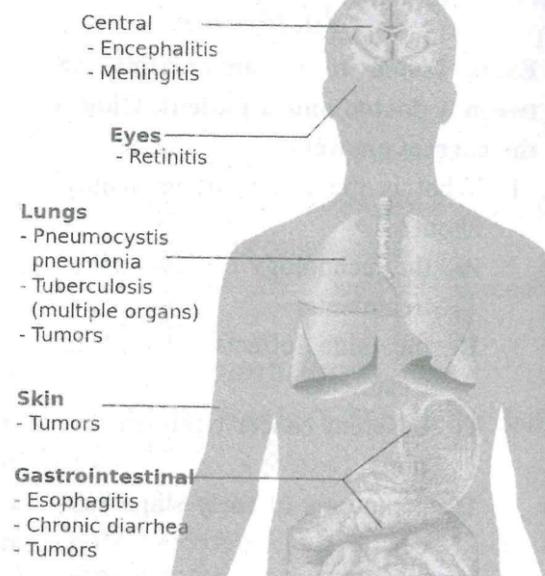
Ex. 1. Before you read the text, look at the pictures and talk about these questions.

- 1 What does AIDS mean?
- 2 Is there any difference between AIDS and HIV?

Symptoms of HIV infection



Main symptoms of AIDS



WHAT MUST YOU KNOW ABOUT AIDS?

Aids is an abbreviation for acquired immune deficiency syndrome. This means that the body's natural defense mechanism against infection is seriously impaired.

Aids is an illness that can kill. Aids is caused by a virus called HIV. People with Aids can look and feel healthy. This is the main risk of the disease.

There is currently no cure for HIV/AIDS. Treatments can slow the course of the disease — some infected people can live a long and relatively healthy life.

HIV is the virus, which attacks the T-cells in the immune system.

AIDS is the syndrome, which appears in advanced stages of HIV infection. HIV infection causes AIDS to develop. However, it is possible to be infected with HIV without developing AIDS. Without treatment, the HIV infection is allowed to progress and eventually it will develop into AIDS in the vast majority of cases. HIV testing can identify infection in the early stages.

What is the difference between a sign and a symptom? A sign is something other people, apart from the patient can detect, such as a swelling, rash, or change in skin color. A symptom is something only the patient feels and describes, such as a headache, fatigue or dizziness.

Important facts about Aids

You can get infected with the Aids virus by:

- having sex with a person who has the virus;
- sharing needles to inject drugs with a person who has the virus.

To protect yourself from Aids:

- you should always use protected sex;
- do not use anyone else's needles.

Don't forget that a woman with the Aids virus can infect her unborn baby. A woman with the Aids virus can also pass it to her baby when breast-feeding.

You cannot get the Aids virus by:

- sitting near someone;
- shaking hands;
- using bathrooms, telephones;
- eating in a restaurant;
- sharing food, dishes;
- swimming in a pool;
- being bitten by mosquitoes or other bugs;
- giving blood.

Reading

Ex. 2. Read the text and important facts about AIDS. Then answer the questions.

- 1 What is the main risk of Aids?
- 2 What important facts should we know about Aids?
- 3 What should we do to protect ourselves from Aids?
- 4 Can we get the Aids virus by shaking hands, sharing food, swimming in a pool?
- 5 Can we get the Aids virus through the air?

Vocabulary

Ex. 3. Match the antonyms.

- | | |
|--------------|------------------|
| 1 defenses | A sick |
| 2 healthy | B inconsiderable |
| 3 known | C attack |
| 4 difference | D unknown |
| 5 important | E similarity |

Ex. 4. Find English equivalents.

- 1 это значит
- 2 вызванный вирусом
- 3 инфицированный человек
- 4 сыпь
- 5 опухоль
- 6 игла
- 7 защищенный половой акт
- 8 грудное вскармливание
- 9 посуда
- 10 насекомые

Speaking

Ex. 5. With a partner, act out the roles below.

Student A: You are a doctor. Talk to Student B about:

his or her symptoms

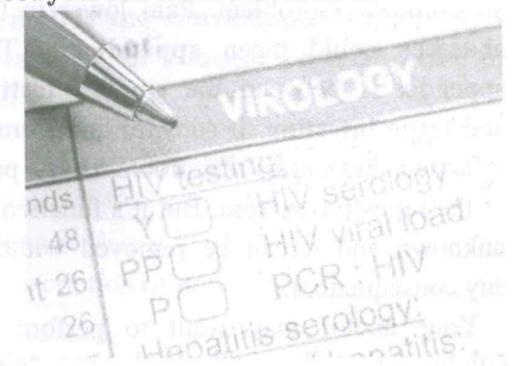
likely cause of symptoms

your recommendations

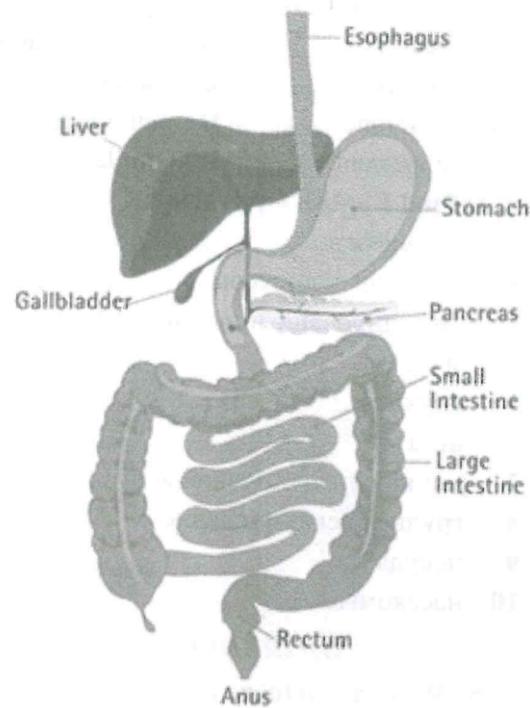
Student B: You are a patient. You think you have HIV virus. Talk to Student A about your symptoms.

Writing

Ex. 6. Use the conversation from ex. 5 and the text and give some advice how to protect yourself from HIV/AIDS.



УРОК 33. Внутренние болезни
LESSON 33. Internal diseases



Dear Dr. Diane,
 I've had persistent pains for two days. At first, there was a dull stomach pain. Lately the pain has become sharper. I am a little stressed out because of family and work. Friends say it might be an ulcer. Is it that serious?

— Painful in PA

Dear Painful in PA,
 Always take persistent pains seriously. Persistent pain could mean an ulcer. Pain between the heart and **stomach** might mean an **esophagus** problem. Pain lower in the abdomen could mean **appendicitis**. The appendix is between the **small intestine** and **large intestine**. It sometimes becomes inflamed, and causes real problems. It's part of the **digestive system**. But its function is unknown and it can be removed without any consequences.

Your doctor may want to perform a **colonoscopy**. That will check your **colon** and intestines for any serious problems.

Get ready!

Ex. 1. Before you read the passage, talk about these questions.

- 1 Name the organs of digestive system.
- 2 What are possible problems that can occur in the digestive system?

Reading

Ex. 2. Listen and read the advice column on abdominal pains. Then, choose the correct answers.

- 1 What does the man write to the doctor about?
 - A His ulcer will not heal.
 - B His esophagus is burning.
 - C He has increasing stomach pain.
 - D He is concerned about a colonoscopy.
- 2 Which of the following is not a possible cause of the problem?
 - A an ulcer
 - B appendicitis
 - C an irritated colon
 - D an inflamed small intestine
- 3 Why does the doctor say pain in the stomach should be taken seriously?
 - A The problem could spread.
 - B The pain could have several causes.
 - C The man could die from the condition.
 - D The treatment could take weeks to work.



Vocabulary

Ex. 3. Match the words (1-5) with the definitions (A-E).

- | | | | |
|---|--------------|---|------------------|
| 1 | appendicitis | 4 | stomach |
| 2 | colonoscopy | 5 | digestive system |
| 3 | esophagus | | |
- A a pouch like organ between the esophagus and small intestine
 - B a condition where the appendix becomes inflamed
 - C a muscular tube connecting the mouth to the stomach
 - D a medical procedure which examines the inside of the colon
 - E a system of organs which processes food, nutrients and waste

Ex. 4. Read the sentence pair. Choose where the words best fit the blanks.

- 1 **small intestine/large intestine**
 - A The _____ removes excess water from food as it is turned into waste.
 - B Nutrients are absorbed from food as it passes through the _____.
- 2 **ulcer/colon**
 - A Jane was worried that her illness had left her stomach susceptible to a(n) _____.
 - B Much of the bacteria found in the _____ exists harmlessly in the body.

Listening

Ex. 5. Listen to a conversation between a doctor and patient. Mark the following statements as true (T) or false (F).

- 1 The man is experiencing a new pain.
- 2 The woman suggests that the man get a colonoscopy.
- 3 The man asks to delay the next procedure.

Ex. 6. Listen again and complete the conversation.

Doctor: Hi, Mr. Harvey. You are here because of the stomach pain. Is that right?
Patient: Yeah. It's the 1 _____ as a week ago.
Doctor: All right. You know, we're probably going to 2 _____ a colonoscopy.
Patient: Really? Do you think 3 _____?
Doctor: It's a 4 _____ if you're having persistent lower abdominal pains. We should check for any problems.
Patient: Okay. You have me convinced. What 5 _____?
Doctor: Briefly, we'll insert a fiber-optic camera into the rectum. While the camera is being withdrawn, we'll find the problem.
Patient: All right 6 _____ than sorry.

Speaking

Ex. 7. With a partner, act out the roles below based on ex. 6.

Student A: You are a doctor. Talk to Student B about:
 The type pain
 A recommended procedure
 What the procedure does
Student B: You are a patient. Talk to Student A about your stomach pain.

Writing

Ex. 8. Use the conversation from ex. 7 to write a doctor's memo describing the patient's problem.

DOCTOR'S MEMO

Date: _____

Patient Name: _____

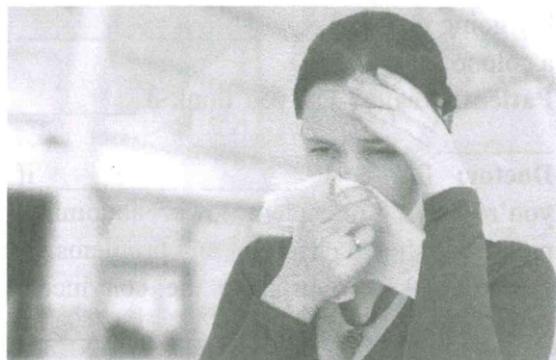
Description of problem: _____

Suggestions: _____

Get ready!

Ex. 1. Before you read the text, talk about this question.

What do you know about fever?



Reading

Ex. 2. Read and translate the text using the following words.

fever	жар, лихорадка
rise	подъем
to replace	ставить, сменять, класть
damp	влажный
bed-clothes	постельное белье

Fever is the rise of the body temperature above normal. The symptoms of high temperature are headache, aches all over the body, red face and hot dry skin, loss of appetite, quick pulse and breathing.

If a person has fever he must stay in bed and drink plenty of water. The nurse must keep the patient warm. The nurse must give him more blankets and hot drinks. When the patient is sweating replace the damp bed-clothes as quickly as possible (как можно быстрее) and dress the patient in a clean warm bed gown (ночная рубашка) or pajamas. When the temperature is normal the patient may sit in bed and then have a short walk.

Vocabulary

Ex. 3. Correct the following statements according example.

Example: Fever is the fall of the body temperature below normal.

This is wrong. Fever is the rise of the body temperature above normal.

- The symptoms of high temperature are: a pale face, slow pulse and a good appetite.
- A feverish person must go for a walk.
- During the fever the patient needs cold.
- A nurse must not replace damp bed-clothes when patient is sweating.
- When the temperature is down to normal the patient must lie in bed.

Ex. 4. Read the sentences and choose the correct word.

- Fever is the rise of the body temperature **above/below** normal.
- If a person has fever he must stay in bed and drink plenty of **water/juice**.
- The nurse must give him more blankets and **cold/hot** drinks.
- When a patient has temperature he must **stay in bed/walk**.
- When the temperature is **high/normal** the patient must stay in bed.



Ex. 5. Before you read the text, look at the picture and tell about symptoms of pneumonia.



Fever

Reading

Ex. 6. Read and translate the text.

Pneumonia is a lung infection. It begins suddenly. In most cases the temperature rises quickly. The pulse and breathing are fast. Cough begins early and at first is dry and painful. The patient feels ill, has a flushed face.

In severe cases there may be delirium. A patient in delirium is very restless and the nurse must pay special attention to such patients.

Patients with pneumonia need rest and sleep. The best position for a patient is half-sitting. Fresh air is very important. Give such patients much drink. The diet must be light.

Vocabulary

Ex. 7. Find English equivalents from text.

- внезапно
- кашель
- болезненный
- бред
- особое внимание
- отдых
- сон
- свежий воздух
- диета
- легкий

Speaking

Ex. 8. Answer the questions.

- Give the definition of pneumonia?
- What does the patient feel?
- What can you say about treatment of pneumonia?

Writing

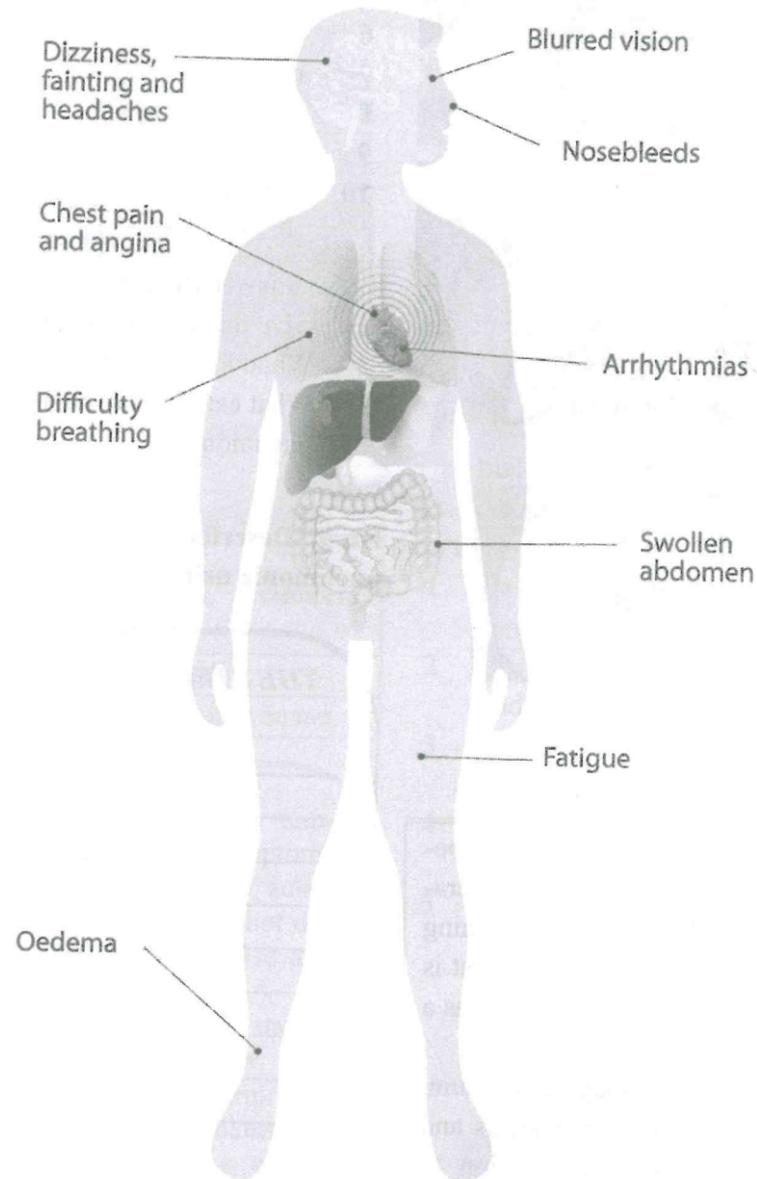
Ex. 9. Describe the steps for treatment of pneumonia using text from ex. 6.

THE STEPS FOR TREATMENT OF PNEUMONIA

Get ready!

Ex. 10. Look at the picture and name the common symptoms of hypertension.

High blood pressure symptoms



Reading

Ex. 11. Read and translate the text.

Hypertension is high blood pressure. There are following ranges of blood pressure.

Normal blood pressure is below 120 systolic and below 80 diastolic.

Prehypertension is 120–139 systolic or 80–89 diastolic.

Stage 1 high blood pressure (hypertension) is 140–159 systolic or 90–99 diastolic.

Stage 2 high blood pressure (hypertension) is 160 or higher systolic or 100 or higher diastolic.

Hypertensive crisis (a medical emergency) is when blood pressure is above 180 systolic or above 110 diastolic.

A few people with high blood pressure may have headaches, shortness of breath or nosebleeds, but these signs and symptoms aren't specific and usually don't occur until high blood pressure has reached a severe or life-threatening stage.

There are two types of high blood pressure.

Primary (essential) hypertension. This type of high blood pressure, called primary (essential) hypertension, tends to develop gradually over many years.

Secondary hypertension. This type of high blood pressure, called secondary hypertension, tends to appear suddenly and cause higher blood pressure than does primary hypertension. Various conditions and medications can lead to secondary hypertension, including: kidney problems, pregnancy, thyroid problems, certain medications, such as birth control pills, cold remedies, alcohol abuse, not being physically active, being overweight or obese, stress.

Vocabulary

Ex. 12. Mark the following statements as a true (T) or false (F).

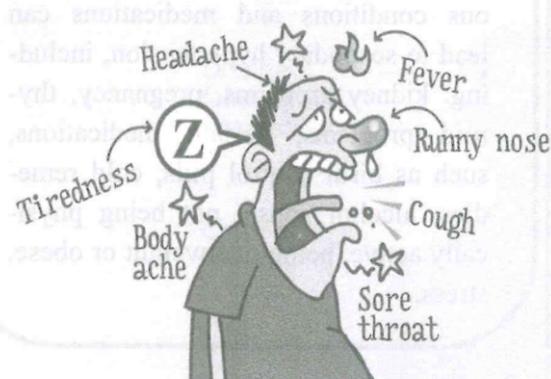
- 1 Hypertension is low blood pressure.
- 2 Normal blood pressure is below 120 systolic and below 80 diastolic.
- 3 Hypertensive crisis (a medical emergency) is when blood pressure is above 180 systolic or above 110 diastolic.
- 4 Primary (essential) hypertension tends to appear suddenly and cause higher blood pressure than does primary hypertension.
- 5 Secondary hypertension to develop gradually over many years.



LESSON 35. Common cold. Tonsillitis. Bronchitis

Get ready!

Ex. 1. Look at the picture and translate the symptoms of cold.



Reading

Ex. 2. Read and translate the text.

The common cold is a viral infectious disease that infects the upper respiratory system. Symptoms of a cold include: stuffy nose, sore throat, cough, headache, slight body aches.

There's no cure for the common cold. Treatment is directed at relieving signs and symptoms. Common used medicines include: nasal sprays, cough syrups.

If at a sore throat almonds inflame, this disease call tonsillitis. The disease can occur in acute form, then diagnosed with angina, and in advanced stages develops into chronic tonsillitis.

The main symptoms of tonsillitis are: fever, cough, sore throat. The cause of the disease is a streptococcus. The incubation period is 2-5 days. The patients of all ages are susceptible to the disease. To treat the patients with tonsillitis we should give penicillin. There are no any ways of prevention of tonsillitis.

Vocabulary

Ex. 3. Match the synonyms.

disease	drug
symptoms	victim
medicine	illness
patient	to
to treat	signs

Ex. 4. Find the English equivalents the following word combinations from the text.

1. заложенность носа
2. облегчение симптомов
3. назальные спреи
4. сиропы от кашля
5. воспаляются миндалины
6. на поздних стадиях
7. причина заболевания
8. восприимчив
9. нужно дать
10. способы профилактики

Reading

Ex. 5. Read and translate the text.

Bronchitis is an infection causing inflammation and irritation to the main airways of the lungs. Bronchitis is caused by the inflammation of the bronchial tubes, by viruses, bacteria.

Bronchitis is divided into two types: acute and chronic.

Acute bronchitis usually has a cough that lasts around three weeks. In more than 90% of cases the cause is a viral infection.

Chronic bronchitis is defined as a productive cough that lasts for three months or more per year for at least two years.

Signs and symptoms of both acute and chronic bronchitis include: persistent cough, low fever and chills, sore throat, body aches, headaches, blocked nose and sinuses.

To relieve symptoms, doctors might prescribe: cough medicine, mucolytic, anti-inflammatory medicines, and antibiotics.

Vocabulary

Ex. 6. Mark the following statements as a true (T) or false (F).

- 1 Bronchitis is an infection causing inflammation and irritation to the main airways of the lungs.
- 2 Symptoms of bronchitis include rash and bleeding.
- 3 Bronchitis is divided into three types.
- 4 Acute bronchitis usually has a cough that lasts around three weeks.
- 5 The doctors might prescribe: cough medicine, mucolytic, anti-inflammatory medicines, and antibiotics.

Speaking

Ex. 7. Answer the questions.

- 1 Give the definition of word "bronchitis"
- 2 What types of bronchitis do you know?
- 3 Name the signs and symptom of bronchitis.
- 4 What kinds of medicines must the patient take if he has bronchitis?



Writing

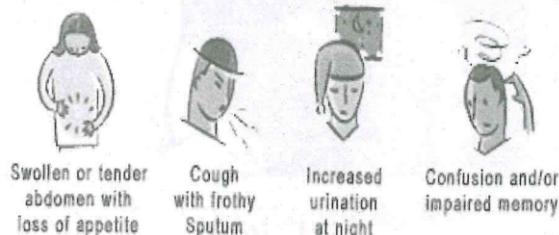
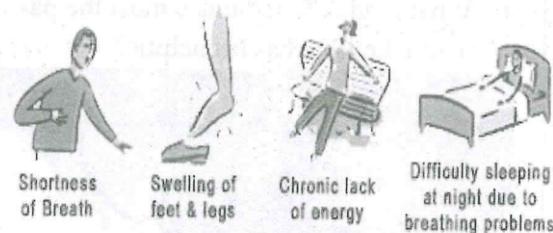
Ex. 8. Use the text from ex. 5 to describe symptoms and treatment of bronchitis.

SYMPTOMS AND TREATMENT OF BRONCHITIS

УРОК 36. Лечение и уход за больными с заболеваниями сердца
LESSON 36. Treatment and nursing of patients with heart diseases

Get ready!

Ex. 1. Before you read the text, look at the pictures and name the symptoms of heart diseases.



Reading

Ex. 2. Read and translate the text.

Rest is of great importance in the treatment and nursing of a heart disease. The patient is to keep in bed. Keep the patient free of fear and worry. The nurse must wash and feed him until the doctor says he may do it himself. Then the nurse must allow only little acts at first, then bigger acts: he may wash his face and neck. Then a day or two later his arms and so on.

Don't keep patients in bed when they could be in a chair. Don't keep them in a chair when the doctor advised them to walk.

Vocabulary

Ex. 3. Find English equivalents from text.

- 1 ОТДЫХ
- 2 ЛЕЧЕНИЕ
- 3 УХОД
- 4 КОРМИТЬ
- 5 РАЗРЕШИТЬ
- 6 УМЫТЬСЯ
- 7 СОВЕТОВАТЬ
- 8 ГУЛЯТЬ

Speaking

Ex. 4. Look at the pictures and talk about ways of prevention of heart diseases and ways of managing of medical condition.

Avoid developing Heart disease by:

- 1 eat healthy diet
- 2 maintain healthy weight
- 3 exercise regularly
- 4 don't smoke
- 5 limit alcohol use



Manage medical condition

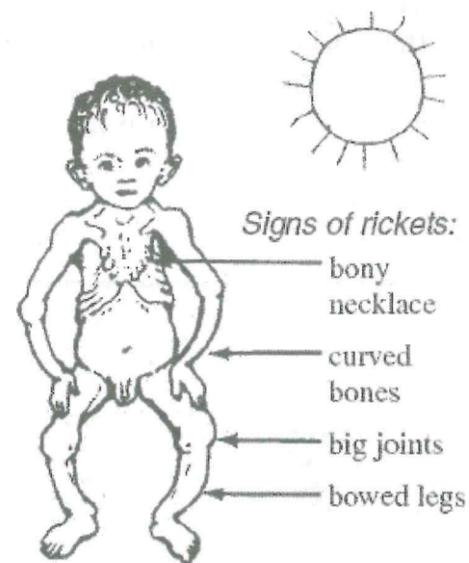
- 1 get cholesterol checked
- 2 monitor blood pressure
- 3 manage diabetes
- 4 take medicines
- 5 talk with you health care provider



УРОК 37. Детские болезни. Рахит
LESSON 37. Children diseases. Rickets

Get ready!

Ex. 1. Before you read the text, look at the picture talk about signs of rickets.



SUNLIGHT IS THE BEST PREVENTION AND TREATMENT OF RICKETS

Reading

Ex. 2. Read and translate the text using the following words.

rickets	рахит
toss	вертеть
side	сторона, бок
bald	лысый
protruding	рахитичный
belly	живот
crooked	искривленный
lack of	недостаток

Vocabulary

Ex. 3. Fill in the blanks with the correct words and phrases from the word bank.

WORD bank:

appear sweat rickets

- 1 Red rash _____ on his body.
- 2 Lack of vitamin D in the food may cause _____.
- 3 He worked hard in the garden and face was covered with _____.

Ex. 4. Match the word combinations with their translation.

симптомы рахита	wrong care
вертеть головой	crooked legs
спит плохо	cause of rickets
искривлённые ноги	sleep badly
причина рахита	lack of sunlight
неправильный уход	toss head
недостаток солнечного света	symptoms of rickets

Speaking

Ex. 5. Answer the questions.

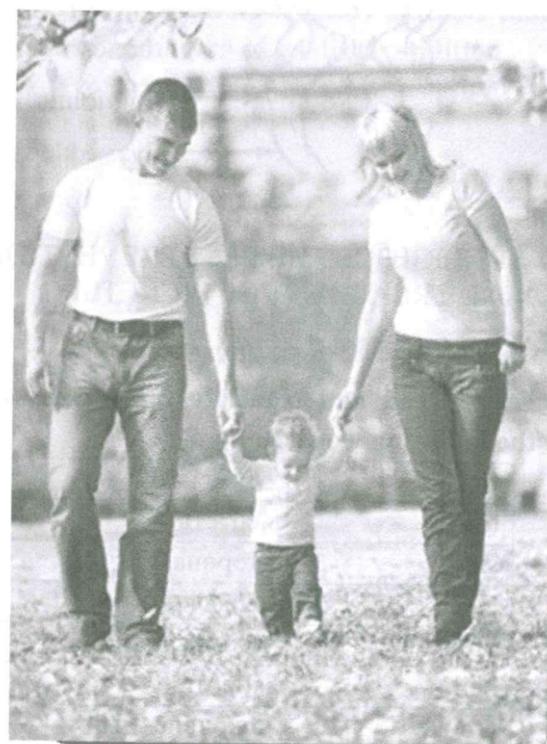
- 1 What do you know about rickets?
- 2 Name the symptoms of rickets?
- 3 What can cause rickets?
- 4 Is it important to feed baby correctly and to keep the baby in the open air for many hours? Why?
- 5 Are there any ways of prevention and treatment of rickets?



Writing

Ex. 6. Translate the notice that we can see at any children's hospital.

Родители! Дети должны много находиться на свежем воздухе. Правильно их кормите, давайте им витамин D — все это поможет вам вырастить здоровых детей.



УРОК 38. Итоговое занятие.

Составление таблицы «Симптомы заболеваний»

LESSON 38. Revision. Compilation of a table "Symptoms of diseases"

Ex. 1. Fill the following table (для специальности «Фармация»)

Disease	Symptoms
Infectious diseases	
Cardiovascular diseases	
Oncologic diseases	
AIDS	
Internal diseases	

Ex. 1. Fill the following table (для специальностей «Сестринское дело», «Лечебное дело», «Акушерское дело»)

Disease	Symptoms
Fever	
Pneumonia	
Hypertension	
Cold	
Tonsillitis	
Bronchitis	
Heart diseases	
Rickets	

УРОК 39. Зачетное итоговое занятие
LESSON 39. Revision

Устный опрос с последующей беседой по темам (для специальностей «Сестринское дело», «Лечебное дело», «Акушерское дело»).

1. Первая медицинская помощь.
2. Перелом. Ожог.
3. Кровотечение.
4. Маточное кровотечение.
5. Отравление. Солнечный удар.
6. Шок. Обморок.
7. Правила поведения медсестры в больнице.
8. У врача. Измерение пульса и АД.
9. Работа палатной медсестры терапевтического отделения.
10. Внутренние болезни.
11. Пневмония. Лихорадка.
12. Гипертония.
13. Простуда.
14. Бронхит.
15. Тонзиллит.
16. Заболевания сердца.
17. Детские болезни (рахит).

Устный опрос с последующей беседой по темам (для специальности «Фармация»).

1. Первая медицинская помощь.
2. Перелом. Ожог.
3. Кровотечение.
4. Маточное кровотечение.
5. Отравление. Солнечный удар.
6. Шок. Обморок.
7. Виды заболеваний. Симптомы.

8. Вирус. Инфекционные заболевания.
9. Сердечно-сосудистые заболевания.
10. Онкологические заболевания.
11. СПИД.
12. Заболевания желудочно-кишечного тракта.

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