

ГАПОУ «Байкальский базовый медицинский  
колледж МЗ РБ»



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**Английская лексика медицинской сестры  
терапевтического отделения**

Пособие  
для студентов и преподавателей  
по дисциплине «Английский язык»

Рассмотрены и одобрены на заседании ЦМК ОГСЭЕН и ОД

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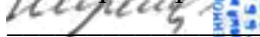
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Пособие для студентов и преподавателей по дисциплине «Английский язык» по специальности 34.02.01 Сестринское дело «Английская лексика медицинской сестры терапевтического отделения»

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Настоящее учебное пособие предназначено для преподавателей и студентов средних медицинских образовательных учреждений.

Учебное пособие включает в себя тексты и диалоги на английском языке, которые сопровождаются серией упражнений, направленных на формирование, тренировку и закрепление навыков и умений как монологической, так и диалогической речи.

## **Оглавление**

Введение.....	4
Основной курс.....	5-37
Часть 1. Заболевания сердечно – сосудистой системы.....	5-16
Часть 2. Заболевания органов дыхания.....	16-26
Часть 3. Оказание первой помощи.....	27-33
Часть 4. Вопросы (ответы) для диалогов «Врач – пациент» в поликлинических условиях.....	33-37
Дополнительный курс.....	37-53
Часть 5. Тексты и диалоги для дополнительного чтения...	37-53
Библиографический список.....	53-54

## Введение

Учебно – методическое пособие по теме: «Английская лексика медицинской сестры терапевтического отделения» составлено в соответствии с требованиями Государственного образовательного стандарта среднего профессионального образования по дисциплине «Английский язык» для студентов по специальности 060109 «Сестринское дело», а также может быть использовано студентами по специальности 060101 «Лечебное дело» повышенный уровень.

Пособие состоит из двух частей: основной и дополнительной.

Основная – это набор специальных текстов по темам: «Заболевание сердечно – сосудистой системы; заболевание органов дыхания; оказание первой помощи» со списком необходимых слов и выражений, необходимых для их понимания, упражнений, контролирующих степень понимания студентами текстов; диалогов с кассой подстановок для их тренировки и драматизации.

Дополнительная – тексты для дополнительного чтения, построенные по той же тематике, что и тексты основной части, и предназначены для самостоятельной работы студентов и ставят целью развитие навыков самостоятельного чтения; а также вопросы (ответы) для составления диалогов в поликлинических условиях.

Тексты, использованные в пособии, интересны и познавательны по содержанию. В связи с профессиональной направленностью особое внимание в текстах уделено заболеваниям сердечно – сосудистой системы, органам дыхания, первой помощи при таких состояниях как потеря сознания, обморок, солнечный удар, шок и другие состояния, которые представляют реальную опасность для жизни пострадавшего.

Целью данного пособия является расширение кругозора студентов через самостоятельную деятельность, развитие навыков чтения и понимания специальной литературы на английском языке, а также развитие навыков устной речи, необходимой в будущей профессии.

# ОСНОВНОЙ КУРС

## Part one Cardio – vascular diseases

### Unit 1

#### Learn the vocabulary to understand the text

contain	<i>содержать</i>	agranulocyte	<i>агранулоцит</i>
plasma	<i>плазма</i>		
microscopical	<i>-микроскопичный</i>	cytoplasm	<i>цитоплазма</i>
element	<i>элемент</i>		
erythrocyte	<i>эритроцит</i>	eosinophil	<i>иозофил</i>
basophil	<i>базофил</i>		
leucocyte	<i>лейкоцит</i>	spleen	<i>селезенка</i>
neutrophil	<i>нейтрофил</i>	bone marrow	<i>костный мозг</i>
thrombocyte	<i>тромбоцит</i>	convert	<i>преобразовывать</i>
monocyte	<i>моноцит</i>	tiny	<i>крошечный</i>
carry	<i>переносить</i>	occur	<i>происходить, случаться</i>
arrive	<i>прибывать</i>		
expel	<i>вытеснять, выводить</i>	remain	<i>оставаться</i>
catabolism	<i>катаболизм</i>	coagulation	<i>коагуляция</i>
hemoglobin	<i>гемоглобин</i>	complete	<i>заканчивать</i>

#### Read and translate the text

### BLOOD

Blood contains a fluid called plasma plus microscopical cellular elements: erythrocytes, leucocytes and thrombocytes.

Erythrocytes are red blood cells of which 4.5—5 million are found in each cubic millimetre. These cells are made in the bone marrow and are important in transporting oxygen from the lungs through the blood stream to the cells all over the body. The oxygen is then used up by body cells in the process of converting food to energy (catabolism). Hemoglobin, containing iron, is an important protein in erythrocytes which helps in carrying the oxygen as it travels through the blood stream. Erythrocytes also carry away carbon dioxide (CO<sub>2</sub>), a waste product of catabolism of food in cells, from the body cells to the lungs. On arriving there it is expelled in the process of breathing.

Leucocytes are white blood cells from 4,000 to 10,000 per cubic millimeter existing in several types: granulocytes and agranulocytes, which are also subdivided into different types.

Granulocytes are cells with granules in their cytoplasm formed in the bone marrow. There are three types of granulocytes: eosinophils, basophils, neutrophils.

Agranulocytes are produced in lymph nodes and spleen. There are two types of agranulocytes: lymphocytes and monocytes.

Thrombocytes or platelets are tiny cells formed in the bone marrow. They are necessary for blood clotting. Their number is 400,000 per cubic millimeter. The plasma is the fluid portion before clotting has occurred. The serum is the fluid portion of blood remaining after the coagulation process is completed.

**Find English equivalents for these words and word combinations in the text:**

1. микроскопические клеточные элементы 2. в каждом кубическом миллиметре 3. через кровоток 4. по всему организму 5. процесс превращения пищи в энергию 6. выводить 7. продукт отхода 8. выталкивать, выбрасывать 9. несколько видов 10. лимфатические узлы 11. крошечные клетки 12. свертываемость крови 13. завершаться

**Translate the following word combinations:**

the habit of smoking, the way of producing it, the hope of seeing you, the chance of getting the prize, the method of transporting, the necessity of knowing, the importance of carrying away waste products, the time of arriving, the fact of existing

**Answer these questions:**

1. What does blood contain?
2. How many erythrocytes can be found in each cubic millimeter?
3. Where are these cells made?
4. What is their function?
5. What role does hemoglobin play?
6. What are the types of leucocytes?
7. Where are agranulocytes produced?
8. What types of granulocytes do you know?
9. What organ forms thrombocytes?
10. How many platelets are there in one cubic millimeter?
11. What is the difference between the plasma and the serum?

**Ask questions about the sentences:**

1. Hemoglobin is an important protein in erythrocytes.
2. Leucocytes are white blood cells from 4,000 to 10,000 per cubic millimeter.
3. There are three types of granulocytes: eosinophils, basophils, neutrophils.

**Ask questions about the text and answer them. Work in pairs****Make up a summary of the text "Blood"****Unit 2****Learn the vocabulary to understand the text**

pump насос  
circulate циркулировать  
valve клапан  
carry переносить  
artery артерия  
vein [vein] вена  
adult взрослый  
pulse пульс  
skin кожа  
occur происходит  
wrist запястье  
chest грудная клетка

breast грудь  
tube труба  
chamber камера  
atrium предсердие  
ventricle желудочек  
death смерть  
apply применять  
pressure давление  
squeeze сжимать  
spine позвоночник  
relax расслабиться

**Read and translate the text****HEART**

The heart is simply a pump which circulates blood throughout the body. Tubes called blood vessels carry it from the heart to all parts of the body and back again. This round trip is known as the circulation. Vessels carrying blood away from the heart are known as arteries and those returning blood to the heart are known as veins. The heart pumps blood round the body about 70 times a minute in adults. The heartbeats can be felt as the pulse' where certain arteries lie just beneath the skin, and the most well-known place where this occurs is at the wrist.

The heart lies in the chest immediately behind the breast bone<sup>2</sup>. It consists of two chambers, left and right, separated from each other by a wall. Each chamber is further divided<sup>3</sup> into upper and lower compart-



ments which communicate with each other<sup>4</sup> by valves. Each upper compartment is called an atrium and each lower a ventricle. Note that there is no communication at all between the left and right sides of the heart.

Heart failure<sup>5</sup>, or cardiac arrest, means that the heart has stopped beating. This, of course, means that no blood is being pumped round the body and death occurs in a few minutes. But as the heart is just a simple pump<sup>6</sup>, it can be made to beat artificially by rhythmically applying pressure to the chest. This squeezes the heart between the breast bone and forces blood out the heart into the circulation. When pressure on the chest has been relaxed, blood returns to the heart again.

### Notes

1. can be felt as the pulse — можно определить по пульсу
2. immediately behind the breast bone — непосредственно за грудиной
3. is further divided — далее подразделяется
4. communicate with each other — сообщаются друг с другом
5. heart failure — паралич, остановка сердца; сердечная недостаточность
6. as the heart is just a simple pump — поскольку сердце всего лишь простой насос

**Find English equivalents for these words and word combinations in the text:**

1. просто насос
2. кровеносные сосуды
3. круговое движение
4. известны как
5. у взрослых
6. располагаться непосредственно под кожей
7. где это происходит
8. состоит из двух камер
9. каждый верхний отдел
10. вообще нет сообщения
11. его можно заставить биться искусственно
12. выталкивать кровь из сердца

### Answer these questions:

1. What is heart?
2. What are tubes carrying blood called?
3. Where can the heartbeats be felt?
4. Where does the heart lie?
5. What does the heart consist of?
6. What compartments is each chamber divided into?
7. What are the compartments called?
8. What does heart failure mean?

Can the heart be made to beat artificially? 10. When does blood return to the heart again?

**Ask questions about the sentences:**

1. The heart circulates blood throughout the body.
2. The heartbeats can be felt as the pulse.
3. Each chamber is divided into upper and lower compartments.
4. The heart has stopped beating.
5. Death occurs in a few minutes.
6. Vessels returning blood to the heart are known as veins.

**Ask ten questions about the text and answer them. Work in pairs**

**Make up a summary of the text "Heart"**

### **Unit 3**

**Learn the vocabulary to understand the text**

Pump - насос, накачивать, нагнетать, выталкивать, выбрасывать

Rate - частота, степень

Pulse rate - частота пульса

Respiratory rate - частота дыхания

Beat - удар; ударять, (beat, beaten)

Per minute - в минуту

Contract - сокращаться

Artery - артерия

Systole - систола

Diastole - диастола

Atrium - предсердие

Ventricle - желудочек

**Read and translate the text**

### **WORK OF THE HUMAN HEART**

The human heart contracts from the first moment of life until the last one. The contractions of the heart pump the blood through the arteries to all the parts of the body. Physiologists have determined that in the adult the heart makes from 60 to 72 beats per minute. In children the rate of heart beat is much higher. Research work has determined that rate of heart beat increases depending on different emotions.

Each beat of the heart is followed by a period of rest. Each contraction and a period of rest compose a cardiac cycle.

Each cardiac cycle consists of three phases: the first phase of short contraction — the atria systole, the second phase of a more prolonged contraction — the ventricular systole. The period of rest is called the diastole.

Research work of many physiologists has estimated the role of the ventricles as the main pump of the human heart.

**Find English equivalents for these words and word combinations in the text:**

человеческое сердце, сокращаться, сокращения сердца, артерия, взрослый человек, 72 удара в минуту, определить частоту сердцебиения, зависит от различных эмоций, сердечный цикл, систола предсердия, систола желудочка, диастола, насос.

**Answer these questions:**

1. What have physiologists determined?
2. Is the rate of the heart beat in children much higher?
3. What do the cardiac cycle compose?
4. Which three phases do each cardiac cycle consist of?

**Ask questions about the sentences:**

1. The human heart makes 60-80 contractions per minute.
2. On physical exertion the heart has a short period of rest and the diastole becomes less.
3. Ten tones of blood are pumped through the heart daily.
4. The heart acts as a pump.
5. John Floyer, an English doctor, was the first scientist to find out the varying pulse rate in men.

**Ask questions about the text and answer them. Work in pairs**

**Give up a summary of the text “Work of the human heart”**

## **Unit 4**

**Learn the vocabulary to understand the text**

Disorder - расстройство, нездоровье

Congenital - врождённый

Acquired - приобретенный

Club-like - похожие на барабанные палочки

Pulmonary - легочный  
To depend - зависеть от  
To pick up - уловить, обнаружить  
Puffiness – одутловатость

### **Read and translate the text**

#### **HEART DISEASE**

Heart disorders fall into two broad groups: congenital and acquired. Congenital heart defects are caused by structural defects. Acquired heart disease is mainly due to rheumatic fever.

Congenital defects may result in cyanosis if the defect is such that blood does not pass through the lungs for oxygenation. The patient has blue lips and blue-finger and toe-nails. The ends of the fingers and toes are rounded and club-like.

Sometimes there is an opening between the left and right side of the heart, or even between the aorta and pulmonary artery.

Symptoms depend on the type of heart disease. Sometimes, the defect is picked up on a routine examination; at other times there may be breathlessness, difficulty in walking or running, swelling of feet and puffiness of face, and later of the whole body. Some of these anomalies can be surgically corrected.

#### **Find English equivalents for these words and word combinations in the text:**

врождённый, приобретённый, дефекты (пороки сердца). структурные дефекты, врождённые пороки сердца, у больного посиневшие губы, пальцы на руках и ногах – закруглённые, похожи на барабанные палочки, отверстие, лёгочная артерия.

#### **Answer the following questions:**

1. What kind of groups do the heart disorder fall?
2. What are the symptoms of some congenital heart defects?
3. Can these anomalies be surgically corrected?

#### **Ask questions about the sentences:**

1. Heart disorders fall into two broad groups.
2. The patient has blue lips and blue-finger and toe-nails.
3. Sometimes there is an opening between the left and right side of the heart.

4. The doctor is picked up on a routine examination.

**Ask questions about the text and answer them. Work in pairs**  
**Make up a summary of the text “Heart disease”**

## **Unit 5**

### **Learn the vocabulary to understand the text**

Hypertension – гипертония

Primary hypertension – первичная гипертония

Secondary hypertension – вторичная гипертония

Blood pressure – кровяное давление

Level – уровень

Malignant – зловердный, злобный, злокачественный

Accelerated – ускоренный, увеличенный

Intracranial pressure – внутричерепное давление

Crisis exists – гипертонический криз

### **Read and translate the text**

#### **HYPERTENSION**

Hypertension is defined as a sustained elevation of arterial blood pressure at a level of 140/90 or higher in persons between the ages of 13—50 and 160/95 or higher in persons over 50 years of age. Hypertension is classified as primary (essential or idiopathic) or secondary. Primary hypertension, which constitutes approximately 90 % of the cases, has an unknown etiology. Secondary hypertension occurs as a result of other pathological conditions such as Cushing's syndrome, increased intracranial pressure, renal disease, pheochromocytoma, and coarctation of the aorta. Hypertension is classified according to the degree of severity, ranging from Class I (mild hypertension with a diastolic pressure between 90—104 mm Hg) to Class III (severe hypertension with a diastolic pressure above 115 mm Hg). Accelerated or malignant hypertension is characterized by a sudden and rapid rise of diastolic pressure above 120 mm Hg and concurrent Grade III— IV retinopathy. When the pressure elevation causes an immediate threat to the client's life, hypertensive crisis exists.

### **Answer the following questions:**

1. What is hypertension?

2. What is primary hypertension?
3. What is secondary hypertension?
4. When does hypertensive crisis exist?

### **Ask questions about the sentences:**

1. Hypertension is classified as primary or secondary.
2. Primary hypertension has an unknown etiology.
3. Secondary hypertension occurs as a result of other pathological conditions.
4. Hypertension is classified according to the degree of severity.

### **Ask questions about the text and answer them. Work in pairs Make up a summary of the text «Hypertension»**

## **Unit 6**

### **Learn the phrases:**

You have a heart trouble - *у вас сердце не в порядке (больное)*

Mild form - *слабовыраженная форма*

How long has the heart been troubling you? - *как давно сердце беспокоит вас?*

Physical strain - *физическая нагрузка (напряжение)*

I'm interested - *я занимаюсь*

You'll have to undergo a cardiogram - *вам необходимо сделать ЭКГ*

### **Read the dialogue**

**Dr:** Here is your history(1). Our cardiologist(2) has noted that you have a heart trouble in a mild form. How long has the heart been troubling you?

**P.:** For three or four months(3), no more I suppose.

**Dr:** Let me examine your heart... Good. When does the pain occur?

**P.:** The pain usually occurs on physical strain(4).

**Dr:** Why didn't you consult the doctor earlier?

**P.:** I didn't think it was serious.

**Dr:** Do you go in for sports?

**P.:** Oh, yes, I'm interested in athletics(5).

**Dr:** You'll have to undergo a cardiogram and after that come again.  
Here is the direction.

**Read the dialogue in pairs making substitutions**

1. Medical card  
Medical history
2. Physician  
Doctor
3. For two or three weeks  
For three or four days
4. At rest  
On exertion
5. Boxing  
Wrestling

**Act out the dialogue**

**Make up your own dialogue**

**Read the dialogue**

- I have an awful headache (1), it feels as if my head (2) were falling to pieces.
- Do you have these pains all the time?
- No, not all the time, but often.
- Did you take any drug (3)?
- No, no (4) doctor.
- Let me measure your blood pressure (5).
- Oh, your pressure is rather high (6).
- Now take a tablet and stay in bed (7).

**Read the dialogue in pairs making substitutions**

1. Toothache
2. Law jaw
3. Medicine
4. Yes, yes
5. Examine your tooth
6. Your tooth is working loose
7. Now I must give you an injection and pull out it

**Act out the dialogue**

**Make up your own dialogue**

**Read the dialogue**

**Patient:** I haven't been feeling well (1), doctor.

**Doctor:** What's wrong with you (2)?

**Patient:** I've had pain here -just below my heart.

**Doctor:** Do you have these pains all the time?

**Patient:** No, not all the time. They usually come after (3) meals.

**Doctor:** After (4) meals? Do you eat much?

**Patient:** Well, I'm very fond of food.

**Doctor:** That's the reason why you have these pains near the heart.

You'd better eat not so much. What's your weight?

**Patient:** About 85 (5) kilograms, I think.

**Doctor:** Try to get your weight down. Not so much bread, no sugar, no butter, no cake.

**Patient:** Well, I'll try, but it is not easy.

**Read the dialogue in pairs making substitutions**

1. I am taking ill

I feel bad

2. What has happened with you?

What's the matter with you?

3. During

Before

4. 80

78

**Act out the dialogue****Make up your own dialogue****Part two****Organs of respiration disease****Unit 1****Learn the vocabulary to understand the text**

breathing дыхание

provide обеспечивать

interchange обмен

protective защитный

cage клетка

rib [rib] ребро

huge огромный

tiny крошечный

air sac легочная альвеола

network сеть

passage 1. проход; 2.

проходить



muscle мышца  
diaphragm диафрагма  
abdomen живот  
throat горло  
bronchi бронхи

airway воздушный путь  
surround окружать  
trachea трахея  
eliminate устранять

Respiration means breathing. Its function is to provide the means whereby oxygen enters the blood and carbon dioxide leaves. This interchange of gases occurs in the lungs which are situated in the chest, one on each side of the heart.

The chest forms a protective cage for the heart and lungs. The bars of the cage are formed by the ribs — which are joined to the breast bone in front and spine behind. The spaces between the ribs are filled by the rib muscles. The floor of the cage<sup>1</sup> is formed by the diaphragm, which is a sheet of muscle separating the chest from the abdomen.

In order to<sup>2</sup> reach the lungs, the air we breathe enters the throat through the nose or mouth and passes into the larynx. Below the larynx the air passes along a tube called the trachea, which runs down the neck to the chest where it divides into two. These two branches are known as the right and left bronchi and they enter their respective lungs. Just as arteries divide up into smaller arteries and finally into thin-walled capillaries, so do the bronchi<sup>3</sup> divide inside the lungs. Each bronchus divides into many smaller and smaller tubes until it eventually ends up as a huge number of tiny air sacs, which comprise each lung. A network of capillaries originating from the pulmonary artery passes round each air sac<sup>4</sup>.

Air breathed in through the nose<sup>5</sup> passes via the throat, larynx, trachea and bronchi to the air sacs of the lungs. This passage from nose to lungs is known as the airway. In the lungs, oxygen from the air passes through the thin walls of each air sac and its surrounding capillary to reach the blood. In the same way carbon dioxide passes simultaneously out of the blood into the air sacs. This gaseous exchange for replenishing the blood with oxygen and eliminating the waste product, carbon dioxide, is the sole purpose of respiration.

Oxygen enters the blood by combining with haemoglobin in the red cells; whereas carbon dioxide is carried by the plasma.

## NOTES

1. the floor of the cage — основание клетки
2. in order to — для того чтобы ...
3. just as arteries ... so do the bronchi — как артерии ..., так и бронхи
4. passes round each air sac — оплетает каждую альвеолу
5. breathed in through the nose — вдыхаемый через нос

**Find English equivalents for these words and words combinations in the text:**

отделяющий грудную клетку от живота, ниже гортани, крошечные воздушные мешочки, воздушный путь, одновременно, соединяясь с гемоглобином.

**Answer these questions:**

1. What is respiration?
2. How can you characterize its function?
3. Where does the interchange of gases take place?
4. What does the chest form?
5. What are the spaces between ribs filled by?
6. What does the diaphragm separate?
7. Where does the air pass below the larynx?
8. How do the bronchi divide inside the lungs?
9. What passes round each air sac?
10. How can you describe the airway?
11. What is the sole purpose of respiration?
12. What takes place in the red cells during respiration?

**Ask questions about the sentences:**

1. The floor of the cage is formed by the diaphragm.
2. Below the larynx the air passes along the trachea.
3. The bronchi divide inside lungs.
4. Air enters the body through the nasal cavities.
5. There are three divisions of the pharynx.
6. The larynx contains the vocal cords.

**Ask questions about the text "Respiration" and answer them. Work in pairs**

**Make up a summary of the text "Respiration"**

## **Unit 2**

## **Learn the vocabulary to understand the text**

1. to take the temperature - измерять температуру
2. chart - карта
3. temperature chart - температурная карта
4. to carry out - выполнять
5. prescription - предписание, рецепт
6. ward - палата
7. to examine - осматривать (больного)
8. ward nurse - палатная сестра
9. condition - состояние
10. injection - инъекция, впрыскивание
11. practice - практика
12. attentive - внимательный
13. to observe - наблюдать
14. change - изменение
15. therapeutic – терапевтический

## **Read and translate the text**

### **In a hospital**

I am a nurse. I work at a therapeutic hospital. Many doctors and nurses work at the hospital. Our hospital is very large. Work at the hospital begins at 6 o'clock in the morning. The nurses begin to take the temperature of the patients at 6 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 wards. The doctors come at 9 o'clock in the morning and begin to examine the 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. Usually I tell him that they are well. But 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 learnt, by practice. I am a very attentive and try to observe any change, in a patient's condition.

## **Find English equivalents for these words and word combinations in the text:**

1. измерить температуру пациентам (больным)

- 2.записать температуру в температурную карту
- 3.раздать лекарства больным
- 4.проветрить палаты
- 5.осмотреть больных
- 6.выписать рецепт и инъекции
- 7.быть внимательным и наблюдательным
- 8.любые изменения состояния больных

### **Answer these questions**

- 1.Where do you work?
- 2.What are you?
- 3.Are you a doctor or a nurse?
- 4.Who is working at the hospital?
- 5.Do you work at the therapeutic hospital?
- 6.Is this hospital large or small?
- 7.When does the work at a therapeutic hospital begin?
- 8.Who takes the temperature of the patients?
- 9.What do the nurses do?
- 10.Who retells the doctor about the condition of the patients?
- 11.When does the doctor prescribe some new medicine or injections?
- 12.How can the nurse's work be learnt by?
- 13.How do you think, who must be very attentive in a patient's condition?
- 14.Do you like your profession?

### **Ask questions about the sentences:**

1. Examining a patient a nurse must be very attentive.
2. A nurse gives patients medicine.
3. In the morning the nurses begin to take the temperature of the patients.
4. A nurse writes the temperature down in temperature charts.
5. Each ward nurse tells the doctor about the patient`s condition.

### **Ask questions about the text and answer them. Work in pairs**

### **Make up a summary of the text "In a hospital"**

## **Unit 3**

## **Learn the vocabulary to understand the text**

Bronchitis- бронхит

To spread - распространяться

Air passages - дыхательные пути

To interfere - мешать, служить помехой

Frequently – часто

Severe -тяжёлый, серьёзный

To persist - упорствовать

## **Read and translate the text**

### **BRONCHITIS**

Bronchitis may be mild or severe. It simply means that the cold has spread to the air passages. There may or may not be fever, but the cough may be severe and it may interfere with feeds and sleep. If there is fever and the person coughs frequently, you must consult a doctor. Even without fever, if the cough persists a doctor should be consulted. Aspirin may be given to bring down the fever.

### **Find English equivalents for these words and word combinations in the text:**

может быть слабый или тяжёлый, дыхательные пути, возможна лихорадка, мешать сну, человек часто кашляет, следует проконсультироваться с врачом, снизить жар.

### **Answer these questions**

What kind of bronchitis do you know?

What are the symptoms of bronchitis?

What medicine do you take to bring down the fever?

Must you consult a doctor?

### **Ask questions about the sentences:**

Bronchitis may be mild or severe.

There is a fever.

Patient must consult a doctor.

Aspirin may be given to bring down the fever.

**Ask questions about the text and answer them. Work in pairs**

**Make up a summary of the text “Bronchitis”**

## **Unit 4**

**Learn the vocabulary to understand the text**

Acute - острый, сильный

Inflammation - воспаление

To confirm - подтверждать

Malnourished - плохо питающийся

**Read and translate the text**

### **PNEUMONIA**

Pneumonia is an acute inflammation of the lung. It may be caused by bacteria or viruses. It may follow a cold and bronchitis, or may come on suddenly. It may also be a complication of measles or whooping cough. The child looks ill, has fever, cough, and very rapid breathing. He may also complain of pneumonia. A doctor should be consulted, and depending on the severity the child may be treated at home or admitted to a hospital. If his breathing is very rapid, he may need oxygen. Most pneumonias can be treated with antibiotics. Pneumonia can be dangerous in a malnourished child, or in very young children, especially if it is due to an organism called staphylococcus. Viral pneumonia cures gradually. The child should be kept in bed, given plenty of and a highly nourishing diet.

**Find English equivalents for these word and word combinations in the text:**

острое воспаление, возникает неожиданно, ребёнок выглядит больным, учащённое дыхание, боль в груди, может быть опасным, плохо питающийся ребёнок.

**Answer these questions**

1. What is pneumonia?
2. What are the symptoms of pneumonia?
3. Does the child treat at home or admit to a hospital?

**Ask questions about the sentences:**

1. It may caused by bacteria or viruses.
2. Most pneumonias can be treated with antibiotics.
3. Pneumonia can be dangerous in a malnourished child.
4. The child should be kept in bed, given plenty of and a highly nourishing diet.

**Ask questions about the text and answer them. Work in pairs**

**Make up a summary of the text “Pneumonia”**

## **Unit 5**

### **Learn the vocabulary to understand the text**

1.a mild upper respiratory infection - инфекция верхних и нижних дыхательных путей

2.to have chills, fever and marked prostration - знобить, лихорадить и сильно ослабнуть

3.a sputum - мокрота

4.a density - уплотнение, затемнение

5.a crepitation and moist rales in the chest - сухие и влажные хрипы в груди

### **Read and translate the text**

A man, aged 52, developed a mild upper respiratory infection one week previous to admission. Two days before he had chills fever and marked prostration. He coughed a little but did not complain of chest pain.

The man's temperature was 39.3 °C, pulse 126 and respiratory rate 36 per minute; B. P. {blood pressure} 140/90 mm Hg. There was bronchial breathing over the right lateral chest. The urine was normal. Hemoglobin content was 85% and leucocyte count 20,000. Laboratory analysis revealed type I pneumococci in the sputum. An X-ray film of the chest showed a large area of density in the right upper field of the lung.

The patient received an initial oral dose of 2 gr of sulfadiazine and then 1 gr. every four hours. The treatment lasted 11 days. On the seventh day of the therapy the patient felt and looked much better. The bronchial breathing disappeared, but there appeared a crepitation and moist rales. In twelve days the temperature fell to normal; leucocyte count lowered

reaching 7,200. The moist rales nearly disappeared; pulse was 80 and respiratory rate 20 per minute. Soon the patient made a complete recovery without any complications.

**FIND English equivalents for these word combinations in the text:**

инфекция верхних дыхательных путей; за неделю до...; у него озноб; заметная слабость; немного кашлять; частота дыхания; состав гемоглобина; рентгеновский снимок, лечение длилось...,

**Answer these questions**

1. What has happened with a man?
2. What had he two days before?
3. What was his temperature, pulse, blood pressure?
4. Has he bronchial breathing over the right lateral chest?
5. Was the urine normal?
6. How long did the treatment last?
7. When and after what treatment did the patient feel and look much better?

**Ask questions about the sentences:**

A man developed a flu one week previous to admission.

He coughed a little.

The urine was abnormal.

Laboratory analysis revealed type 1 pneumococci in the urine.

The treatment lasted 11 days.

**Ask questions about the text and answer them. Work in pairs**

**Make up a summary of the text**

## **Unit 6**

**Learn the phrases**

**Attending doctor** - лечащий врач.

**To diagnose a case** - диагностировать болезнь.

**He made her gargle** - он прописал ей полоскание для горла (заставил ее полоскать).

**Read the dialogue**

**Attending doctor:** When was the girl (1) admitted?

**Nurse:** Today (2).

**Attending doctor:** Was the onset of her illness sudden?



**Nurse:** Yes, quite, she couldn't sleep at night, felt feverish and developed a bad cough.

**Attending doctor:** Was her temperature high?

**Nurse:** Oh, yes (3), it was very high (4).

**Attending doctor:** Did the physician (5) diagnose the case?

**Nurse:** Yes. He examined her lungs and diagnosed pneumonia (6).

**Attending doctor:** What did he prescribe?

**Nurse:** He prescribed penicillin injections and some mixture (7) for a cough, a tablespoon three times a day (8) before each meal. He made her gargle the throat. Now she is much better.

### **Read the dialogue in pairs making substitutions**

1. the boy
2. tonight
3. no
4. no temperature
5. doctor
6. bronchitis
7. decoction
8. a teaspoon four times a day

### **Act out a dialogue**

### **Make up your own dialogue**

### **Read the dialogue**

- I don't like your cough, Nick (1).
- Yes, it's pretty (2) bad. I can't get rid of it.
- You've got to consult (3) a doctor.
- That's what I'm going to do. I think I must be x – ray (4).

### **Read the dialogue in pairs making substitutions**

1. Mike
2. rather
3. see
4. give injections

### **Act out the dialogue**

### **Make up your own dialogue**

### **Read the dialogue**

- I have a sore throat (1) and my chest hurts (2).
- How long have you been like this?
- Two or three days (3) already.
- I think you`ve got the flu.

**Read the dialogue in pairs making substitutions**

1. high temperature
2. head
3. a week

**Act out the dialogue**

**Make up your own dialogue**

**Read the dialogue**

- How long have you felt like this?
- It started bothering me yesterday afternoon (1)
- I think I`d better take an X-ray (2)

**Read the dialogue in pairs making substitution**

1. today in the morning
2. have my blood examine

**Act out the dialogue**

**Make up your own dialogue**

## **Part three**

### **THE PATIENTS NEED YOU HELP**

#### **Unit 1**

**Learn the vocabulary to understand the texts**

Blood circulation - кровообращение  
 First aid - первая помощь  
 Knowledge - знание  
 Essential - неотъемлемый  
 Emergency - непредвиденный случай  
 To lose - терять  
 Calm - спокойный  
 Injured - пострадавший  
 To hurt - причинить боль  
 Braise - ушиб, синяк  
 Fracture - перелом  
 Limb - конечность

Bleeding - кровотечение  
Severe - тяжёлый  
Loss - потеря  
Case - случай  
Blood transfusion - переливание крови  
Fracture - перелом  
To break - ломать, перелом  
Bone - кость  
Pain - боль  
Swelling - опухоль  
Tenderness - мягкость  
To confirm - подтверждать  
To immobilize - делать неподвижным  
Splint - шина  
Stiff - жесткий  
Limb - конечность  
Joint - сустав  
To bind - привязывать  
Above - наверху  
Below - ниже  
Compound - сложный  
Sterile - стерильный  
Gauze - марля  
To pierce - пронзать, протыкать, прокалывать  
To lose consciousness - терять сознание  
To lay - положить  
Flat - плоско  
To loose - ослабить, расстегнуть  
To cover - покрывать  
To sprinkle - брызгать  
Ammonia water - нашатырный спирт  
As soon as possible – как можно быстрее  
To empty – опорожнять  
To keep him quite – не тревожить его  
Blanket – одеяло  
Sunstroke – солнечный удар  
Immediately – немедленно  
To call in – вызвать (врача)  
Stomach – желудок  
To keep up – поддерживать

Sponge – резиновая губка

Shady – тенистый

To cool – прохладный

### **Read and translate the following texts**

The whole life of a nurse is devoted to people. She is responsible for her patient. Every nurse must have enough knowledge of her work. She must help her patients at any hour of the day or night. That's why you should know how to help a person in different situations.

#### **Situation 1. *If you help a person who lost his consciousness:***

- 1) Lay the person flat on the back.
- 2) Raise his feet a little.
- 3) Loosen 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.

#### **Situation 2. *If you help a person who is in shock:***

- 1) Lay him flat on his back.
- 2) Raise his feet a little.
- 3) Cover him with blankets to keep him warm.
- 4) Give him a warm drink.
- 5) Keep him quiet.

#### **Situation 3. *If you help a person with poisoning:***

- 1) Empty his stomach as soon as possible.
- 2) Give him much water to drink.
- 3) Call in a doctor immediately.

#### **Situation 4. *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.

## FAINTING

The cause of fainting may be different: strong emotion, want of food, fatigue or pain.

In fainting person loses consciousness. Blood doesn't get to the brain. 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. Laying 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 (нашатырный спирт).

## SUNSTROKE

It is very dangerous to fall asleep (засыпать) 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.

If you help a person who has a sunstroke:

1. Take the patient into a *cool* and shady (тенистое) 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*.

## SHOCK

Shock is very dangerous. Loss of blood can cause shock. Severe pain or strong emotion can cause shock too.

The face of a person in shock is usually pale and the skin is cold. Breathing is rapid and shallow. The pulse is rapid.

If you help a person who is in shock:

1. Lay him flat on his back.
2. Raise his feet little.
3. Cover him with blankets to keep him warm.
4. Give him a warm drink.
5. Keep him quiet.

**Find English equivalents for these word and word combinations in the texts:**

потерять сознание, побрызгать холодной водой, вдохнуть нашатырный спирт, положить на спину, поднять ноги, накрыть одеялом, тёплое питьё, опорожнить желудок, как можно быстрее, вызвать врача немедленно, прохладное, тенистое место, поднять голову и плечи, обтереть кожу губкой, потеря крови, учащённое дыхание, вызвать шок, на открытом воздухе, высокая температура, сухая красная кожа, сильная головная боль, лицо становится бледным, появляется пот, он чувствует головокружение, поверхностное дыхание, слабый пульс, очистить желудок.

**Answer these questions:**

1. What are the causes of fainting?
2. What are the aids for shock?
3. What are the aids for poisoning?
4. What are the aids for sunstroke?

**Ask questions about the sentences:**

1. The pulse and breathing of a person in shock are rapid.
2. Give the person four or eight glasses of water.
3. In fainting person loses consciousness.
4. It is important to keep warm a person in shock.

**Ask ten questions about the texts and answer them. Work in pairs**  
**Make up a summary of the texts “Aids for fainting, sunstroke, shock”**

**Unit 2**

**Read the dialogue**

- Hello (1)!
- First aid here. What has happened (2)?

- My friend Nick feels bad. He has a bad headache and his skin is very hot (3).
- Name and age?
- Sidorov Nick Ivanovich, 12 years old (4).
- Address?
- Number 24, Lenin Street, Flat 16 (5).
- A car will arrive in ten (6) minutes.

**Read the dialogue in pairs making substitutions**

1. good morning  
good evening
2. what is the matter with you?  
what troubles you?
3. a pain in his stomach and looks pale  
a fever and vomiting
4. Ivanov Vladimir Petrovch, 22 years old  
Petrova Anna Nicolaevna, 10 years old
5. Number 4, Green Street, Flat 7  
Number 8, River Street, Flat 19
6. in 5  
in 15

**Act out the dialogue**

**Make up your own dialogue**

**Read the dialogue**

- What is the matter with you, Ann? You look pale.
- There's nothing the matter with me, Granny (2).
- I see a sweat appears on your forehead.
- Yes, I feel dizzy and weak (3).
- You must lay flat on the back, but I'll cover you and open the window. (4) Wait a minute (5) I'll call a doctor in.

**Read the dialogue in pairs making substitutions**

1. daughter

2. everything is all right, mother

3. I feel tired

4. stay in bed and have a rest

5. a moment

### **Act out the dialogue**

### **Make up your own dialogue**

#### **Read the dialogue**

-I'd like to have this prescription filled.

- It'll only take a few minutes (1) if you want to wait.

- Have you got something for chapped lips (2)?

-Rub this cream on every four hours (3).

#### **Read the dialogue in pairs making substitutions**

1. take half an hour

2. sore throat

3. gargle this infusion three times a day

### **Act out the dialogue**

### **Make up your own dialogue**

#### **Part four**

**Fill in the medical history of the patient using these questions and answers:**

#### **PASSPORT DATA**

1.What's your full name! (What's your surname?)

My name is... My surname is.... My full name is...

2.How old are you? (Would you kindly tell me your age? Your age?)



I am... My age is...

3. Will you tell me your permanent address? (Your address, please. Where do you live? Where is your house? In what street do you live?).

My permanent address is... My address is... I live in... My house is in... I live in... street.

4. Would you like to tell me about your occupation? (What is your occupation? Your occupation, please. Your profession? Where do you work?)

My occupation is... I work in... My profession is...

5. Are you married or single? (divorced, widowed)? (Have you a wife husband)? How many children have you (have you got)? Tell me, how many people there are in your family?

I am married. I am single. I am divorced. I am widowed.

I have a wife. I have a husband.

I have two (three, four...) children.

There are (three, four...) people in my family.

6. Would you mind telling me what your nationality is? (What's your nationality? Your nationality, please? )

My nationality is... I am Russian (Buryat,...).

7. What is your education? (Your education?)

My education is secondary (secondary professional, high).

### **Complains**

1. What are you complaining of? (What do you complain of? Your complaints, please? What's wrong? Have you had any pain? Where?).

I have a bad headache (stomachache, earache,...)

I have a bad (severe) pain in my heart (head, ear, eye,...).

### **Present history**

1. Where do you feel the pain? (Is it painful here?)

2. I feel the pain in my heart (head, ear, eye,...)

3. Have you been ill for a long time? How long? (How long have you felt pains here? How many days? A month? A week?)

I have been ill for three days (weeks, a month).

I have felt pains here for two days (a week, a month).

4. What kind of pain? (Is your pain constant, severe, mild)? Is

your pain cramping? (burning, stabbing))

My pain is constant (severe, mild).

My pain is cramping (burning, stabbing).

5. Does the pain begin before or after eating? (When does the pain begin? When do you feel the pain?)

The pain begins before (after) eating.

I feel the pain before (after) eating.

5. Tell me, please, did you take any drug (medicine)? Did you take any pills?).

I take tablets (heart drops, tincture, infusion,...).

## **PAST HISTORY**

1. Were you in good health before? ( Had you any illnesses before?)

I were in good health before.

I had pneumonia (bronchitis...) two (three, four) years ago.

2. How did you develop as child? (Were you a normal child?)

I was a normal (week) child.

3. Are you the eldest in you family? (What child are you (the first, second, third, etc.)? What diseases did you have in your childhood (when you were a child)? Had you scarlet fever (mumps, etc)?)

I am the eldest (first, second, third,...) in my family.

I had a scarlet fever (mumps, chicken pox,...) in a childhood.

4. Did you suffer from any grave disease (Have you ever had tuberculosis or syphilis (infectious diseases, heat attacks, fits)).

I had heart attacks (fits, ...).

5. Would you tell me about any complications you had? (Had you any complications after your illnesses?)

I had no complications.

I had some complications after illness.

6. Would you kindly tell me about your living conditions? (What living conditions have you? Have you good or bad conditions? Do you live in a good house?)

My living conditions are good (bad).

I live in a house (flat).

7. You don't earn much, do you? (How much money do you earn? How much money do you get?)

I don't earn much.

I get much money.

I get not much.

8. You don't smoke, do you? (Are you a heavy smoker? Do you smoke?)

I smoke.

I am a heavy smoker.

I don't smoke.

9. Have you a good appetite? (Is your appetite good?)

I have a good (bad) appetite.

10. What about alcohol? (Do you drink any whisky, beer...?)

I don't drink.

I drink any whisky (beer).

**You are a doctor. Examine the patient and learn what has happened with him using these questions**

### PHYSICAL EXAMINATION

1. Open your mouth, will you? (Open your mouth, please).

2. Put out your tongue. (Stick out your tongue. Show me your tongue).

3. Your tongue is rather coated. (Your tongue is not clean).

4. Say 'ah', please. (Say after me: ah'. Ah' please).

5. Try to swallow. (Swallow, please. Do like that, please).

5. Follow my finger with your eyes. (Look at my finger. Don't move your head but follow my finger to the right. Now to the left, up, down).

6. Try to relax, please. (Be quite).

7. Let me feel your pulse. (Put your hand on the table, please).

8. I am going to examine you. (I'll examine you).

9. Strip to the waist, please. (Take your clothes (things) off).

10. Would you breathe deeply? (Breathe deeper. Breathe ).

11. Try to take a deep breath, please. (Again. Breathe in, breathe out).

12. Have a cough. (Cough, please).

13. You may put your clothes on. [You may dress. Dress, please].

14. Let me measure your blood pressure.

**You are about to leave for school. You tell your sick brother (sister) who is staying in bed, what he (she) has to do while you are at school**

**You was not feeling quite well. The doctor examined you and**

**prescribed some treatment**

**Make up the dialogues about these situations using these phrases:**

### **PRESCRIPTIONS AND INSRUCTIONS**

1. I suspect you have...(My diagnosis is ... You have...]
2. I'll prescribe some medicine (tablets, pills, powder, a gargle, drops) for you.
3. Take (have) this drug (a teaspoonful three times a day (daily) after (before) meals.
4. Use this gargle twice a day. (This is a gargle for...)
5. Here is a prescription for... (Here is a paper for you. Order the drug at the chemist's).
6. You'll have to be X-rayed. (You must go to the X-ray room)
7. I'll give you a referral for X-ray (urine, stools) examination.
8. You must collect your urine (stools) in a bottle and bring it to the laboratory.
9. Try to keep the bed. (Lie (stay) in bed).
10. The nurse will give you an injections. The nurse will give you injections... a day.
11. There is nothing to worry about (Don't worry).
12. Everything will be all right (You'll soon recover. You will feel better soon).
13. Follow all my recommendations (Do what I advise you)
14. You should consult a specialist.
15. You'll have to come, back again on... at... o'clock. Come back again in 5 days, please.

### **ДОПОЛНИТЕЛЬНЫЙ КУРС**

#### **Part five**

#### **Texts and dialogues for additional reading**

**Read the text. Translate it into Russian**

#### **At the doctors**

Some time ago I caught a cold. I felt ill and could hardly stand on my legs. I had a splitting headache, a cough, a sore throat. I was running a high temperature. My mother sent for a doctor. The doctor took my

temperature and felt my pulse. Then he told me to strip to the waist and examined me. It was the flu. I had to keep the bed, because I didn't want to have complications. The doctor wrote out a prescription for some medicine and told me to rinse the throat and have tea with a raspberry jam. I followed the doctor's instructions and soon felt better. I went to the health centre to consult a doctor. I had to wait in the waiting room because there were many people. The doctor examined me again and wrote out a slip for x-ray and blood examination. I had to stay at home for some days more. My friends came to see me when I was not infectious. They cheered me up. That helped me to recover quicker. I didn't waste time during my illness. I read a lot and tried to catch up with the class. Why do young people fall ill? The answer may be very simple. You won't catch a cold, for example, if you take care of your health. Your health can be excellent and it can be bad. You must choose. So the best thing for you is to go in for sports. You must also remember some of the rules. They are about how to be in good health. To live in a healthy climate is not enough. What you also need is to spend a lot of time in the open air. It is very useful to go for a long walk in the country. And don't forget to keep your room and your hands clean. Do you remember to get up early and go to bed early? Do you remember to do morning exercises?

**1. Определите тему текста и закончите предложение**

**The text describes ... .**

1. the boy who was ill.
2. the mother who was ill.
3. the man who was ill.

**2. В тексте слово "complication" означает**

1. сложность
2. запутанность
3. осложнение

**3. Выберите предложение, соответствующее содержанию текста**

1. The doctor listened to the heart.

2. The doctor took my temperature and felt my pulse.

3. The doctor gave an injection.

**4. Закончите предложение в соответствии с содержанием текста**

**I followed the doctor's ... .**

1. Recommendations

2. Instructions

3. Advices

**5. Выберите предложение, не соответствующее содержанию текста**

1. I had a splitting headache, a cough, a sore throat.

2. My friends came to see me.

3. It was the pneumonia.

6. Укажите правильный ответ на вопрос

**What has happened with the boy?**

1. He caught a cold.

2. He broke his leg.

3. He had a heart attack.

**Read the text. Translate it into Russian**

### **HEADACHE**

Headache is a symptom of many diseases. It may occur with common cold, fever, eye strain or hunger. It may accompany mumps, malaria, measles and many other infections. But if severe headache persists you should consult a doctor. Frequent and persistent headache may sometimes be a symptom of brain tumor.

**Определите тему текста и закончите предложение**

**The text describes... .**

1. heartache
2. headache
3. stomachache

**2. В тексте слово “persistent” означает**

1. упорный
2. стойкий
3. постоянный

**3. Выберите предложение, соответствующее содержанию текста**

1. It may occur with infectious diseases.
2. It may occur with fractures.
3. It may occur with common cold, fever, eye strain or hunger.

**Read the text. Translate it into Russian**

### **The Doctor`s visit**

When it was time for Lena to get up one morning, she told her mother that she was not feeling well. Her mother felt her forehead, which was hot, and said, “Yes, you were coughing during the night, perhaps you have caught a cold.” Then she took her daughter`s temperature. “Your temperature is too high,” she said, “you can`t go to school today, you must stay in bed and I shall call a doctor.” Then Lena`s mother telephoned the home visiting service of the district polyclinic. “Will you please send a doctor,” she said. “My daughter, fifteen years old, has a temperature of thirty-seven point nine. She was coughing during the night and has a bad headache.” Then she gave the address and the voice in the telephone promised that the doctor would come during the day. Some time later the bell rang and Lena`s mother opened the door to a woman about her age who was wearing a white doctor`s coat under her winter coat and carrying a small bag in her hand. “So you have a cough and a temperature?” she asked, entering Lena`s room. “Well, let`s see what`s the matter.” She took Lena`s

temperature, counted her pulse, and then examined the patient. When she had finished her examinations she said to Lena's mother, "Your daughter has a flu. she must stay in bed for three or four days and take the medicine I shall prescribe." Then she wrote out the prescription and continued, "Take this prescription to the chemist's and you will be given some tablets. Give your daughter one tablet four times a day. The girl will not want to eat while her temperature is high, but give her a lot of milk to drink. Keep her warm in bed, but leave the window open. I shall come to see her the day after tomorrow, but if she gets worse you must ring up the polyclinic immediately. However, I don't think she will get worse. Tomorrow she will cough less and in a day or two she will feel quite herself again." Everything happened just as the doctor had said. Lena took her medicine as prescribed, her temperature became normal, and the cough got better. On the fourth day she was able to get up, three days later she could go out, and in another week she returned to school, glad to see her teachers and friends again.

**1. Определите тему текста и закончите предложение**

**The text describes ... .**

1. the girl who had a flu.
2. the boy who had a pneumonia.
3. the man who had a measles.

**2. В тексте слово "prescription" означает**

1. предписывание
2. рецепт
3. распоряжение

**3. Выберите предложение, соответствующее содержанию текста**

1. Her mother took her daughter's temperature.
2. Her mother counted her daughter's pulse.
3. Her mother prescribed her daughter some tablets.

**4. Закончите предложение в соответствии с содержанием текста**



**She was coughing during the night and has ...**

1. a bad earache
2. a bad headache
3. a bad stomachache

**5. Выберите предложение, не соответствующее содержанию текста**

1. Lena got worse.
2. Lena`s temperature became normal and the cough got better.
3. On the fourth day she was able to get up.

**Укажите правильный ответ на вопрос**

**What did Lena`s mother do?**

1. She gave a tablet.
2. She counted her pulse.
3. She telephoned the home visiting service of the district polyclinic.

**Read the text. Translate it into Russian**

**Vocabulary**

Immunity иммунитет  
resistance сопротивляемость  
имеющий

provide обеспечивать  
antibody антитело

antitoxin антитоксин  
causative причинный  
stimulate стимулировать  
foreign body чужеродное тело  
transplant трансплантат  
host хозяин

overcome подавлять  
concerned связанный,

отношение  
remain оставаться  
acquired immunity приобретенный  
иммунитет  
vaccination вакцинация  
reproduce воспроизводить  
artificially искусственно

subsequent последующий  
transfusion переливание крови

thus таким образом  
несовместимый  
immediately сразу же

incompatible несоответствующий,  
antigen антиген

## IMMUNITY

Immunity means resistance to disease. It is provided by certain white blood cells which release antibodies and antitoxins into the blood plasma. Many causative factors can stimulate white cells to produce antibodies and antitoxins; for example, microorganisms; bacterial, plant and animal toxins; foreign bodies; transplants; transfusion of incompatible blood cells. All such factors are called antigens. When infection occurs, inflammation results<sup>1</sup>, and part of this defensive reaction involves antibodies and antitoxins. They are present in the blood and help overcome the microorganisms concerned. Some of these antibodies and antitoxins can remain in the blood for life and prevent any repetition of the same infection. Such life-long protection<sup>2</sup> is called acquired immunity; but unfortunately it does not occur for every type of microorganism. However, where immunity is possible it can be reproduced artificially in people who have never been infected by a particular microorganism. It may be done by giving a non-immune person a dose of dead microorganisms<sup>3</sup>. This is called *vaccination*. Dead microorganisms cannot produce disease but they do stimulate the host's body to produce antibodies and antitoxins against the particular microorganisms concerned. Thus any subsequent infection<sup>4</sup> with these organisms is immediately overcome by the antibodies and antitoxins already present. If there has been no vaccination or prior exposure to disease, acquired immunity is not present. However, all individuals inherit some degree of natural immunity and this helps explain why some people are more resistant to disease than others.

## NOTES

1. inflammation results — наступает воспаление
2. Such life-long protection — Такая защита, имеющая место на протяжении всей жизни
3. dead microorganisms — ослабленные микроорганизмы
4. any subsequent infection — любое последующее инфицирование

## Определите тему текста и закончите предложение

**The text describes ... .**

1. inflammation
2. immunity
3. complication

**2. В тексте слово “immunity” означает**

1. иммунитет
2. освобождение
3. неприкосновенность

**3. Выберите предложение, соответствующее содержанию текста**

1. Immunity means receptivity to disease.
2. Immunity means complication of the disease.
3. Immunity means resistance to disease.

**4. Закончите предложение в соответствии с содержанием текста**

**During pregnancy a mother passes on her own antibodies and antitoxins to her unborn baby and this provides the passive immunity for... .**

1. the first few months after birth
2. during all life
3. the first two years

**5. Укажите правильный ответ на вопрос**

**What is immunity provided by?**

1. It is provided by certain white blood cells.
2. It is provided by red blood cells.
3. It is provided by thrombocytes.

**Read and translate the dialogue**

**At the doctor**

**I don't feel quite myself** – мне что-то не по себе

**Bad headache** – сильная головная боль

**Take one's temperature** – измерить температуру

**Feel the pulse** – прощупывать пульс

**Armpit** – подмышки (подмышечная впадина)

**Breathe** – дышать; дышите

**Bad cold** – сильная простуда

**Is the treatment for long?** – Это лечение надолго?

**Mind not to take** – не принимайте (остерегайтесь)

**Hope you'll be fit soon again.** – Надеюсь, вы скоро будете здоровым.

**Cold rubdown** – холодное обтирание

**That will keep you from catching cold.** – букв. Это предохранит вас от простуды (это закалит вас).

*Patient:* How do you do, doctor?

*Doctor:* How do you do? Take a seat and tell me what's the matter with you?

*P-t:* I don't feel quite myself, doctor.

*Dr:* What are your complaints?

*P-t:* I am suffering from (I have) a bad headache, a sore throat, a stuffy (clogged up) nose and a cough (coughing).

*Dr:* Have you taken your temperature?

*P-t:* Yes. This morning it was 37.4.

*Dr:* Take a seat and let me feel your pulse. That's right. Now keep the thermometer under your armpit until. I tell you to take it out. (After five minutes). The temperature is not normal. It is 37.9. now I'll check (take) your blood pressure. Sit still. Right... It's higher than normal... Strip to the waist. Sit down. Breathe, please... Breathe deeply. Stop. Cough a little... Good. Breathe once more... Now lie down on the couch. I'll examine your stomach. Does it hurt here? No? And here? No, I see it's all right. Dress up, please.

*P-t:* What's the matter with me, doctor, please?

*Dr:* you have a bad cold. Go to the bed at once. I'll write out a prescription. Take the medicine 9drug0 three times a day. Shake the bottle before using the mixture (potion).

*P-t:* Is the treatment for long, please?

*Dr:* It's a bad cold. Stay in bed and take the drug until your temperature is normal again. Then stop taking the medicine. Let me know and I'll come to examine you. Mind not to take any antibiotics without doctor's permission. Hope you'll be fit soon again.

*P-t:* Thank you, doctor.

*Dr:* When you are well again, you should have a cold rubdown every morning. That will keep you from catching cold.

**Read and translate the dialogue**

**How did you get that hoarse voice?** – Почему вы охрипли?

**I must have caught cold.** – Я, должно быть, простудился.

**I couldn't stop sneezing** – я, не переставая, чихал

**To blow one's nose** – сморкаться

**A runny (running) nose** – сильный насморк

**All week long** – всю неделю

**A few drops of menthol will give you instant relief.** – от нескольких капель ментола вам сразу же станет лучше.

**I'd advise** – я бы посоветовал

**Catching** – заразный, контагиозный

- How do you do?

- What had happened to your voice? How (in what way) did you get that hoarse voice?

- I must have caught cold, doctor.

- Have you been febrile? (feverish)

- No, I've got no temperature. It was much worse a few days ago.

I couldn't stop sneezing and I had a splitting (violent) headache from blowing my nose so often.

- Do you complain of a sore throat? Let me have a look at it. Say: ah... no, there is no inflammation there.

- I can swallow all right, but my nose is all clogged up. First, I was having a runny nose all week long, and now it's clogged up. Give me some drug, please.

- I few drops of menthol will give you instant relief. When you come home, get into bed and drink plenty of hot tea to warm yourself. I'd also advise a hot water-bottle to your feet and if it doesn't help, try a scalding (very hot) foot-bath. That will relieve the cold. Take care to avoid draughts or you'll be having an earache next, and earache is sometimes unbearable. Mind (remember), complications can be very serious. Don't forget that cold is catching. Those who come in contact with you might be infected with the disease. So they'll have to wear masks for protection. Here's the prescription.

- Thank you, doctor. Hope, I'll soon be better.

## **Read the dialogues**

### **Dialogue 1**

**Dr:** Good evening Mr. Petrov. What's the trouble?

**Patient:** I haven't been feeling well for some time. I have lost my appetite and I don't sleep very well. I have a bad cough that I can't get rid of, and a pain in my chest, sometimes when I breathe.

**Dr:** I see you had better have an examination. Let me see your tongue. Yes, your stomach is a little out of order. Now your pulse... Yes, that's all right. Now strip to the waist and I'll listen to your chest. Do you smoke a lot?

**Patient:** Well, rather a lot, I'm afraid twenty or thirty cigarettes a day.

**Dr:** H'm! You should cut that down. Give it up if you can. Let me see your throat. Open your mouth. Say: "Ah".

**Patient:** Ah! Ah!

**Dr:** All right. Have you been losing weight?

**Patient:** No, I don't lose or gain.

### **Dialogue 2**

- Hi, I'd like an appointment with the doctor as soon as possible.
- Have you been in before?
- No, I haven't.
- Okay, you're a new patient then.
- Well, yes, but I don't live here. I'm passing through town.
- I see. And what's the matter?
- I'm dizzy and I have pretty bad diarrhea.
- And since you're not a resident of this city, I'll have to ask you to pay 55 dollars for the office call today.
- That's fine. See you at three.

### **Dialogue 3**

- Dr. Katunas's office. May I help you?
- Yes. I'd like to make an appointment for a dental checkup.
- Are you one of the doctor's regular patients?
- No, I'm not. I recently moved to this area and a friend of mine recommend Dr. Katuna.
- I see Dr. Katuna can see you next Thursday. Do you prefer morning or afternoon?
- Morning is best for me.
- Would 10:30 be fine.
- That would be fine.
- Good. We'll expect you then at 10:30 on Thursday.

- Thank you very much.

#### **Dialogue 4**

- Hi, What`s the problem?
- I fell down some steps and hurt my wrist.
- I`ll say you did. That looks pretty swollen. Let`s see...Does that hurt?
- Ow!
- Can you move it at all?
- It hurts too much!
- Does it hurt when I bend it?
- Yes!
- It may be broken, or it may be badly sprained. I`m going to have an X-ray taken, and then we`ll see. I`ll probably want a cast on it. In the meantime, I`ll give you something for the pain.Are you allergic to any drug?
- No.
- Okay, take these, and then go to an X-ray, two doors down the hall. The nurse will help you.
- Thanks.

#### **dialogue 5**

- Please, fill in my medical history.
- Your name?
- Joan Koff.
- Age?
- 28.
- Sex: female. Occupation?
- Teacher.
- Family status?
- Single.
- Family history?
- Father, a diabetic, suffered an attack of coronary thrombosis with myocardial infarction at 60; made a satisfactory recovery; mother suffering from neuralgia; elder sister suffered an attack of coronary thrombosis at 19.
- Past medical history, please?

- Hospitalized at a country hospital because of the severe pain in the sternal region, radiating over the entire chest; electrocardiogram reported normal. Neither serious illness nor operation before.

- Present complaint?

- Severe and pressing pain radiating over the entire chest.

- How often is the attack?

- Two or three times a day.

- Former diagnosis?

- Angina pectoris or coronary insufficiency.

- Medical management?

- No medical treatment at all. As soon as I felt better I was discharged: I had to leave the hospital.

diabetic    больной диабетом

suffered an attack    перенёс приступ

coronary thrombosis    коронарный тромбоз

myocardial infarction    инфаркт миокарда

severe pain in the sternal region    сильная загрудинная боль

radiating over the entire chest    с иррадиацией на всю поверхность грудной клетки

pressing pain    боль сжимающего характера

angina pectoris = coronary insufficiency    стенокардия или коронарная недостаточность

medical management    методы лечения

## **Dialogue 6**

A talk with a nurse

Patient: Will the physical examination take much time, Nurse, please?

Nurse: Oh yes, it will. You are to undergo a thorough examination. Heart, lungs, kidneys, liver, stomach and chest will be x-rayed and examined.

P: I was told that I would have to go through the routine analyses too.

N: Certainly. They will take your blood count and put you through the laboratory tests, if necessary.

P: Will they check my blood pressure?

N: Sure. And they can prescribe inoculations against various diseases as well.

P: Thank you for the information, Nurse.



N: Don't mention it. You must have your chest x-rayed first. Enter Room 6, please, and strip to the waist now.

to undergo a through пройти всестороннее обследование

I would have to go through routine analyses мне придётся сделать обычные лабораторные анализы

to check one's blood pressure измерить кровяное давление

inoculations against... diseases предохранительные прививки

you must have your chest x-rayed first вам надо сначала сделать рентгеноскопию грудной клетки

### **dialogue 7**

- Please, fill in my medical history.

- Your name?

-Joan Koff.

- Age?

- 28.

- Sex: female. Occupation?

- Teacher.

- Family status?

- Single.

- Family history?

- Father, a diabetic, suffered an attack of coronary thrombosis with myocardial infarction at 60; made a satisfactory recovery; mother suffering from neuralgia; elder sister suffered an attack of coronary thrombosis at 19.

- Past medical history, please?

- Hospitalized at a country hospital because of the severe pain in the sternal region, radiating over the entire chest; electrocardiogram reported normal. Neither serious illness nor operation before.

- Present complaint?

- Severe and pressing pain radiating over the entire chest.

- How often is the attack?

- Two or three times a day.

- Former diagnosis?

- Angina pectoris or coronary insufficiency.

- Medical management?

- No medical treatment at all. As soon as I felt better I was discharged: I had to leave the hospital.

diabetic больной диабетом

suffered an attack перенёс приступ

coronary thrombosis    коронарный тромбоз  
myocardial infarction    инфаркт миокарда  
severe pain in the sternal region    сильная загрудинная боль  
radiating over the entire chest    с иррадиацией на всю поверхность  
грудной клетки  
pressing pain    боль сжимающего характера  
angina pectoris = coronary insufficiency    стенокардия или  
коронарная недостаточность  
medical management    методы лечения

### **Dialogue 8**

A talk with a nurse

Patient: Will the physical examination take much time, Nurse, please?

Nurse: Oh yes, it will. You are to undergo a thorough examination. Heart, lungs, kidneys, liver, stomach and chest will be x-rayed and examined.

P: I was told that I would have to go through the routine analyses too.

N: Certainly. They will take your blood count and put you through the laboratory tests, if necessary.

P: Will they check my blood pressure?

N: Sure. And they can prescribe inoculations against various diseases as well.

P: Thank you for the information, Nurse.

N: Don't mention it. You must have your chest x-rayed first. Enter Room 6, please, and strip to the waist now.

to undergo a through    пройти всестороннее обследование  
I would have to go through routine analyses    мне придётся  
сделать обычные лабораторные анализы  
to check one's blood pressure    измерить кровяное давление  
inoculations against... diseases    предохранительные прививки  
you must have your chest x-rayed first    вам надо сначала сделать  
рентгеноскопию грудной клетки

### **Dialogue 9**

-I fell dizzy and I have a headache.

- How long have you been sick?

- Since yesterday.

- You seem to be generally run-down.
- What can I do?
- It`s nothing serious, but you`d better stay in bed for a day or two.

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