

T. A. PROVOLOTSKAYA,
M. N. PETROVA

ENGLISH FOR MEDICAL PURPOSES

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МИНИСТЕРСТВО ЗДРАВООХРАНЕНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ
БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ
КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ

Т. А. Проволоцкая, М. Н. Петрова

**АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ МЕДИЦИНСКИХ ЦЕЛЕЙ
ENGLISH FOR MEDICAL PURPOSES**

Учебно-методическое пособие



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Проволоцкая, Т. А.

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Предназначено для развития навыков и умений говорения и аудирования и предполагает использование технических средств обучения. В издание включены темы: «Здоровый образ жизни», «Работа участкового врача», «В аптеке», «Терапия». Содержит серию предтекстовых упражнений, направленных на побуждение интереса к новой теме, развитие способностей к обоснованной языковой догадке. Тексты сопровождаются комплексом послетекстовых упражнений на закрепление языковых навыков и развитие речевых умений.

Предназначено для студентов 1-го курса, магистрантов и соискателей, изучающих английский язык.

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Проволоцкая Татьяна Александровна
Петрова Марина Николаевна

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На английском языке

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ПРЕДИСЛОВИЕ

Учебно-методическое пособие «Английский для медицинских целей» («English for Medical Purposes») предназначено для обучения английскому языку студентов 1-го курса высшего учебного заведения медицинского профиля. В основу издания положены принципы функционально-коммуникативного подхода, направленного на развитие навыков и умений говорения и аудирования. Учебно-методическое пособие предполагает использование технических средств обучения.

В соответствии с программой предусматривается работа над темами: «Здоровый образ жизни», «Работа участкового врача», «В аптеке», «Терапия». Каждая тема включает предтекстовые упражнения, которые должны обеспечить «вхождение» в новый текст, а именно: снять возможные языковые и содержательные трудности изучаемых текстов, побудить интерес к новой теме, развить способности к обоснованной языковой догадке, подготовить студентов к речи по предлагаемым темам. Тексты также сопровождаются послетекстовыми заданиями, которые включают упражнения, способствующие усвоению новой лексики, упражнения для устной работы в аудитории, имеющие целью активизацию всего объема лексико-грамматического материала урока, упражнения на развитие навыков поискового или просмотрового чтения, реферирования, беспереводного понимания текста и развитие навыков устной речи. Послетекстовые упражнения носят речевой характер и направлены на развитие умения самостоятельного высказывания по темам. Каждая тема сопровождается серией дополнительных текстов для самостоятельного чтения и заданий разного уровня сложности, чтобы дать преподавателю возможность строить содержание занятий с учетом уровня владения английским языком данной конкретной группы.

Организация материала и широкая система предлагаемых упражнений направлены на формирование и развитие иноязычной профессиональной компетенции будущих врачей.

STEP 1

Topic: Health is the Greatest Wealth

Grammar: The construction **There + be**

The verb **to have + noun**

The modal verbs **can, may, must** and their equivalents

Indefinite Pronouns



BEFORE YOU READ THE TEXT

1. Look at the pictures. What do you think they represent? Suggest your ideas.



2. Think of 5 things you do to be healthy. Discuss in pairs the main secrets of a healthy life.

3. Match the nouns with the adjectives given below.

physical

healthy

mood, person, mood, organ, activities, exercises, health, examination, condition, lifestyle, education

4. Answer the following questions using the word combinations from Exercise 3:

- How often do you do physical exercises?
- What do you do at the Physical Education lessons?
- Are you a healthy person?
- What do you do to be healthy?



READ THE TEXT

HEALTH IS THE GREATEST WEALTH

Health is wealth. There is nothing in our life which is more valuable than good health. Without health there is no happiness, no peace and no success. A person with bad health cannot enjoy the pleasure of being wealthy. If your body suffers from some disorder your mind suffers with the body, too. You can't be good either at work or at studies. Good health is better than the best medicine. If your health is good you are always in a good mood. You have "a sound mind in a sound body" as the old Latin saying goes.



If you catch a cold or fall ill with some other disease, if you complain of a headache, toothache, backache, stomachache or earache, if you cough, sneeze or have a sore throat, if you feel pain in your abdomen, if it hurts you to move, you need help. First of all you should call to the polyclinic to have an appointment with your district doctor for a certain hour.

When you come to the polyclinic you go to the reception first. A receptionist on duty will ask your name, and address and will find your patient's card. Then the receptionist will direct you to the consulting room where your district doctor sees his patients. The doctor will listen to your complaints and examine you thoroughly: feel your pulse, take your temperature and blood pressure. Then he will ask you to strip to the waist and will listen to your heart and lungs, palpate your abdomen. If necessary, the doctor will send you to the laboratory for blood and urine tests or to the X-ray room for the chest examination. To get additional information on your health condition, the doctor may direct you to some other specialists: surgeon, ENT-doctor, eye doctor, neurologist, etc. On the basis of the analyses and examination the district doctor will make a diagnosis and administer you some treatment. The only thing you will have to do is to follow the directions. The prescribed treatment will help you to be well again as soon as possible. It is well known that if one doesn't follow the prescribed treatment this may cause serious complications. Sometimes even a slight ailment can develop into an incurable malady. At times you cannot avoid different infections. A lot of children suffer chicken-pox, measles or scarlet fever in their childhood.

Nowadays our life is getting more and more tense. People live under the press of different problems, such as social, ecological, economic and others. They constantly suffer from stress, noise, air pollution and dust in big cities, diseases and instability. A person should be strong and healthy in order to overcome all difficulties. To achieve this aim people ought to take care of their physical and mental health. Going in for sport on a regular basis is the best way

of keeping fit. You can visit health and fitness clubs, do aerobics, yoga or weight training in a gym. Many people prefer walking or jogging. A number of



sports activities are popular with the old and the young: football, swimming, cycling, skiing, skating, roller-skating, etc. At least everybody should do morning exercises every day. Healthy food is also a very important factor. Overeating causes many dangerous diseases. The daily menu should include meat, fruit and vegetables, milk products, which are rich in vitamins, fat, proteins and etc. To be healthy, people should get rid of their

bad habits. It's necessary to stop smoking and drinking much. Everyone should remember that cigarettes, alcohol and drugs destroy both body and brain. You should watch TV less, avoid stress and keep to a daily routine. It is also important to be out in the open air as much as possible. Certainly it's hard to follow all these recommendations, but every person has to choose between healthy life style and numerous illnesses.

NOTES

<p>to complain of smth</p> <p><i>to complain of a headache (earache, toothache)</i> <i>to complain of the pain in the back (side, chest)</i></p> <p><i>to complain about smb's children</i> <i>to complain about the noise</i> <i>to complain about smb/smith to smb</i></p>	<p>жаловаться на</p> <p>Глагол <i>to complain</i> употребляется с предлогом <i>of</i>, если дополнение выражено именем существительным, обозначающим боль, заболевание.</p> <p>жаловаться на головную боль (боль в ухе, зубную боль)</p> <p>жаловаться на боль в спине (боку, груди)</p> <p>Глагол <i>to complain</i> употребляется с предлогом <i>about</i>, если дополнение выражено именем существительным, обозначающим лицо или явление, ощущение, но не болезнь или боль.</p> <p>жаловаться на детей</p> <p>жаловаться на шум</p> <p>жаловаться на кого-л./что-л. кому-л.</p>
<p>a cold</p> <p><i>the grippe</i> <i>the flu (сокp. om influenza)</i> <i>the plague</i></p>	<p>простуда</p> <p>Как правило, названия различных заболеваний употребляются без артикля. Исключение составляют:</p> <p>грипп инфлюэнца чума</p>

to suffer some disease <i>He suffered from a bad headache</i>	перенести болезнь Глагол <i>to suffer</i> употребляется без предлога в значении <i>переносить, претерпевать, испытывать, переживать</i> . С предлогом <i>from</i> глагол <i>to suffer</i> имеет значение <i>страдать от, страдать чем-л.</i> Он страдал сильной головной болью
as much as possible <i>as soon as possible</i> <i>as quick as possible</i> <i>as early as possible</i> <i>as many (much) as possible</i>	как можно больше Сочетание союза <i>as... as</i> со словом <i>possible</i> встречается и с другими именами прилагательными и наречиями, например: как можно скорее как можно быстрее как можно раньше как можно больше
a reception <i>They gave us a warm reception (syn. reaction)</i> <i>We met at the reception (syn. party)</i> <i>Get your patient's card at reception (syn. registry)</i>	прием, встреча Существительное <i>reception</i> , образованное от глагола <i>to receive</i> , может иметь много значений. Они тепло встретили нас Мы встретились на приеме Получи медицинскую карточку в регистратуре

ACTIVE WORDS AND WORD COMBINATIONS

health; receptionist on duty; to examine a patient thoroughly; to make smb's blood analysis; to take smb's blood pressure; X-ray examination; to have an appointment; to see a patient; consulting room; to take smb's temperature; to administer a proper treatment; to make a diagnosis; to follow the prescribed treatment; to have a sore throat; to feel smb's pulse; to palpate smb's abdomen; patient's card; to suffer chicken pox; to suffer from measles; to cough badly; healthy; to jog; to catch a (bad) cold; to have a headache; to have a (high) temperature; to cause complications; an incurable malady; to prescribe medicine; to avoid bad habits; to keep fit.

LIST OF PREPOSITIONS

to be **on** duty, to listen **to** smb's heart (lungs), to have an appointment **with** the doctor **for** a certain hour, to complain **of** smth, to suffer **from** smth, to fall ill **with** smth, to strip **to** the waist, to take care **of** smb/smth, to be **out in** the open air; to go **in for** sport, to be good **at** smth, to be popular **with** smb, to get rid **of** smth, to be rich **in** smth.

VOCABULARY TRAINING

Practise the pronunciation of the following words and word combinations. Translate them:

a reception [rə'sepʃn], at the reception, to work at the reception, to come to the reception, a receptionist, to work as a receptionist, the receptionist on duty

blood [blʌd], to make somebody's blood analysis, to take blood from somebody's finger, to take somebody's blood pressure, his blood pressure is normal, her blood pressure is abnormal

X-ray ['eks'rei], to be X-rayed, to X-ray, an X-ray examination, an X-ray room, to X-ray a patient's stomach, to X-ray the lungs

appointment [ə'pɔɪntmənt], to have an appointment with the doctor, to make an appointment with the friend at the canteen, to make (to have) an appointment for 10 o'clock

a diagnosis [,daɪg'nəʊsɪs], **diagnoses** [,daɪg'nəʊsɪ:z], to make a diagnosis, to make a correct diagnosis, the therapist made the diagnosis of measles

analysis [ə'nælɪsɪs] **analyses** [ə'nælɪsɪ:z], to make blood analysis, to make urinalysis, the findings of the analyses

to prescribe [prɪs'kraɪb], to prescribe a treatment, to prescribe some medicine for scarlet fever

ache [eɪk], to have a headache, to have a bad toothache, to complain of stomachache, to suffer from a bad earache

a cough [kɒf], to cough, to cough badly, I don't cough, to have a bad cough

to sneeze [sni:z], to sneeze badly, he doesn't sneeze, why do you usually sneeze?

a throat [θrəʊt], a sore throat, to have a sore throat, to suffer from a sore throat

a pulse [pʌls], to feel somebody's pulse, his pulse is normal, her pulse was abnormal

to cause [kɔ:z], to cause pain, to cause a complication, to cause a serious complication, what caused these complications?

to follow ['fɒləʊ], to follow the prescribed treatment, to follow the doctor's recommendations, to follow the directions, to follow the rules, to follow a healthy lifestyle

disorder [dɪ'sɔ:də] to suffer from some disorder, a severe disorder, an incurable disorder

laboratory [lə'bɔ:rətəri] to go to the laboratory, to work at the laboratory, laboratory analyses, to make laboratory analyses

EXERCISES

I. Answer the following questions:

1. What does "health is wealth" mean?
2. Why is good health better than the best medicine?
3. When do people usually go to the polyclinic?
4. How can you have an appointment with your district doctor?
5. Where do you go first when you come to the polyclinic?
6. What information does the receptionist on duty need to find your patient's card?
7. What does the medical examination usually include?
8. What helps the doctor make a correct diagnosis?
9. Why is it important to follow the prescribed treatment?
10. What does a healthy lifestyle mean?
11. Why is it important to be out in the open air as much as possible?
12. What sports activities can help you keep fit and healthy?
13. Why is it important to eat healthy food?
14. What bad habits are dangerous to your health?
15. Do you follow a healthy lifestyle? What do you do to keep fit?

II. Find English equivalents for the following word combinations and sentences:

- 1) записаться к участковому врачу;
- 2) измерять температуру;
- 3) прослушать сердце и легкие;
- 4) быть на свежем воздухе как можно больше;
- 5) измерить кровяное давление;
- 6) поставить диагноз;
- 7) перенести скарлатину, корь и ветряную оспу;
- 8) вызывать серьезные осложнения;
- 9) соблюдать прописанное лечение;
- 10) сделать анализ крови;
- 11) прощупать пульс;
- 12) жаловаться на боль в горле;
- 13) неизлечимое заболевание;
- 14) избавиться от вредных привычек;
- 15) заботиться о здоровье

III. Find equivalents for the words and expressions in bold type:

1. After the proper treatment I **became healthy**.
2. The nurse **measured** the patient's temperature.
3. The doctor listened to my **troubles**.

4. Doctor Smith usually **receives** his patients in Consulting Room 10.
5. He **arranged to be seen by the doctor at** 12 a.m.
6. The doctor **will tell you what disease you are suffering from**.
7. Scarlet fever may often **bring about** a high temperature.
8. The doctor sent me to the laboratory for **tests**.
9. My friend is in bed now. He **is ill with** measles.
10. The patient **said that he felt pain in his back**.

IV. Use a word on the right to form a suitable word that fits the gap in the same line:

- | | |
|---|-------------------------------|
| 1. What are your ____? | to complain |
| 2. The X-ray ____ didn't reveal any changes in the lungs. | to examine |
| 3. A prolonged antibiotic ____ was prescribed to the patient. | to treat |
| 4. The patient got an ____ for 3 p.m. | to appoint |
| 5. My friend was diagnosed with an ____ disease. | to cure |
| 6. The patients were examined ____. | thorough |
| 7. ____ can cause many dangerous diseases. | to eat |
| 8. No ____ will help you but fresh air, ____ food and walks before ____ to bed. | medical, health, to go |

V. Fill in the blanks with prepositions or adverbs where required:

Before entering ____ higher school all the applicants must have a certificate ____ health. That is why ____ last June I went ____ the polyclinic to have an appointment ____ my district doctor. When I came ____ the consulting room the doctor asked me to sit ____ a chair. He wondered what I complained _____. I explained what I needed and the doctor began examining me. I stripped ____ the waist and the doctor listened ____ my heart and lungs. The doctor told me to go ____ the laboratory ____ blood analysis. I also had to be examined ____ some other specialists. The medical examination revealed that I was healthy enough to enter ____ University. ____ June I handed ____ the certificates ____ health and education, and my application ____ admission ____ Medical University.

VI. a) Translate into English the following word combinations:

Много поликлиник; мало врачей; мало крови; немного лекарства; много больных; мало внимания; мало специалистов; несколько справок; много еды; много болезней; мало сна; много лекарств; несколько осмотров; мало воздуха; несколько районов; мало времени; немного терпения; мало жалоб, много раз.

b) Make up sentences with the word combinations given above.

VII. Put in “many”, “much”, “few”, “little”, “a few”, “a little”:

1. There was ____ air in the room, so he had to open the window.
2. Go and buy more medicine, there is only ____ left.
3. As her condition was bad, she spent ____ time in hospital.
4. Only ____ patient's cards are in the doctor's office, all the others are at the reception.
5. Stop breathing for ____ time, I want to listen to your lungs.
6. Stay in the open air as ____ as possible.
7. Only ____ students came for the medical check-up.
8. I don't hear you, speak ____ louder.
9. We spend ____ time on preparing for our classes.
10. Are there ____ higher schools in your native town?
11. Yesterday the therapist examined only ____ patients.
12. How ____ patients' cards did the receptionist fill in yesterday?
13. The nurse took only ____ blood for analysis.
14. The human skeleton consists of ____ bones.
15. There is ____ milk in your glass. May I add some?

VIII. Put in “any”, “some”, “no”:

1. There wasn't ____ medicine in the bottle.
2. Are there ____ patients in the waiting-room? – No, there aren't ____.
3. People need ____ oxygen for breathing.
4. Take ____ water. The medicine is too bitter.
5. There was ____ time left. We had to hurry.
6. Have you suffered ____ infectious diseases?
7. Fortunately, the X-ray revealed ____ changes.
8. The doctor is busy in the afternoon. She will be able to see only ____ of you.
9. “What's the matter?” – “I feel ____ pain in the chest”.
10. Don't give the boy ____ more sweets. It won't do him ____ good.
11. Choose ____ time you like for your appointment.
12. The doctor who examined me asked me to have ____ analyses made.
13. Did you take ____ medicine when you had a sore throat?
14. I suffered ____ diseases in my childhood.
15. Are there ____ certificates of health on the nurse's table?

IX. Put the pronouns in brackets in the proper form and translate these sentences into Russian:

1. Let (he) fill in the patient's card.
2. Let (I) listen to your heart and lungs.
3. Let (we) have dinner at our University canteen after classes.
4. Let (we) discuss the findings of our experiments.
5. Let (I) take your temperature.

6. Let (he) be X-rayed today.
7. Let (they) be out in the open air as much as possible.
8. Let (she) stay in bed for some days.
9. Let (I) palpate your abdomen.
10. Let (he) feel her pulse.

X. Make up questions to the words in bold type:

1. There is **some medicine** in the bottle.
2. My sister often complains **of a bad headache**.
3. There is no cure **for cancer** yet.
4. During his consulting hours the doctor sees **10–15** out-patients.
5. I always follow the **prescribed** treatment.
6. Yesterday he had an appointment **with his district doctor**.
7. Scarlet fever may cause **a high temperature**.
8. The doctor is going to **palpate your abdomen** during the medical examination.
9. The applicants had **to go to the polyclinic** before entering University.
10. **My friends** regularly go in for sports.

XI. Ask a disjunctive question to the following sentences:

1. There are a lot of hospitals in our town.
2. There is little medicine in the bottle.
3. There wasn't any pain in the stomach.
4. There will be a new polyclinic in our street.
5. There were a lot of patients in the waiting room.
6. There won't be any problems with getting my certificate of health.
7. There is nothing more valuable than health.
8. There is nobody in the X-ray room.
9. There were no patient's cards on the doctor's table.
10. There will be a lot of visits this afternoon.

XII. Make the following sentences negative:

1. There is a call to 15, Green Street.
2. He always follows his doctor's treatment strictly.
3. We had an appointment with our district doctor yesterday.
4. The X-ray examination revealed some lung troubles.
5. That patient will have to stay in bed for a week.
6. There are a lot of hospitals in this town.
7. I am fond of jogging.
8. This disease causes very serious complications.
9. The patient took this medicine every other day.
10. The doctor palpated the patient's abdomen during the medical examination.

XIII. Ask four types of questions (general, alternative, disjunctive and special questions) to the following sentences:

1. The patient had to wait for his district doctor in the waiting room.
2. The district doctor will be able to see you in the afternoon.
3. My brother had to make an appointment with his doctor for 9 a.m.
4. He had to stay in bed for two weeks.
5. First-year students are allowed to attend scientific circles.
6. You can see your patients in this consulting room.
7. She should be on a strict diet every day to be healthy again.
8. This patient will have to stay in hospital for some days after the operation.
9. I must follow the doctor's recommendations to be well again..
10. He could take an active part in this discussion.

XIV. Put in the modal verbs "can", "may", "must" or their equivalents in the proper tense:

1. If you have a bad headache you ____ take some medicine.
2. The doctor ____ have your blood analysis to be sure of the diagnosis.
3. What time ____ I have an appointment with Dr. Brown for?
4. ____ you ____ to go for your blood analysis after the doctor examined you?
5. ____ the doctor ____ to see you tomorrow morning?
6. As my sister has caught a bad cold she ____ to stay in bed.
7. You ____ follow the doctor's treatment if you want to be well again soon.
8. ____ I feel your pulse?
9. What ____ cause serious complications after the grippe?
10. ____ I come in, Doctor?

XV. Correct the mistakes:

1. People who always complain for something are pleasant company. (2)
2. People ill at pneumonia are never taken in hospital. (3)
3. Do you know the person which is filling the patient's card? (2)
4. My sister took good care about me when I was ill of the grippe. (2)
5. You shall be well again through five days. (2)
6. Don't complain of your patients. They all are wonderful peoples. (2)
7. Don't wait me. I want have an appointment with my doctor for 5. (2)
8. I had to take the mixture from cough three times in a day. (2)

XVI. Put the verbs in brackets into the proper tense form:

Doctor: I see you last (to come) to see me two years ago.

Mr. Smith: Yes, doctor. You (to give) me a general check-up then.

Doctor: And what (to be) wrong with you now?

Mr. Smith: Well, my throat (to hurt). I (to have) a terrible headache last night that I (can) not sleep.

Doctor: (to have) you a temperature now?

Mr. Smith: I (to take) my temperature this morning. It (to be) 38.2 °C.

Doctor: (to cough) you much?

Mr. Smith: A little bit.

Doctor: All right. I (to examine) you ... Take a deep breath. Out. In. Out. Well, (not to worry), it's only a throat infection. I (to prescribe) some pills which you (to take) in the morning and in the evening. I (not to give) any antibiotics, as you (to have) no bronchitis. You (to see) that with the pills I've given, you (to feel) better in a few days.

Mr. Smith: Thank you, doctor.

XVII. Fill in the missing words. Choose from the following:

medicine

prescription

cold

wrong

to examine

blood pressure

cough

receptionist

patient's card

bed

polyclinic

saw

reception

headache

strip to the waist

complaints

appointment

consulting room

better

lungs

pulse

invited

examined

didn't have

Yesterday I called to the ____ to make an ____ with my district doctor.

When I arrived at the ____, the ____ found my ____ and directed me to ____ 5 where my district doctor ____ patients. I ____ to wait long. Soon the nurse ____ me to come in. The doctor asked me what was ____ with me. I told her my ____, namely dry ____ and a bad ____ . She told me to ____ and began ____ me. First she felt my ____ and took my ____ . Then she ____ my throat and listened to my ____ . The doctor didn't think there was anything ____ with me, just a common ____ . So she wrote out a ____ for some ____ which she said would make me feel ____ . She also recommended me to stay in ____ for several days.

XVIII. Translate the following sentences into English using the active vocabulary of this Step:

1. Дайте мне вашу руку, я прощупаю пульс.
2. Доктор прописал вам что-нибудь вчера? – Да, какое-то лекарство, которое я должен принимать 3 раза в день.
3. Когда врач принимает больных? – С 9 утра до 2 часов дня.
4. Можно мне записаться к врачу на 11 часов?
5. Будьте осторожны, иначе у вас может быть осложнение после операции.
6. Боюсь, у Вашего сына ветряная оспа.
7. Как правило, каждое утро я делаю гимнастику и бегаю трусцой.

8. Что случилось с вашим голосом? У вас болит горло?
9. Принимайте это лекарство. Оно должно понизить температуру.
10. Он сильно простудился вчера.
11. Что могло вызвать такое серьезное осложнение? – Думаю, что больной не следовал прописанному лечению.
12. Во время медицинского осмотра врач прослушал сердце и легкие пациента.
13. Пусть они придут после обеда. Доктор занят сейчас.
14. Давайте соблюдать здоровый образ жизни.

XIX. a) Use the following words to complete the dialogue:

worrying eat nervous feel student sleep pain headache
prescription bed university appetite examine back

Doctor: Good evening. Sit down. Yes? What's wrong?

Jane: Doctor, I don't ____ well.

Doctor: And what exactly is the matter?

Jane: Well, I've got a slight ____.

Doctor: Anything else?

Jane: In the mornings I sometimes have a ____ in my chest.

Doctor: Uh-huh. Any other problems?

Jane: Sometimes my ____ hurts.

Doctor: I see. OK. Well, I'm just going to ____ you... open your mouth... say "ah".

Jane: Ah!

Doctor: Right. Do you worry much?

Jane: Perhaps a little bit, yes. I get ____ easily.

Doctor: Mmm. Do you ____ well at night?

Jane: No, actually doctor, I don't.

Doctor: What about your ____? Do you eat properly?

Jane: Yes, I think so. At least I try to ____ regularly.

Doctor: What do you do?

Jane: I'm a ____.

Doctor: And are you happy at the ____?

Jane: Well, not really, doctor.

Doctor: Look. Here's a ____.

Jane: Thank you.

Doctor: You should take one of these pills before you go to ____ each night. Try to stop ____ and come and see me in two weeks.

Jane: Thank you, doctor. Goodbye.

Doctor: Goodbye.

b) Work in pairs. Student A tells Student B why Jane went to see a doctor. Student B tells Student A what the doctor did to examine Jane and what he recommended her to do.

XX. a) Match Laney's words with those of the Doctor to reproduce a conversation between the patient and the doctor:

	<i>Doctor</i>		<i>Laney</i>
1	Come in. Do sit down. Now, what's the problem?	A	Mmm. I see.
2	Do you take any exercise during the day?	B	I see. What about sleeping pills?
3	Well, the first thing you should try to do is to take some sort of exercise during the day. Maybe walk for twenty minutes or so.	C	I just can't sleep at night any more. I don't know what to do. I feel so tired all the time.
4	Then you should try to relax before you go to bed. Make a hot drink, watch television, have a bath and then go to bed.	D	No, not really.
5	No, you really oughtn't to drink tea or coffee late at night. They both contain caffeine and it keeps you awake.	E	I also hope I will do without medicine. Thank you, Doctor.
6	Well, I really don't think you need to try sleeping pills yet.	F	I usually have a cup of tea before I go to bed. Is that all right?

b) Work in pairs. Student A tells Student B why Laney went to see a doctor. Student B tells Student A what the doctor did to examine Laney and what he recommended her to do.

XXI. Answer the following questions:

1. Why did you decide to become a doctor?
2. Does people's health depend on the life style they follow?
3. Do you think you have a healthy life style?
4. What is healthy food?
5. Do you think it is more important for you to eat healthy or tasty food?
6. Do you agree with the saying: "Eat your breakfast, share your lunch with a friend and give your dinner to your enemy"? Why do people say so?
7. Is overweight a great problem in Belarus?
8. Is physical activity an important part of a healthy life style?

9. What is your attitude to smoking? What is the influence of smoking on health?
10. What is the damage of alcohol abuse to health?
11. How many hours of sleep do you need daily?
12. Do you try to go to bed and get up at certain hours every day? What is good about it?
13. Do you often find yourself under stress? How do you usually cope with stress?
14. Is there any connection between the person's style of life and the duration of his life?
15. Why do many people try to have a healthy life style?

XXII. *Think of some other measures to live healthy:*

There are the obvious things that describe a healthy person: He or she doesn't smoke, is at a healthy weight, eats healthy foods and does physical exercises on a regular basis. It sounds so simple. You don't have to change everything at the same time but should make small changes. Take more steps each day, adding fruit to your cereal, having an extra glass of water or saying "no" to another helping of a cake. *So, what else can you do to live healthy?*

XXIII. *Make up your own situations using the following words and word combinations:*

- 1) a lung trouble; to X-ray; to reveal; to complain of; to strip to the waist; to follow the prescribed treatment.
- 2) a consulting room; a district doctor; to examine a patient; to cough; to sneeze; to listen to the heart and lungs; to make a diagnosis; to prescribe; to advise.
- 3) to suffer from; to take care of oneself; a healthy person; to feel well; to go in for sports; to be out in the open air; bad habits.
- 4) at the reception; a patient's card; a certificate of health; a medical examination; to make (have) an appointment for a certain hour; a receptionist.

XXIV. *Suggested topics for oral narration:*

1. You are a doctor. You work at an out-patient clinic. Tell us how you examine your patients.
2. Tell us how you got your certificate of health before entering University.
3. You are asked to prepare an article on a healthy lifestyle in the University newspaper. What will you write?
4. One of you is a doctor, the other is the mother of an overweight teenager concerned about her son's body image. Act out their conversation.

TOPIC VOCABULARY

abdomen <i>n</i> to palpate the abdomen to feel bad pain in the right (left) side of the abdomen	живот прощупать живот чувствовать сильную боль в правой (левой) стороне живота
ache <i>n</i> headache to have a (bad) headache earache stomachache toothache	боль (продолжительная, тупая, ноющая) головная боль иметь (сильную) головную боль боль в ухе боль в животе (желудке) зубная боль
air <i>n</i> clear (fresh) air to be out in the open air as much as possible	воздух чистый (свежий) воздух находиться на свежем воздухе как можно больше (дольше)
appointment <i>n</i> to have an appointment with a doctor for a certain hour to get (receive) an appointment to some place	свидание, договоренность о встрече, назначение (<i>на место работы</i>) записаться к врачу на определенный час получить назначение куда-либо
blood <i>n</i> blood pressure to make smb's blood analysis to take smb's blood pressure to take blood from smb's finger	кровь кровенное давление делать анализ крови измерить кровяное давление взять кровь из пальца
care <i>n</i> to take care of smb/smith under the doctor's care	забота заботиться о; смотреть за кем-л. (чем-л.); ухаживать (за больным) под наблюдением врача
cause <i>v</i> to cause pain (trouble, suffering) to cause a disease (a high temperature, complications)	вызывать, причинять причинять боль (беспокойство, страдание) вызвать болезнь (высокую температуру, осложнения)
cold <i>n</i> to catch (a) cold to catch a bad (slight) cold	простуда простудиться сильно (немного) простудиться
complain <i>v</i> to complain of to complain to smb He complained to the doctor of a bad headache	жаловаться (по)жаловаться на жаловаться кому-л. Он пожаловался врачу на сильную головную боль

complication <i>n</i> complications after a disease some complications may follow this disease to avoid complications	осложнение осложнения после болезни некоторые осложнения могут последовать после этой болезни избежать осложнений
consulting hours	приемные часы
consulting room <i>syn.</i> surgery, office	кабинет врача
cough <i>v</i> to cough badly (little)	кашлять сильно (мало) кашлять
diagnosis (<i>pl. diagnoses</i>) <i>n</i> the diagnosis of the grippe to make a (correct) diagnosis	диагноз диагноз гриппа поставить (правильный) диагноз
disease <i>n</i> a chronic (dangerous, terrible, serious) disease to treat smb for a disease to cure smb of a disease to fight against a disease children's disease to carry a disease to catch a disease an incurable disease <i>syn.</i> illness, ailment, malady, disorder	болезнь хроническая (опасная, ужасная, серьезная) болезнь лечить кого-л. по поводу (от) болезни излечить (вылечить) от болезни кого-л. бороться с болезнью детская болезнь переносить (распространять) болезнь заразиться болезнью неизлечимая болезнь
district <i>n</i> a district polyclinic a district doctor to work as a district doctor	район районная (участковая) поликлиника участковый врач работать участковым врачом
duty <i>n</i> to be on duty a doctor on duty	дежурство дежурить, быть на дежурстве дежурный врач
examination <i>n</i> a medical examination thorough (careful) medical examination general examination X-ray examination on examination to arrange (carry on) a medical examination an examination shows, reveals (proves)	осмотр, обследование, исследование медицинский осмотр тщательный (внимательный) медицинский осмотр общий осмотр (обследование) рентгенологическое обследование при осмотре (обследовании) организовать (проводить) медицинский осмотр осмотр показывает, выявляет (подтверждает)
examine <i>v</i> to examine a patient to examine smb's throat (eyes, teeth)	осматривать, обследовать осмотреть (обследовать) больного осматривать горло (глаза, зубы)

to examine smb's heart and lungs to be examined by a doctor	обследовать сердце и легкие быть осмотренным (обследованным) врачом
feel <i>v</i> to feel well (bad, better, worse, rotten) to feel ill (tired) to feel a bad pain to feel smb's pulse	чувствовать, почувствовать себя, ощущать, испытывать чувствовать себя хорошо (плохо, лучше, хуже, отвратительно) чувствовать себя больным (усталым) (по)чувствовать сильную боль прощупать пульс у кого-л.
fever <i>n</i> to keep the fever down scarlet fever rheumatic fever	жар, лихорадка понизить температуру (жар) скарлатина суставной ревматизм
fit <i>a</i> water fit for drinking physically fit to feel / keep fit	подходящий, пригодный; находящийся в хорошей форме вода, пригодная для питья физически развитый быть бодрым и здоровым
follow <i>v</i> to follow a rule to follow the prescribed treatment	соблюдать, следовать чему-то/за кем-то соблюдать правило соблюдать прописанное лечение
get rid of <i>v</i> to get rid of bad habits	избавляться, освобождаться избавляться от плохих привычек
healthy <i>a</i> a healthy person (child, body) to be (look) healthy	здоровый здоровый человек (ребенок, организм) быть (выглядеть) здоровым
ill <i>a</i> to be (seriously) ill with some disease to fall ill with to feel ill	больной (серьезно) болеть какой-либо болезнью заболеть чувствовать себя больным
jog <i>v</i> You can see several men jogging along in the park every morning for their health.	бегать трусцой Каждое утро в парке несколько человек бегают трусцой для укрепления здоровья.
listen to <i>v</i> to listen to smb's heart (lungs) to listen carefully (thoroughly)	слушать, прослушать прослушать сердце (легкие) прослушать внимательно (тщательно)
medicine <i>n</i> to take the medicine for the grippe to take the medicine before (after) meals to take the medicine three times a day to take the medicine every other day <i>syn.</i> drug	лекарство принимать лекарство от гриппа принимать лекарство до (после) еды принимать лекарство три раза в день принимать лекарство через день
nurse <i>n</i>	медсестра

palpate <i>v</i> to palpate carefully (thoroughly, skilfully)	прощупывать, пальпировать пальпировать осторожно (тщательно, умело)
patient <i>n</i> to see (receive) patients to admit (take) a patient to hospital a patient's card	больной, пациент принимать больных положить больного в больницу карточка больного
prescribe <i>v</i> to prescribe a proper treatment (a medicine)	прописывать прописать надлежащее лечение (лекарство)
proper <i>a</i> proper treatment proper diagnosis proper diet	должный, подобающий, правильный, надлежащий, подходящий; присущий, свойственный надлежащее лечение правильный диагноз правильный режим питания
pulse <i>n</i> to feel smb's pulse rapid, quick (slow, weak, regular, irregular, normal) pulse	пульс прощупать (нащупать) пульс у кого-л. быстрый (медленный, слабый, ритмичный, аритмичный, нормальный) пульс
receptionist <i>n</i> receptionist on duty	регистратор дежурный регистратор
reception <i>n</i>	регистратура
reveal <i>v</i> The X-ray examination reveals some disease	показывать, обнаруживать Рентгенологическое исследование показывает заболевание
room <i>n</i> a consulting room an X-ray room	комната, помещение приемная врача, врачебный кабинет рентгеновский кабинет
sneeze <i>v</i> to sneeze badly	чихать сильно чихать
suffer <i>v</i> to suffer greatly to suffer pain to suffer from pain (headache) to suffer from some disease	страдать, испытывать очень страдать испытывать боль страдать от боли (головной боли) страдать от какой-либо болезни
test <i>n</i> urine test blood test <i>syn.</i> : analysis	тест, анализ анализ мочи анализ крови
temperature <i>n</i> my temperature is 36.5 °C to be running a (high) temperature	температура у меня температура 36,5 °C лихорадить, температурить (сильно)

a high (low, normal) temperature the temperature rises (drops, falls, remains the same) to take smb's temperature	высокая (низкая, нормальная) температура температура повышается (падает, снижается, держится) измерить кому-либо температуру
throat <i>n</i> a sore throat I have a sore throat	горло больное горло у меня болит горло
treatment <i>n</i> a proper (new, effective) treatment to be on home treatment to follow some treatment	лечение надлежащее (новое, эффективное) лечение лечиться дома соблюдать какое-либо лечение
trouble <i>n</i> to have a heart (stomach, lung) trouble	заболевание, болезнь иметь заболевание сердца (желудка, легких)
waist <i>n</i> to strip to the waist Will you strip to the waist, please!	талия раздеться до пояса Разденьтесь до пояса, пожалуйста!
well <i>a</i> to be well to be well again	хорошо себя чувствующий чувствовать (себя) хорошо, быть здоровым поправиться, выздороветь
X-ray <i>v</i> to X-ray lungs (heart) to be X-rayed	просвечивать рентгеновскими лучами сделать рентгеноскопию легких (сердца) пройти рентгеноскопию



ADDITIONAL READING

Read about some healthy life basics:

Starting a **fitness** program may be one of the best things you can do for your health. After all, physical activity can reduce your risk of chronic disease, improve your balance and coordination, help you lose weight, and even boost your self-esteem. Regular exercise can help you control your weight, reduce your risk of heart disease, and strengthen your bones and muscles. But if you haven't exercised for some time and you have health concerns, you may want to talk to your doctor before starting a new fitness routine.

Healthy diet includes a variety of foods from the major food groups: fruits, vegetables, whole grains, low-fat dairy products, and lean protein including beans and other legumes, nuts and seeds, and healthy fats. Before starting a diet consider your health risks. For example, do you have high cholesterol or high blood pressure? If so, talk with your doctor or a dietitian.

Tobacco is a killer. Smokers and other tobacco users are more likely to develop disease and die earlier than are people who don't use tobacco. If you smoke, you may worry about what it's doing to your health. Nicotine is highly addictive, and to quit smoking — especially without help — can be difficult. It may take more than one try, but you can stop smoking.

Stress is a normal psychological and physical reaction to the ever-increasing demands of life. When your brain perceives a threat, it signals your body to release a burst of hormones to fuel your capacity for a response. Once the threat is gone, your body is meant to return to a normal relaxed state. Unfortunately, the nonstop stress of modern life means that your alarm system rarely shuts off. That's why stress management is so important. Stress management gives you a range of tools to reset your alarm system. Don't wait until stress has a negative impact on your health, relationships or quality of life. Start practicing a range of stress management techniques today.

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety. Ongoing sleep deficiency can raise your risk for some chronic health problems. It also can affect how well you think, react, work, learn, and get along with others. Sleep helps your brain work properly. While you're sleeping, your brain is preparing for the next day. It's forming new pathways to help you learn and remember information.

What would you add to these basics?

Can you think of anything like this?

Set goals.

Exercise.

Love yourself.

Focus on fitness.

Rest and relax.

Eat right.

Smile.

Portray positive.

Enjoy life.

Care for others.

Tell yourself you can do this.



Read the text and answer the questions that follow:

At the Doctor's Surgery

There were several patients waiting at the surgery, one of them was Joseph. There was nothing wrong with him, but the National Health Service was free, so he was always inventing pains and being given enormous supplies of pills, ointments and medicines that were worth a small fortune.

This meant that he was getting regular check-ups, because he was constantly having to register with a new doctor. But what harm was there in that?

His name was called over the loudspeaker and he rose promptly. He didn't want his overcoat, which he wore winter and summer alike, but as he was taking it off, a woman said, "You've dropped something".

He looked down. It was a receipt. He picked it up, and continued to struggle out of his coat. His name was repeated over the intercom. Hurriedly he stuffed the crumpled receipt into a pocket and left the waiting room.

"Third door on the right", the receptionist told him.

Joseph knocked and entered.

"Morning, doctor".

"Good morning".

The doctor got up behind his desk and they shook hands.

"Well, what's the trouble?"

The doctor flicked through the cards in the index cabinet and pulled one out.

"I've got a pain". Sometimes he would complain of backache, sometimes of headaches, at other times of pains in the chest. Today he chose a pain in the stomach, just above the navel.

"Right, take your shirt off and let's have a look at you".

Joseph stripped and lay stretched out on the couch.

"How's your appetite?"

"I never refuse a good meal".

"Any discomfort afterwards? Nausea, indigestion, dizziness?"

"No".

"Are you ever troubled by constipation?"

"I'm as regular as clockwork".

"I see", the doctor said.

"Perhaps I'd better give you a general check-up".

He got out his stethoscope and sounded Joseph's chest.

"Do you sleep well?"

"Like a dog".

The doctor pressed his hands over Joseph's fat stomach.

“Are you a worrier?”

“What’s the use of worrying, doctor? It may never happen”.

They were silent for a minute while Joseph had his pulse taken.

“How many cigarettes do you smoke a day?” the doctor asked, as he prepared to take his blood pressure.

“A packet of twenty”.

“Are you a heavy drinker?”

“Wish I could afford to be. Do you know the price of a bottle of whisky these days?”

The doctor nodded.

“Do you ever get pains in the chest after exercise?”

“Never take exercise”.

“You should, you’re overweight. You ought to go on a diet, keep off fried food and cut out sugar altogether”.

“Which reminds me, doctor. I reckon I need a good tonic”.

Next Joseph was tapped below the knee to test his reflexes.

“The best tonic for you is to go for a walk after supper and do some exercises when you get up in the morning. A prescription isn’t needed for that. Let’s have a look at your throat. Say “Ah””. He nodded. “There is nothing wrong with you. All the same, I’ll take a blood sample and I’d better have a specimen of your urine”.

The thought that he was giving things rather than receiving them upset Joseph. He hastily began inventing other symptoms of illness.

“But, doctor, I get this tired feeling ...”.

“No wonder”. The doctor patted Joseph’s belly. “You’re carrying about with you the equivalent of a sack of potatoes”.

“Well, that’s enough exercise, isn’t it?”

“The wrong sort. Now you take my advice, and you’ll be in excellent condition in no time”.

“Thank you, doctor”.

The waiting-room was empty. His overcoat pocket was empty too. Joseph peered suspiciously round. On the chair opposite was the green coat belonging to that sharp-eyed female who’d first spotted the receipt on the floor. Had it been picked by her? He felt in the pockets. The green coat revealed nothing, but the handbag had been hidden under it. He opened it and swiftly searched among its contents. The owner of the handbag appeared quite suddenly and screamed.

“Help. Thief. Murder!”

Joseph, in panic, dropped the bag and fled.

Some time later he found the missing receipt in his jacket pocket. Even later he was visited by two policemen in plain clothes.

Questions: 1. What was Joseph doing at the surgery? 2. What did he complain of on this occasion? 3. What did the doctor tell Joseph to do? 4. What was the result of the doctor's examination? 5. What was the last piece of advice he gave Joseph? 6. Why, according to the doctor, did Joseph feel tired? 7. What happened after Joseph had left the surgery?



Read some funny stories:

The Doctor's Advice

One day an old man went to see a doctor. The doctor examined him and said, "Medicine won't help you. You must have a rest. Go to a quiet country place for a month, go to bed early, drink milk, walk a lot and smoke only one cigar a day".

"Thank you very much", said the old man. "I'll do everything you say".

A month later the man came to the doctor again.

"How do you do?" said the doctor. "I'm very glad to see you. You look much younger".

"Oh, doctor", said the man, "I'm quite well now. I had a good rest. I went to bed early. I drank a lot of milk, I walked a lot. Your advice certainly helped me. But you told me to smoke one cigar a day and that one cigar a day almost killed me at first. It's no joke to start smoking at my age".

Following the doctor's recommendations

A blonde is overweight, so her doctor puts her on a diet.

"I want you to eat regularly for two days, then skip¹ a day, and repeat the procedure for two weeks. The next time I see you, you'll have lost at least five pounds".

When the blonde returns, she's lost nearly 20 pounds.

"Why, that's amazing!" the doctor says. "Did you follow my instructions?"

The blonde nods. "I'll tell you, though, I thought I was going to drop dead that third day".

"From hunger, you mean?" said the doctor.

"No, from skipping", replied the blonde.

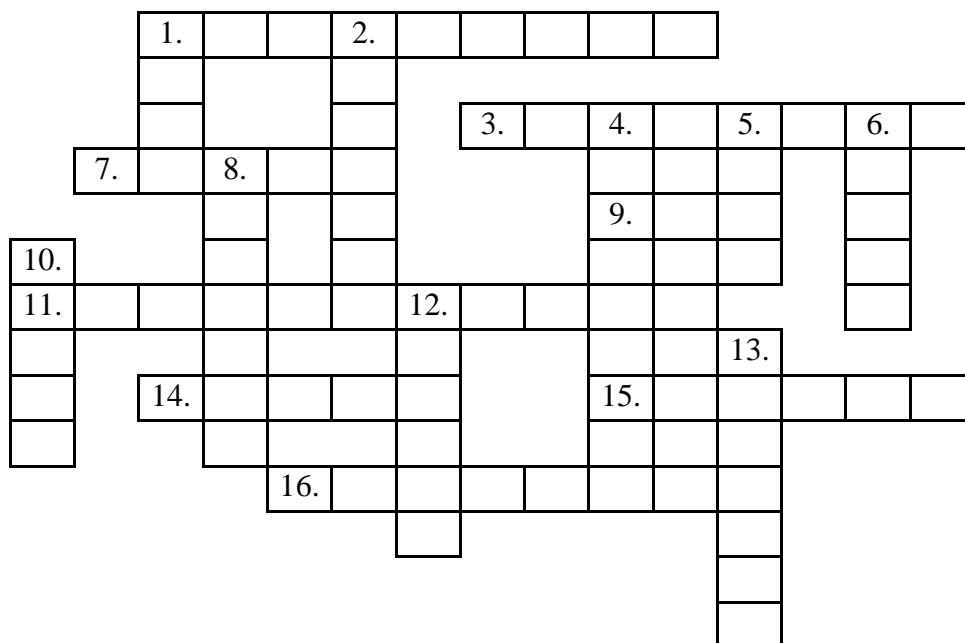
¹ To skip — пропускать; прыгать через скакалку.



Do the crossword:

- Across:**
1. an expression of disorder, pain.
 3. a substance used in treating disease.
 7. the principal organ that causes blood to circulate.
 9. a mixture of gases that surrounds the earth.
 11. an agreement to meet at a definite time.
 14. a rise of body temperature above the normal.
 15. to make a sudden expiration of breath through the nose and mouth.
 16. test for determining the causes from results.

- Down:**
1. thing done to keep someone healthy.
 2. an essential element of diet.
 4. the art or act of identifying a disease.
 5. something that stops a disease and makes you healthy.
 6. a person trained in caring for the sick.
 8. the part of the body between the thorax and the pelvis.
 10. the narrowed part of the body between the ribs and the hips.
 12. the part of the neck in front of the spinal column.
 13. an infectious disease characterized by red spots on the skin.



STEP 2

Topic:	A District Doctor
Grammar:	Present Participle and the Indefinite Gerund
	Continuous Tenses Active
	Impersonal Sentences
	The Sequence of Tenses



BEFORE YOU READ THE TEXT

1. Look at the pictures. What do you think is happening?
Suggest your ideas.



2. Think of 5 adjectives to characterize a district doctor. Discuss in pairs what it is important in the work of a district doctor.
3. Match the following words to make up word combinations.

to provide	the laboratory for tests
to be divided into	patients
to receive	home treatment
to listen to	the prescribed treatment
to send to	primary health care
to follow	districts
to visit	the patients' complaints
to examine	to hospital for treatment
to administer	patients at home

4. Answer the following questions using the word combinations from Exercise 3:

- What do out-patient clinics provide?
- What does a district doctor do during his working day?
- What does a district doctor do if the patient is in a very bad condition?



READ THE TEXT

THE WORKING DAY OF A DISTRICT DOCTOR

General practice is an essential part of medical care throughout the world. In our country the basic medical unit is an out-patient clinic which provides free primary health care. Each out-patient clinic has its own laboratories, X-ray, physiotherapy, surgical and dental departments, as well as numerous consulting rooms (surgeries). There are out-patient clinics for the adult population and clinics for children in every residential area. Each area is divided into separate districts which are assigned to a particular physician, a district doctor (general practitioner), who not only receives patients at the clinic but also visits them at home. The district doctor is responsible for the long term care of people in his residential area. This implies prevention, immunization, education, and care in case of the diseases that do not require a specialist, as well as orientation to a specialist for consultation, or to hospital for treatment, when necessary. The district doctor also follows the severe diseases day-to-day between the acute stages that require the intervention of a specialist.

As a rule the working day of a district doctor begins at eight o'clock in the morning at the clinic, where he sees about ten and sometimes even fifteen out-patients during his consulting hours. During the seasonal epidemics of viral diseases the number of patients goes up to 20–25 per shift. In the afternoon he usually makes his daily round of visits to the district. He examines all those patients, who are seriously ill and can't come to the clinic. These patients must follow a strict bed regime.



Here are some of the cases a district doctor deals with during his consulting hours.

A young man entered the consulting room. He said that he felt rotten. Indeed, this patient was in a poor condition: his hands and face were damp with sweat; his pulse was accelerated and faint. He was running a high temperature. The doctor asked him to



sit down on the couch and began questioning him thoroughly. Making the physical examination the doctor applied a stethoscope to the patient's chest and listened to his lungs and heart. The patient's respiration was accelerated and turned out to be 30 per minute. Some moist râles could be heard. The clinical picture of lobar pneumonia was clear even without making an X-ray examination of the chest. The doctor said that the patient had to be admitted to hospital. It was necessary to arrest the process in his lungs immediately to avoid any complications.

A woman of about 45 entered the consulting room next. She complained of a sore throat and a bad pain in her back, so that she couldn't sleep last night.



"Well", the doctor said, "let me have a look at your throat. I see, there is a bad inflammation. Is it hard to swallow?" When the doctor examined her thoroughly it turned out the woman suffered from quinsy. He prescribed her an antiseptic mouth-wash with which she had to gargle her throat five or six

times a day. The doctor said it would give her an instant relief. As her condition was rather bad the doctor put her on a sick-leave for several days. A nurse had to come to her place to give penicillin injections. When the patient felt better she had to undergo a five-day course of physiotherapy. The doctor also advised her to apply mustard plasters to her back every other day before going to bed.

The next patient complained of a sharp pain in his stomach which increased after taking meals. The doctor questioned the patient on the character of the pain, palpated his abdomen and made the initial diagnosis of the ulcer of the stomach. But to be sure of his diagnosis the doctor directed the patient to be X-rayed. He prescribed to the patient a light diet. The patient had to follow it strictly, because heavy food wasn't useful to him. The patient had to take the prescribed tablets before meals to relieve the pain.

After his consulting hours at the clinic the doctor usually goes out to the calls to the district.

Here are some cases.

The doctor was called to two patients whom he had visited before. One of the patients was ill with lobar pneumonia, the other suffered from angina pectoris.



First he visited the patient ill with angina pectoris. Before examining the patient the doctor washed his hands, put on his white gown and only then entered the room, where the patient was lying. The doctor asked the patient: "How are you feeling today? Do you feel any pain in the chest? Has your

condition improved?" The patient couldn't say that the medicine he had been taking gave him any relief. The pain in the substernal area was particularly sharp on physical exertion. The doctor asked the patient to strip to the waist, listened to his heart and lungs, took his blood pressure, felt his pulse and palpated his abdomen. After five days of home treatment the patient did not feel any relief, and the doctor decided to hospitalize him.

Then the doctor visited the patient ill with lobar pneumonia. It was evident that the patient was recovering. He didn't feel any pain in the chest. The cough disappeared and the temperature returned to normal. The patient felt much better and was cheerful. He thanked the doctor for his kind attention and care. As the condition of the recovering patient was rather good the doctor advised him to be out in the open air as much as possible, to start his morning exercises again, to have rubdowns and by and by begin going in for sports.

In order to treat his patients the doctor should deal with every case carefully and attentively and try to calm those who are excited. In some cases the doctor's words seem to act better than any medicine.

NOTES

physical examination	<p>физикальное обследование</p> <p>Физикальное обследование больного включает аускультацию (<i>auscultation</i>), пальпацию (<i>palpation</i>), перкуссию (<i>percussion</i>), а также осмотр наружных органов и состояния кожных покровов и мышц (<i>visual examination</i>). Все анализы: крови (<i>blood</i>), мочи (<i>urine</i>), желудочного сока (<i>gastric juice</i>) и т. д. составляют данные лабораторного обследования (<i>laboratory examination</i>)</p>
<p>The respiration turned out to be 30 per minute</p> <p><i>six times per day/a day</i> <i>60 beats per minute</i></p>	<p>Дыхание оказалось 30 в минуту</p> <p>Предлог <i>per</i> — <i>в</i> употребляется для обозначения определенной и постоянной повторяемости, частотности в течение определенного периода времени:</p> <p>шесть раз в день 60 ударов в минуту</p>
<p>Moist râles could be heard</p> <p><i>I was listening to him, but did not hear anything</i></p>	<p>Прослушивались влажные хрипы</p> <p>Не смешивайте глагол <i>to hear</i> — <i>слышать</i> с глаголом <i>to listen to</i> — <i>слушать</i>. Первый обозначает чувство, восприятие, а второй — действие, иногда состояние:</p> <p>Я слушал его, но ничего не слышал</p>
<p>She complained of a bad pain in her back</p> <p><i>pain</i></p>	<p>Она жаловалась на сильную боль в спине</p> <p>боль (особенно острая, мгновенная, колющая)</p>

<i>ache</i>	боль (особенно продолжительная, тупая, ноющая) Слово <i>pain</i> имеет более широкое значение, чем слово <i>ache</i> . При локализации боли в отдельных органах употребляется слово <i>ache</i> :
<i>a headache</i>	головная боль
<i>a toothache</i>	зубная боль
<i>an earache</i>	боль в ухе
<i>a stomachache</i>	боль в желудке

ACTIVE WORDS AND WORD COMBINATIONS

to make a daily round of visits; bed regime; to be damp with sweat; to feel rotten; to accelerate; to apply a stethoscope to smth; respiration; couch; moist; râle; lobar pneumonia; to arrest the process of smth in smth; inflammation; to swallow; quinsy; mouth-wash; to gargle one's throat; instant relief; to put smb on a sick-leave; to give smb an injection of some medicine; to undergo a course of smth; to apply mustard plasters to smth; initial; ulcer; to direct; diet; tablet; to relieve; angina pectoris; gown; substernal; physical exertion; to hospitalize; to recover; to deal with; to calm; to excite

LIST OF PREPOSITIONS

to make one's daily round **of** visits; to be damp **with** sweat; to apply a stethoscope **to** smth; to turn **out**; **per** minute (hour, day); to arrest the process of some disease **in** some organ; to have a look **at**; to put smb **on** a sick-leave **for** some days; to admit **to** hospital; to lie **down on** a couch; to apply mustard plasters **to**; to be useful **to** smb; to be sure **of** smth/smb; to put **on** a dress (a gown); **on** physical exertion; to recover **from** a disease; to deal **with** smb/smith.

VOCABULARY TRAINING

Practise the pronunciation of the following words and word combinations. Translate them:

regime [rei'ʒi:m], a bed regime, a strict bed regime, to follow a strict bed regime

sweat [swet], to be damp with sweat, his face is damp with sweat, his hands are damp with sweat

accelerate [æk'seləreit], accelerated, to be accelerated, his pulse was accelerated, the patient's respiration is accelerated

auscultation [ˌɔːsk(ə)'tɛɪʃ(ə)n], the method of auscultation, on auscultation, to carry out auscultation, auscultation revealed

a stethoscope ['steθəskəʊp], to apply a stethoscope to smth, the doctor applied the stethoscope to the patient's chest, the doctor applied the stethoscope to my back

râles [ra:lz], moist râles, dry râles, the doctor heard moist râles, moist râles could be heard

respiration [ˌrespə'reɪʃn], the respiration is accelerated, the respiration turned out to be 30 per minute

lobar pneumonia ['ləʊbə nju:'məʊniə], to make the diagnosis of lobar pneumonia, to be ill with lobar pneumonia, to fall ill with lobar pneumonia

inflammation [ˌɪnflə'meɪʃn], a bad inflammation, to have a bad inflammation, there is a bad inflammation, the inflammation of the throat

to swallow ['swɒləʊ], it is hard to swallow, it hurts me to swallow, is it hard to swallow? you must swallow this tablet, to feel pain on swallowing

quinsy ['kwɪnzi], to be ill with quinsy, to fall ill with quinsy, to suffer from quinsy, to make the diagnosis of quinsy, to treat a patient for quinsy

a mouth-wash ['maʊθ'wɔʃ] an antiseptic mouth-wash, the doctor prescribed an antiseptic mouth-wash, this antiseptic mouth-wash will be useful to you

to gargle [ga:ɡl], to gargle one's throat, to gargle one's throat three times a day, to gargle one's throat with an antiseptic mouth-wash

relief [ri'li:f], an instant relief, a great relief, a considerable relief, to feel a considerable relief, to give an instant relief

an injection [ɪn'dʒekʃn], to give smb penicillin injections, to receive injections, a nurse gives this patient penicillin injections every day, to give medicine by injection

mustard plaster ['mʌstəd 'plɑ:stə], to apply a mustard plaster, a nurse applied mustard plasters to the patient's back, to apply mustard plasters every other day

initial [i'niʃl], initial findings, initial findings were important, initial diagnosis, to make an initial diagnosis, to make the initial diagnosis of measles

ulcer ['ʌlsə], to suffer from ulcer, ulcer of the stomach, to have ulcer of the stomach, to treat patients for ulcer of the stomach

a diet ['daɪət], a light diet, to prescribe a light diet to a patient, to follow a light diet strictly

to relieve [ri'li:v], to relieve pain, these tablets relieve a bad pain, the course of physiotherapy relieved the pain in my side

angina pectoris [ən'dʒaɪnə 'pektərɪs], to be ill with angina pectoris, to fall ill with angina pectoris, to suffer from angina pectoris, to treat for angina pectoris

substernal [sʌb'stə:nəl], the substernal area, to feel pain in the substernal area, the pain in the substernal area was particularly sharp

exertion [ɪg'zɜːʃn], on physical exertion, on mental exertion, to feel pain on physical exertion, to feel worse after mental exertion, sometimes physical exertion causes pain

to hospitalize ['hɒspɪtəlaɪz], to be hospitalized, to hospitalize a patient, this patient suffering from angina pectoris must be hospitalized

to calm [kɑːm], to calm down, to calm a person, the doctor must calm his patients; calm down, please.

EXERCISES

I. Answer the following questions:

1. What is the basic medical unit in our country?
2. What does the working day of a district doctor consist of?
3. What does he usually do during his consulting hours at the clinic?
4. What patients does he examine during his round of visits?
5. Describe the condition of the first patient who came to the polyclinic.
6. What did the physical examination of this patient reveal?
7. What did the female patient complain of?
8. What did the doctor prescribe for her condition?
9. What did the next patient complain of?
10. What confirmed the doctor's initial diagnosis?
11. What did the doctor prescribe to the patient?
12. What patients did the district doctor visit at home?
13. Why did the doctor decide to hospitalize the patient suffering from angina pectoris?
14. What did the doctor recommend to the patient ill with pneumonia? Why?
15. How should doctors deal with every case?

II. Find English equivalents for the following word combinations or sentences:

- 1) боль была особенно острая при физическом напряжении;
- 2) она жаловалась на боль в горле;
- 3) принимать таблетки до еды, чтобы снять боль;
- 4) врач выдал ей бюллетень на несколько дней;
- 5) остановить процесс воспаления в легких;
- 6) дыхание больного было учащенным;

- 7) его руки и лицо покрылись испариной;
- 8) пройти пятидневный курс физиотерапии;
- 9) сильное воспаление;
- 10) должны придерживаться строгого постельного режима;
- 11) принести немедленное облегчение;
- 12) больного нужно было госпитализировать;
- 13) можно было прослушать влажные хрипы;
- 14) сестра должна была делать ей уколы пенициллина;
- 15) поставить первоначальный диагноз язвы желудка.

III. Find equivalents for the words and expressions in bold type:

1. Try this medicine. You will feel an **immediate** relief.
2. The doctor **put** a stethoscope to the patient's chest.
3. My friend **went through** a course of treatment at the in-patient department.
4. His pulse turned out to be **faster than normal**.
5. The patient's hands and face were **wet**.
6. Oh, I'm glad you **have recovered**.
7. The doctor does his best **to stop** the process of the patient's disease.
8. The doctor tried **to make me quiet**.
9. This patient **got a written permission to be absent from his work because of illness**.
10. My friend had to take some tablets **to reduce** pain in the stomach.

IV. Use antonyms for the following words or word combinations:

- 1) to be ill;
- 2) to get sick;
- 3) his hands and face were dry;
- 4) his pulse was slow;
- 5) the process continued;
- 6) a slight pain;
- 7) to excite;
- 8) to feel rotten;
- 9) dry râles;
- 10) slow relief;

V. Use the words on the right to form a suitable word that fits the gap in the same line:

- | | |
|---|---|
| 1. Have you got a ____ from the polyclinic? | to direct
to inflame

pain
hospital |
| 2. The boy was admitted to hospital because of the ____ of the lungs. | |
| 3. The leg was ____ to touch. | |
| 4. The doctor decided to ____ the patient. | |

5. Physical exercises are ____ to ____.
6. ____ your friend won't be discharged on Friday.
7. The doctor examined the wound ____.
8. The patient felt pain in the ____ area.

**use, every
fortune
care
sternum**

VI. Fill in the blanks with prepositions or adverbs where required:

1. When the doctor was examining me he applied a stethoscope ____ my chest to listen ____ my heart.
2. Yesterday I read a very interesting article dealing ____ the new ways ____ treatment ____ lobar pneumonia.
3. It is necessary to avoid any possible complications ____ scarlet fever.
4. The patient ____ the inflammation ____ the lungs was put ____ a sick-leave ____ two weeks.
5. Patients, who are ill ____ tuberculosis, are often damp ____ sweat ____ night.
6. The nurse gave this patient an injection ____ morphine as he complained ____ a severe pain ____ his back.
7. When the doctor felt my pulse it turned ____ to be 70 ____ minute.
8. I am sure ____ the doctor's diagnosis. You must follow ____ his treatment and apply mustard plasters ____ your back.
9. The doctor wanted to have a look ____ my throat because I complained ____ the pain ____ swallowing.
10. Making his daily round ____ visits a doctor must always put ____ a white gown ____ examining patients.
11. Does the patient ill ____ angina pectoris feel any pain ____ the substernal area ____ physical exertion?
12. You are not ____ such a bad state. So calm ____, please.

VII. Put in the verbs given in brackets in the correct tense:

1. Next year practical studies in Physiology (to include) experiments on animals.
2. As patient Smith's blood pressure was high he (to follow) a light diet.
3. Yesterday this patient (to complain) of a sore throat when Dr. Brown (to examine) him.
4. Last night I (can) not sleep because I (to have) a bad pain in my back.
5. You (to fill in) Smith's or Jackson's patient's card at present?
6. Every doctor always (to deal) with his patients carefully and attentively.
7. While I (to swallow) this tablet I (to feel) a bad pain in my throat.
8. My sister (to gargle) her throat with this antiseptic mouth-wash every two hours.
9. You (to find) any interesting articles while you (to read) this medical journal?
10. What (to reveal) the X-ray examination of the chest?

VIII. Transform the sentences into indirect speech using the words in the brackets. Do not forget to follow the rule of the Sequence of Tenses:

1. Doctor: How are you feeling today? (*wonder*)
2. Mother: Do not forget to gargle the throat. (*remind*)
3. Doctor: Is it hard for you to swallow? (*wonder*)
4. Doctor: What do you complain of? (*ask*)
5. Patient: This medicine does not relieve the pain any longer. (*complain*)
6. Doctor: When did you feel pain first? (*want to know*)
7. Doctor: Take these tablets before meals. (*warn*)
8. Patient: Will you put me on a sick-leave? (*ask*)
9. Doctor: Follow my directions and you will be well again in no time. (*recommend, assure*)

IX. Translate the sentences into English following the rule of the Sequence of Tenses:

1. Участковый врач был уверен, что больной скоро поправится.
2. Медсестра сказала врачу, что больной сильно температурит.
3. Терапевт надеялся, что курс физиотерапии остановит процесс воспаления.
4. Невропатолог хотел знать, какое кровяное давление у больного.
5. Врач отметил, что в легких нет изменений.
6. Больной сказал, что он чувствует некоторое облегчение после полоскания горла.
7. Врач хотел знать, снимает ли боль лекарство, которое принимает больной.
8. Студенты видели, что все врачи обращаются со своими больными очень внимательно.
9. Педиатр был уверен, что у этого ребенка не будет осложнений после кори.

X. a) Translate into English:

- 1) врач, обследующий больных;
- 2) медсестра, выполняющая процедуры;
- 3) лекарство, облегчающее боль;
- 4) больной, проходящий курс лечения;
- 5) выздоравливающий пациент;
- 6) терапевт, делающий ежедневный обход;
- 7) при глотании таблетки;
- 8) соблюдая постельный режим;
- 9) прослушивая легкие пациента;
- 10) при постановке диагноза;
- 11) при введении инъекции;

- 12) после полоскания горла;
- 13) лекарство, останавливающее процесс воспаления;
- 14) находясь в плохом состоянии;
- 15) имея дело с больными;
- 16) врач, работающий в поликлинике;
- 17) больной, страдающий астмой;
- 18) стараясь успокоить больного.

b) *Make up sentences using the word combinations given above.*

XI. *Put the verbs in brackets into Present Simple or Present Continuous:*

1. I always (to follow) the prescribed treatment.
2. Who (to wait) you for?
3. My friend (to be) in good health as he regularly (to go) in for sports.
4. The doctor (not to see) his patients yet. Wait a little.
5. Pneumonia (to give) serious complications.
6. Where (to be) Dr. White? He (to make) his daily round.
7. This medicine (to give) an instant relief.
8. Respiration usually (to accelerate) on exertion.
9. The doctor is busy. He (to admit) a patient.
10. (To recover) the patient?

XII. *Put the verbs in brackets into Past Simple or Past Continuous:*

1. While the doctor (to examine) the patient, the nurse (to fill in) the patient's card.
2. The patient (to recover) gradually.
3. You (to take) any medicine when you (to be) ill?
4. As the patient (to be) in a bad condition, the doctor (to put) him on a sick-leave.
5. When the doctor (to enter) the consulting room, the nurse (to give) the patient an injection.
6. Why (to direct) the doctor the patient to be X-rayed?
7. Last night when I (to sleep) I (to feel) a sharp pain in the right side.
8. The therapist (to hear) moist râles when he (to listen) to the patient's lungs.
9. I (to catch) a cold when I (to skate) yesterday.
10. What (to cause) the heart attack?

XIII. *Put the verbs in brackets into Future Simple or Future Continuous:*

1. The doctor (to make) his daily round at 9 a.m. tomorrow.
2. I hope the X-ray examination (not to reveal) any changes.
3. Take the medicine. I am sure it (to keep) the fever down.

4. My mother (to undergo) the course of physiotherapy for two weeks.
5. The nurse (to come) twice a day to give you injections.
6. (To see) you patients at 12?
7. What do you think the doctor (to prescribe) you?
8. You (to follow) the diet for the whole month until the pain goes away completely.
9. (To become) you a surgeon after graduating from University?
10. Tomorrow I (to be) on duty at the in-patient department.

XIV. Make the following sentences interrogative and negative:

1. In his childhood he often had a bad earache.
2. My fellow student had a sore throat two days ago.
3. We had a lecture in Anatomy yesterday.
4. My mother often has a headache.
5. My friends usually have dinner at our University canteen.
6. I have a cold rubdown in the morning.
7. My sister had a bad backache the other day.

XV. Put the pronouns in brackets in the required form:

1. This medicine will give (they) an instant relief.
2. The doctor prescribed (he) a proper treatment.
3. Do you know (we) district doctor? – Yes, I know (she). I got acquainted with (she) when I was on duty at the out-patient department.
4. This medical examination will take (I) some hours. The doctor will have to examine (I) thoroughly.
5. The young doctor asked (he) to strip to the waist and listened to (he) heart and lungs.
6. You must be out in the open air as much as possible: fresh air is useful to (you).
7. What is the matter with (she)? She says she feels rotten.

XVI. Make up direct questions:

Ask the person you are speaking to:

- 1) if he is making his daily round of visits;
- 2) if he can make his daily round of visits;
- 3) when he makes his daily round of visit;
- 4) if he gives patients injections;
- 5) if he can give patients injections;
- 6) if he is giving patients injections;
- 7) if he follows a strict bed regime;
- 8) if he must follow a strict bed regime;
- 9) why he must follow a strict bed regime;

- 10) if he suffers from angina pectoris;
- 11) if he suffered from angina pectoris;
- 12) what he is suffering from;
- 13) if he gargles his throat;
- 14) if he was gargling his throat the whole day yesterday;
- 15) what he gargled his throat with.

XVII. Define “ing-forms” and translate the sentences into Russian:

1. Before making his daily round of visits the doctor went to the polyclinic.
2. Being on a sick-leave the patient was following a strict bed regime.
3. After gargling his throat with an antiseptic mouth-wash the patient felt an instant relief.
4. The doctor examining the patient revealed moist râles in the lungs.
5. On swallowing heavy food the patient felt a bad pain in his throat.
6. The registering clerk told me in what consulting room Dr. Smith was seeing his patients.
7. My mother will be undergoing an X-ray therapy tomorrow.
8. The patient with a bad pain in his stomach was following a light diet.
9. Before starting to examine the patient the doctor put on his white gown.
10. Stripping to the waist is necessary when the therapist wants to listen to the patient’s heart and lungs.

XVIII. Correct the mistakes:

Nick: Come in, doctor. We wait for you. (1)

Doctor: Well, what are troubling you, the young man? (2)

Nick: I feel weak and I am damp with sweat almost all the time. When I am coughing I feel a sharp pain in the left side. (3)

Doctor: Let I listen your lungs. I hear some moist râles. I am afraid it’s pneumonia. It’s necessary to arrest the process of inflammation immediately. Here is the prescription on injections. (6)

Nick: Shall I come in the polyclinic for injections? (1)

Doctor: No, stay in the bed. The nurse will come to you to make injections. I’ll call on you again through two days. (3)

Nick: Thanks, doctor. Good-bye. (1)

XIX. Put the verbs in brackets into the proper tense form:

Peter: Hello, Nick! Where (to hurry) you?

Nick: Hi! I (to run) to the polyclinic to call in a doctor.

Peter: What (to be) the matter?

Nick: My room-mate (to catch) a cold when he (to skate) yesterday. He (to run) a high temperature and (to complain) of a sore throat. The medicine I (to

give) him yesterday (not to relieve) the pain and (not to keep) the fever down. So we (to decide) to call in a doctor.

Peter: I (not to take) up your time any more. Say my hello to your friend. I hope he (to be) well again in no time. Bye, Nick.

b) Report what you've learnt about Nick's friend. Use the past tenses.

XX. Read the dialogue. Match the patient's answers with the doctor's words:

	<i>Doctor</i>		<i>Paul</i>
1	Good morning. Please have a seat here. What's the problem?	A	That's right. I feel like <i>vomiting</i> ² . And right now I <i>feel dizzy</i> ³ , too.
2	Do you have <i>diarrhea</i> ⁴ ?	B	Can you give me something for the time being?
3	Do you have any other symptoms?	C	Yes, I do.
4	You mean you <i>feel nauseous</i> ? ³	D	I have a terrible stomachache.
5	When did the symptoms start?	E	It doesn't hurt. ... Ouch. It hurts there.
6	All right. Please take off your clothes to the waist and lie down on the couch. ... Just tell me if it hurts when I do this.	F	Thank you, doctor. Let's hope it will help.
7	Okay. Let's hope it's just <i>indigestion</i> ⁵ , but we'll need to run some tests to be sure. We'll run blood and urine test.	G	This morning. Yesterday evening I ate something <i>raw</i> ⁶ .
8	Yes, I'll give you a prescription for indigestion tablets.	H	Yes, I feel sick.

b) Report what you've learnt about Paul's reason to see his doctor. Use the past tenses.

XXI. Read the following stories and report what you've learnt. Share your suggestions about the diagnosis. Support your ideas.

A. Whenever I do a little exercise I get out of breath very quickly. Even when I am sleeping, I have breathing problems. I wake up in the middle of the night and can't get back to sleep. I don't have pain in my chest, so I don't think I have heart problems. I feel very worried.

² vomiting — рвота

³ to feel dizzy / nauseous — чувствовать головокружение/тошноту

⁴ diarrhea — диарея

⁵ indigestion — расстройство пищеварения

⁶ raw — сырой, необработанный

- B.** I can't talk very well because of my sore throat and a persistent cough. I have had it for a few months. It's strange as I don't smoke. I seem to be tired all the time, but I am never so sick that I can't go to work. I have been to the doctor and had some tests, but they can't find anything wrong with me.
- C.** My condition worries me a lot. At night it takes me time to fall asleep. In the morning I feel a slight headache and pain in the chest. Sometimes my back hurts and I get tired easily.
- D.** I've got a terrible pain in my back. I've had it for more than a week. It goes down my left leg and I feel pins and needles in my foot all the time. It's keeping me awake at night. I have been taking aspirin but the pain comes back again.

XXII. a) *Put the sentences in the right order to reproduce a conversation between Mr. Williams and the doctor:*

1. I am not sure, doctor. But I haven't been feeling too well. I think it's the grippe.
2. Any vomiting?
3. Good morning, doctor.
4. Well, let's have a look at you. Open your mouth...
5. Hello, Mr. Williams. Take a seat. What seems to be the trouble?
6. Mm... What are the symptoms?
7. No, but I don't feel very hungry. I've got no appetite at all.
8. I am feeling tired and I am aching all over. I am sneezing a lot and feeling pretty feverish, hot and cold all the time. Oh, and I've got a sore throat.

b) *Report what you've learnt about Mr. Williams' condition. Use the past tenses.*

XXIII. *Complete the sentences:*

1. Yesterday I went out without my warm coat on and now _____.
2. The doctor took the patient's temperature and said _____.
3. I can hardly breathe because _____.
4. When she came home she complained of a bad headache and her mother _____.
5. You look a bit overweight so _____.
6. It hurts for me to swallow because _____.
7. If you follow the doctor's instructions you'll _____.
8. She looks fit and healthy _____.

XXIV. Translate the following sentences into English using the active vocabulary of this Step:

1. Он медленно выздоравливал после длительной болезни.
2. Это лекарство может немедленно снять боль.
3. Так как больной жаловался на боль в желудке, врач должен был прощупать его живот.
4. У больного была такая резкая боль в печени, что его руки и лицо покрылись испариной.
5. Наш участковый врач обычно делает обход больных на участке днем, после приемных часов в поликлинике.
6. Ему нужно получить бюллетень, так как у него высокая температура.
7. Что вас беспокоит? На что вы жалуетесь? – Боюсь, что у меня очень сильная простуда. Я чувствую себя отвратительно, и у меня болит горло.
8. Инъекции этого лекарства должны будут остановить процесс болезни.
9. Больная очень бледна и жалуется на сильную боль в правой стороне живота. Ее нужно госпитализировать немедленно.
10. Я поблагодарил врача за заботу и внимание ко мне во время моей болезни.
11. Что с вашим другом? Он такой бледный, и на лице у него выступил пот.
12. При обследовании было обнаружено, что у больного учащенное дыхание. Когда врач прослушивал легкие, он обнаружил влажные хрипы.
13. У него воспаление легких. Он должен соблюдать строгий постельный режим, чтобы поправиться как можно быстрее.
14. Так как вы кашляете, у вас болит горло и вам трудно глотать, я пропишу вам таблетки и полоскание. Пожалуйста, полощите горло каждые два часа. Это скоро снимет боль.
15. Сестра делала уколы этому больному через день.

XXV. Answer the following questions:

1. Would you like to be a district doctor?
2. When do you go to your district doctor?
3. What does the doctor start the examination with?
4. What does the examination usually include?
5. What does auscultation mean?
6. What can auscultation reveal?
7. What can the doctor administer to be sure of the diagnosis?
8. What is the best treatment for lobar pneumonia?
9. In what cases does a doctor put a patient on a sick-leave?
10. What patients should follow a diet?
11. What diet should a patient follow in case of stomach ulcer?

12. What should you do if you have a sore throat?
13. When does a doctor advise his patient to apply mustard plasters to the back?
14. What course of treatment do patients undergo for the grippe?
15. What do patients complain of in case of angina pectoris?
16. When is the pain particularly sharp?

XXVI. Match the parts of the table to get correct information on the main methods of examination:

			How to use this method		When to use this method
1	Inspection	A	During this kind of examination, the examiner places one hand on the patient and then taps a finger on that hand, with the <i>index finger</i> ⁷ of the other hand	1	Vibrations can help the physician to determine if various organs (heart, liver, etc.) are enlarged or not, as well as to diagnose fluid in the abdominal and chest <i>cavities</i> ⁸ or make one suspect the presence of pneumonia
2	Palpation	B	During this kind of examination, the physician looks at different parts of the patient's body	2	This technique can diagnose such conditions as <i>heart failure</i> ⁹ , accumulation of fluid, asthma, bronchitis, pneumonia, collapsed lungs, etc.
3	Percussion	C	During this kind of examination, the physician listens to the patient's heart, lungs and blood vessels	3	The physician can feel the heart beat and diagnose enlargement, find the <i>tenderness</i> ¹⁰ of an active ulcer, or diagnose the presence of <i>edema</i> ¹¹ or excess fluid
4	Auscultation	D	During this kind of examination, the physician presses his fingers or hands to the surface of the patient's body	4	A characteristic growth on the <i>eyelids</i> ¹² could point to a high cholesterol level that is a risk factor for coronary artery disease. A bluish discoloration of the tongue and nail beds could point to a low oxygen level in the blood, while <i>pallor</i> ¹³ or a pale appearance could indicate a low level of hemoglobin

⁷ index finger — указательный палец

⁸ cavity — полость

⁹ heart failure — сердечная недостаточность

¹⁰ tenderness — болезненность

¹¹ edema — отек

¹² eyelids — веки

¹³ pallor — бледность

XXVII. Fill in the missing words to get information on the diseases. Choose from the following:

temperatures heart blood back taking chest lasts
discomfort exertion relieve pain

Angina pectoris is the medical term used to describe the temporary chest ____ that occurs when the ____ is not getting enough blood. When the heart does not get enough ____, it can no longer function at its full capacity. When physical ____, strong emotions, extreme ____, or eating increase the demand on the heart, a person with angina feels temporary ____, pressure, fullness, or squeezing in the center of the ____ or in the neck, shoulder, jaw, upper arm, or upper _____. You can ____ the discomfort by removing the stressor and/or ____ sublingual (under the tongue) nitroglycerin. The discomfort of angina ____ a few seconds or minutes.

flu lung disease admitted breathing infection blood
ill cold cause

Pneumonia is a ____ infection that can make you cough, sometimes with mucus or even ____, run a fever, and have a hard time _____. For most people, pneumonia can be treated at home. It often clears up in 2 to 3 weeks. But older adults, babies, and people with other diseases can become very _____. They may need to be ____ to hospital. Bacteria or viruses usually ____ pneumonia. You may get the disease after having a ____ or the _____. These illnesses make it hard for your lungs to fight ____, so it is easier to get pneumonia. Having a long-term, or chronic ____ like asthma, heart disease, cancer, or diabetes also makes you more likely to get pneumonia.

headache tonsil complains tender complication abscess
pain swallowing

Quinsy, or peritonsillar abscess (PTA), is a recognized ____ of tonsillitis and consists of a collection of pus beside the _____. Symptoms start appearing two to eight days before the formation of an _____. The patient ____ of a sore throat and pain on _____. As the abscess develops, the condition is worsened by fever, malaise, ____ and changes in the voice. Neck pain associated with ____, swollen lymph nodes, ear ____ and halitosis are also common.

causes stomach abdomen complication drugs doctor
pain blood irritate advice improve

Stomach ulcers, also known as gastric ulcers, are open sores that develop on the lining of the _____. The most common symptom of a stomach ulcer is a burning or pain in the centre of the _____. You should always visit your _____ if you suspect you have a stomach ulcer. Seek urgent medical _____ if you experience any of the following symptoms: vomiting _____, passing black stools, a sudden, sharp _____ in your stomach that gets steadily worse and does not _____. These could be a sign of a _____, such as internal bleeding. There are two main _____ of stomach ulcers: *Helicobacter pylori* (*H. pylori*) bacteria, which can _____ the stomach or upper intestine lining, causing an ulcer to form, and non-steroidal anti-inflammatory _____ (NSAIDs), such as ibuprofen or aspirin, which can have a similar effect.

XXVIII. Complete the following dialogues:

a) Doctor: Good morning, Mr. Thompson. What's the trouble?

Mr. Thompson: _____.

Doctor: Any pain?

Mr. Thompson: _____.

Doctor: Please strip to the waist and lie down on the couch. I will examine you.

Mr. Thompson: _____.

Doctor: I'm afraid it is pneumonia and you must have penicillin injections. Go straight home and I'll send you a nurse immediately.

Mr. Thompson: _____.

Doctor: Certainly, for at least a week or two. Here's a prescription. Take this medicine three times a day.

Mr. Thompson: _____.

Doctor: Oh, don't mention it. Make sure to follow my instructions. Good-bye.

b) Doctor: Good afternoon, Margaret. What's the matter with you?

Margaret: _____.

Doctor: How long have you been like that?

Margaret: _____.

Doctor: Have you taken your temperature?

Margaret: _____.

Doctor: Let me feel your pulse. Hmm, it's a bit rapid. Now I must listen to your lungs. Your back, please. Take a deep breath.

Margaret: _____.

Doctor: Not this time. I'll give you a prescription. Take a dose of this medicine every three hours. I hope you'll get well in no time. I'll look in again next morning. Take care.

Margaret: _____.

XXIX. Make up your own dialogue between a doctor and a patient. You may use the following:

What can I do for you?	I feel hot (cold, feverish, sick, rotten).
What are you complaining of?	It hurts in my chest (ear).
What troubles you?	I've got a stomachache (earache, backache).
Where exactly is the pain?	I've got a sore throat (eye).
When do you get it?	I've got a high temperature (fast pulse, high blood pressure, bad cough).
How long have you had this pain?	The pain is mild (bad, severe).
How long does it last?	What medicine is this?
Do you have any other symptoms?	Where can I get it?
I am afraid you've got quinsy (pneumonia)	How should I take this medicine?
Here is the prescription for cough mixture (an antibiotic)	How often should I take it?
Take (two tablets) (morning and night) until you feel better.	Should I stay in bed?
The pain will go away.	
This is nothing to worry about.	

XXX. Suggested topics for oral narration:

1. Last year your friend was ill with lobar pneumonia. You took him to the polyclinic. Describe his condition and the way he was examined.
2. You are ill with quinsy. You called in the district doctor. Tell us about the doctor's visit.
3. Some days ago you were on duty at the polyclinic. You watched some cases. One of them was a patient ill with angina pectoris. Describe his condition and the way he was examined.
4. One of you is the head doctor of a district out-patient clinic. The other is an intern who is to work at this clinic. Act out an interview about daily routine and working conditions of the young doctor.

TOPIC VOCABULARY

accelerate <i>v</i> accelerated pulse (respiration)	ускорять, ускорить ускоренный, учащенный пульс (дыхание)
admit <i>v</i> to be admitted to hospital in a bad state (condition) <i>syn.</i> to hospitalize	принимать, впускать, допускать поступить в больницу (быть доставленным в больницу) в тяжелом (плохом) состоянии
angina pectoris <i>n</i>	стенокардия, грудная жаба
arrest <i>v</i> to arrest the process of the disease in the lungs	останавливать, приостановить приостановить процесс болезни в легких

calm <i>v</i> This doctor calms his patients with his kind words and attention	успокаивать Этот врач успокаивает своих больных добрым словом и вниманием.
calm down <i>v</i> Calm down, there's nothing to worry about.	успокаиваться, успокоиться Успокойся, волноваться не о чем.
case <i>n</i> a severe (difficult) case in case of angina pectoris There were five cases the doctor had to see in the morning. The doctor had to describe this case of the grippe in detail.	случай (заболевание), больной (пациент) тяжелый (трудный) случай при стенокардии Было пятеро больных, которых врач должен был принять утром. Врач должен был описать этот случай гриппа детально.
condition <i>n</i> a satisfactory (good, bad) condition general condition to be in a poor condition	состояние удовлетворительное (хорошее, плохое) состояние общее состояние находиться в плохом состоянии
couch <i>n</i> to lie down on the couch	кушетка лечь на кушетку
course <i>n</i> the course of physiotherapy (X-ray therapy, penicillin therapy, vitamin therapy) to undergo a course of treatment	курс курс физиотерапии (рентгенотерапии, пенициллинотерапии, витаминотерапии) пройти курс лечения
deal <i>v</i> to deal with smb/smith What does this article (book) deal with?	иметь дело иметь дело (обращаться) с кем-, чем-либо О чем говорится в этой статье (книге)?
department <i>n</i> an out-patient department an in-patient department	отделение амбулаторное отделение стационар
diet <i>n</i> to follow a diet strictly to be on a diet to prescribe a light (strict) diet	диета строго соблюдать (придерживаться) диету быть на диете прописать легкую (строгую) диету
direct <i>v</i> to direct a patient to hospital	направлять, направить направить больного в больницу
examination <i>n</i> on physical examination	обследование при физикальном обследовании
excite <i>v</i>	волновать, возбуждать
exertion <i>n</i> on physical exertion	напряжение при физическом напряжении
food <i>n</i> light (heavy, good, fresh) food	пища легкая (тяжелая, хорошая, свежая) пища

to gargle <i>v</i> to gargle one's throat with an antiseptic mouth-wash	полоскать (горло) полоскать горло антисептической жидкостью
gown <i>n</i> to put on (take off) a gown to have a gown on	халат надеть (снять) халат быть одетым в халат
hot-water bottle <i>n</i> to put a hot-water bottle to one's feet (back, side)	грелка положить грелку к ногам (на спину, на бок)
inflammation <i>n</i> inflammation of the lungs (throat, eyes)	воспаление воспаление легких (горла, глаз)
initial <i>a</i> an initial diagnosis (findings, dose)	первоначальный первоначальный диагноз (данные, доза)
injection <i>n</i> to give smb an injection of some medicine	(подкожное) впрыскивание, инъекция сделать инъекцию какого-либо лекарства
instant <i>a</i>	немедленный, неотложный
meal <i>n</i> before (after) meals	еда перед едой (после еды)
mouth-wash <i>n</i>	жидкость для полоскания рта
mustard plaster <i>n</i> to apply mustard plasters to one's chest (back)	горчичник поставить горчичники на грудь (спину)
pain <i>n</i> sharp (severe, constant, persistent) pain a pain in the chest (back, side, leg, arm) to feel (cause, suffer, suffer from, bear) pain	боль острая (сильная, постоянная, устойчивая) боль боль боль в груди (спине, боку, ноге, руке) чувствовать (вызывать, испытывать, страдать, терпеть) боль
patient <i>n</i> an out-patient an in-patient	больной, пациент амбулаторный больной стационарный больной
per (<i>prep.</i>) (лат.) per day (hour, minute)	в в день (час, минуту)
pneumonia <i>n</i> lobar pneumonia	воспаление легких (пневмония) лобарная (крупозная) пневмония
râle <i>n</i> dry (moist, fine) râles to hear moist râles moist râles appeared (disappeared)	хрип сухие (влажные, мелкие) хрипы прослушивать влажные хрипы появились (исчезли) влажные хрипы
recover <i>v</i> to recover soon (quickly, slowly) to recover from a disease	выздоровливать, поправляться выздоровливать скоро (быстро, медленно) выздоровливать, выздороветь после болезни

regime <i>n</i> to follow a strict bed regime	режим выполнять (соблюдать) строгий постельный режим
relief <i>n</i> an instant relief to give a relief	облегчение немедленное облегчение дать (приносить) облегчение
relieve <i>v</i> to relieve pain	облегчить снять боль
respiration <i>n</i> to have an accelerated (normal) respiration	дыхание иметь учащенное (нормальное) дыхание
round <i>n</i> doctor's round a night (morning, evening) round a ward round to make one's daily round of visits to come back from one's morning round doctor's round to start out on one's round of the wards	обход (врача) обход больных врачом ночной (утренний, вечерний) обход обход (врачом) палат делать ежедневный обход больных на дому вернуться с утреннего обхода обход врачом больных отправиться на обход палат
rubdown <i>n</i> to have a cold rubdown	обтирание делать холодное обтирание
sick-leave <i>n</i> to put a patient on a sick-leave to be on a sick-leave for some days	бюллетень, больничный лист выписать больному бюллетень иметь больничный лист, быть на больничном (листе) несколько дней
substernal <i>a</i> in the substernal area	загрудинный в загрудинной области
swallow <i>v</i> Is it hard to swallow? Does it hurt you to swallow?	глотать Трудно глотать? Вам больно глотать?
sweat <i>n</i> to be damp with sweat	пот покрыться испариной (потом), вспотеть
tablet <i>n</i> a tablet for a headache	таблетка таблетка от головной боли
time <i>n</i> three times a day several times once twice	раз 3 раза в день несколько раз один раз два раза
ulcer <i>n</i> ulcer of the stomach	язва язва желудка
undergo <i>v</i> to undergo a course of physiotherapy (treatment)	проходить пройти курс физиотерапии



ADDITIONAL READING

Read and share some of your thoughts on the matter.

a) *Doctors' opinion*

A doctor who is a good communicator:

Has respect for patients. Good doctors understand that a sick or injured patient is highly vulnerable. Being respectful goes a long way toward helping that patient explain symptoms, take responsibility for decision-making, and complying with instructions.

Has the ability to share information so that the patients can understand. It's OK to use medical and complicated terms, but they should be accompanied by an explanation at the same time.

Doesn't interrupt or stereotype the patients. It's easy for all of us to interrupt when we know time is short or we are in a hurry, but a physician who is a good communicator knows that if it can't be done right to begin with, it will need to be done over. Listening carefully and respectfully will go a long way toward better outcomes for the patient.

Has the ability to effectively manage patients' expectations. By helping the patient understand what the next steps will be, and what the possible outcomes might be, the doctor can go a long way toward helping that patient understand his problem.

b) *Patients' expectations*

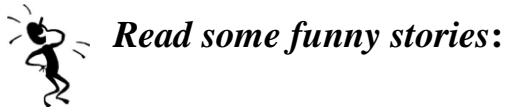
To do their job doctors must possess:

- | | |
|---|---|
| ✓ Ability to handle pressure | ✓ Intellectual capacity |
| ✓ An enquiring mind | ✓ Leadership qualities |
| ✓ A rational approach to problems | ✓ Logical thinking |
| ✓ Concern for people | ✓ Mental strength |
| ✓ Critical reasoning | ✓ Professionalism |
| ✓ Decisiveness | ✓ Recognise limits of professional competence |
| ✓ Good judgement and perception | ✓ Respect for confidentiality |
| ✓ Good communication skills | ✓ Sense of responsibility |
| ✓ Humility | |
| ✓ Separate important points from detail | |

To do their job doctors should be:

- | | |
|------------------------------|---------------|
| ✓ Committed to self-learning | ✓ Honest |
| ✓ Confident | ✓ Open-minded |
| ✓ Conscientious | ✓ Patient |
| ✓ Determined | ✓ Perseverant |

- ✓ Emotionally stable
- ✓ Flexible and adaptable to change
- ✓ Good listener
- ✓ Hard working
- ✓ Highly motivated
- ✓ Resilient
- ✓ Respectful for other people
- ✓ Team player
- ✓ Tolerant
- ✓ Well organized



Visual acuity test

Dr X's story: I was performing a complete physical, including the visual acuity test. I placed the patient twenty feet from the chart and began, "Cover your right eye with your hand". He read the 20/20 line perfectly. "Now your left". Again, a flawless read. "Now both", I requested. There was silence. He couldn't even read the large E on the top line. I turned and discovered that he had done exactly what I had asked; he was standing there with both his eyes covered. I was laughing too hard to finish the exam.

Following the instruction

Dr J's story: During a patient's two week follow-up appointment with his cardiologist, he informed me, his doctor, that he was having trouble with one of his medications. "Which one?" I asked. "The patch. The nurse told me to put on a new one every six hours and now I'm running out of places to put it!" I had him quickly undress and discovered what I hoped I wouldn't see. Yes, the man had over fifty patches on his body! Now the instructions include removal of the old patch before applying a new one.



It comes from family

When a physician remarked on a new patient's extraordinarily ruddy complexion, he said, "High blood pressure, Doc. It comes from my family".
 "Your mother's side or your father's?" I asked.
 "Neither", he replied. "It's from my wife's family".
 "Oh, come now", I said.
 "How could your wife's family give you high blood pressure?"
 He sighed. "You ought to meet them sometime, Doc!"

What's bothering you?

My four year old daughter had a terrible case of the flu, she was achy, had a high fever, and was terribly hoarse. After waiting in the waiting room at the doctor's office for over an hour we were finally admitted to see the Doctor. After the usual routine of listening to her breathing and checking her ears, the Doctor looked my daughter in the eye and said,
 "So what would you say is bothering you the most?"
 Without skipping a beat my daughter promptly answered,
 "Billy, he always breaks my toys!"



Find a word for the following definitions. The first letters of each word will make up an English proverb:

1. To admit to hospital as a patient. (11)
2. To inspect or test for evidence of disease. (7)
3. To bring to state of inactivity or to a standstill. (6)
4. One of the two main respiratory organs. (4)
5. The part of the neck in front of the spinal column. (6)
6. A rubber bag filled with hot water to provide warmth. (14)
7. A condition of the body characterized by heat, swelling, redness, etc. (12)
8. The fluid excreted through the glands of the skin. (5)
9. The narrowed part of the body between the thorax and the hips. (5)
10. A great effort. (8)
11. A disease marked by brief attacks of chest pain. (6)
12. A large gland that secretes bile. (5)
13. Discomfort, distress, inconvenience. (7)
14. A muscular organ that pumps blood. (5)

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STEP 3

Topic: At the Chemist's
Grammar: Past Participle
 The Passive Voice
 Indefinite Personal Sentences



BEFORE YOU READ THE TEXT

1. Look at the pictures. What do you think is happening?
 Suggest your ideas.



2. Think of 3 reasons to go to the chemist's. Discuss in pairs.

3. Match the following words to make up word combinations:

to buy	mixture	for bandaging wounds
to get	mouth-wash	to arrest inflammation
to use	antibiotics	in case of a cold
to recommend	alcohol	in case of chicken-pox
to prescribe	brilliant green	to prevent infection
	dressing materials	for sponging the skin before injections
	iodine	in case of gastric ulcer
	mustard plasters	for gargling the throat
	bed regime	for cough
	diet	in case of the grippe

4. Make up 3 questions with the word combinations from Exercise 3 and ask your partner. Take turns.



READ THE TEXT

AT THE CHEMIST'S

“Medicines are not meant to live on”, an English proverb says. Good health is better than the best medicine. But sometimes we cannot avoid diseases, either infectious or noninfectious. In case something is wrong with our body, or we fall ill with some disease, we go to the doctor's or to the chemist's hoping to get some medicine which will make all signs and symptoms disappear.

Clearly, the demand for medications is very high all over the world. Thousands of drugs are currently available for the treatment of illness, and new



ones are being developed. There are a lot of chemist's shops in our country. As a rule they have a hall for visitors, two departments for selling drugs (the prescription department and the chemist's department), and proper working rooms for washing, drying and sterilization of glassware, an analytical laboratory, a room for

storing medicines, a room for dispensing them and some others. At the chemist's department you can get some medicines right away. Over-the-counter medications (OTC) are medications you can buy without a prescription. Over-the-counter remedies include different powders and pills, tablets for headache and stomachache, drops for eye irritation and earache, decongestants which may decrease nasal stuffiness, sedatives which are used to calm those who are excited, laxatives which are used to relieve constipation, healing ointments which are rubbed in to relieve pain and skin irritation, as well as sleeping-draughts, pain-killers, tonics, such as bromide, vitamins, cod liver oil, iodine and other remedies.

Many drugs are available by prescription only. Prescription medicines are drugs that require a doctor's written permission for the patient to obtain that medication at the chemist's. Common prescription medications include antibiotics, birth control pills, skin treatments, cholesterol drugs, antidepressants, etc. These



drugs are either strong effective or poisonous and may be dangerous. Their overdosage may cause untoward reaction and sometimes even death. Medical personnel should have a clear idea of how and why a particular drug works and what its side effects and contraindications are. Some drugs may cause sleepiness, dryness in the mouth, weight gain or even depression. Some drugs

are addictive; therefore, their use must be strictly controlled. A patient can buy these medicines only if a doctor writes a prescription for a chemist to fill. Antibiotics which are used to treat bacterial infections do not work against infections caused by viruses — for example, the common cold or flu. Antibiotics are normally only prescribed for more serious bacterial infections — for example, pneumonia. When prescribed, it is important to take the entire course of antibiotics which helps to prevent resistance developing to that antibiotic. Narcotic drugs such as codeine and morphine can also be obtained only with a prescription. They are addictive and thus can be used only in restricted dosages. They are excellent pain-killers, but in excessive amounts they can cause coma or death. Other familiar drugs include cardiac agents (which treat conditions of the heart), anticoagulants (which prevent blood clots), and diuretics (which help remove excess fluid from the body), or insulin used in the treatment of diabetes.



At the chemist's all medicines are kept in drug cabinets, on open shelves and in the refrigerator. Poisonous drugs are kept in a drug cabinet marked with the letter A. Strong effective drugs are kept in a drug cabinet having the letter B. The drugs prepared at the chemist's for immediate use should be kept in the refrigerator. Powders and medicines produced at pharmaceutical plants are usually kept on shelves protected from light at a constant temperature, not higher than room temperature.

Every small bottle or box has a label with the name of the medicine. There are labels of four colours for the drugs prepared at the chemist's: labels of green colour indicate medicines for internal use; blue labels indicate drugs used for intramuscular and intravenous injections. Labels of yellow colour are stuck on to indicate drugs for external use. Drugs used for treatment of eye diseases have labels of pink colour. The dose to be taken as well as the directions for the administration of a drug are indicated on the label or signature. At the chemist's department medicines are kept according to the therapeutic effect: drugs for cough, cardiac medicines, drugs for headache. Disinfectants, herbs and things for medical care such as hot-water bottles, mustard plasters, medicine droppers, thermometers, syringes, dressing materials, etc. are kept separately.

A chemist plays a key role in providing quality healthcare. He is an expert in medicines and uses his clinical expertise, together with his practical knowledge, to ensure the safe supply and use of medicines by the public. Chemists can give you advice about minor health conditions and your medication, without making an appointment. A chemist will be able to answer questions about your medication, its side effects, and how it may interact with other medications or supplements you take, types of drugs, and plenty more.

NOTES

chemist's	аптека. В названиях специализированных магазинов или аптеки слово <i>shop</i> после существительного в притяжательном падеже часто опускается (<i>a baker</i> — булочник; <i>at the baker's</i> — в булочной; <i>a chemist</i> — аптекарь; <i>at the chemist's</i> — в аптеке).
right away	сразу; зд. без заказа.
the dose to be taken <i>It is the experiment to be carried out right away.</i>	доза, которую нужно принимать. Здесь в функции определения употреблен <i>Infinitive</i> в <i>Passive Voice</i> . В этой функции он стоит непосредственно после имени существительного и переводится на русский язык придаточным определительным предложением. Часто в таком употреблении <i>Infinitive</i> имеет оттенок модальности или будущего времени. Это опыт, который следует провести сразу же.
signature	сигнатура (от лат. <i>signare</i> — обозначать, указывать), т. е. копия рецепта врача, прилагаемая аптекой к лекарству.
to heal <i>As his wound heals slowly he has not recovered yet.</i>	заживать. Этот глагол употребляется в том случае, если речь идет о заживлении раны, поражения или травмы; сравните в значении поправляться, выздоравливать — <i>to recover, to be well again</i> Так как у него медленно заживает рана, он еще не поправился.

ACTIVE WORDS AND WORD COMBINATIONS

prescription; chemist's, to order a prescription; to fill a prescription; drug; chemist's department, prescription department, available; drug cabinet; label; signature; to stick smth on smth; to indicate; administration; chemist; remedy; poisonous; addictive; overdosage; untoward; powder; intravenous; intramuscular; to heal; over-the-counter remedy; ointment; to rub in; irritation; pill; sedative; tonic; a sleeping-draught; laxative; a pain-killer; mixture; solution; to administer; constipation; dropper; syringe; dressing material; to mark; effective.

LIST OF PREPOSITIONS

right **away**; to stick a label **on** smth; a drug **for** injections (internal, external use); the directions **for** administration **of** a drug; it is necessary **for** smb/smth; **by** prescription; to rub **in**; **in** case **of** smth; something is wrong **with** smth/smb;

according **to** smth; protect smb **from** smth/smb; resistance **to** smth; a tablet **for** headache; a prescription **for** smth.

VOCABULARY TRAINING

Practise the pronunciation of the following words and word combinations. Translate them.

1. **a prescription** [pris'kripʃn], prescriptions, to write out a prescription for some medicine, to order the prescriptions .
2. **a chemist** ['kemist] to work as a chemist, the chemist's, to work at the chemist's, at the chemist's department
3. **pharmaceutical** [fa:mə'sju:tikəl], pharmaceutical plants, pharmaceutical herbs, pharmaceutical effect, Pharmaceutical Faculty, to study at the Pharmaceutical Faculty
4. **a label** ['leibl], labels of four colours, a green label, a yellow label, a blue label, to stick a pink label on a bottle, the dose of the drug is indicated on a label
5. **to administer** [əd'ministə], to administer some medicine, to administer some drug orally, a doctor administers a proper treatment, administration, the administration of a drug, the directions for the administration of a drug
6. **poisonous** ['pɔiznəs], a poisonous drug, a poisonous remedy, poisonous remedies may cause death, every nurse must know which drugs are poisonous
7. **refrigerator** [ri'fridʒəreitə], to defrost a refrigerator, frost-free refrigerator, to keep drugs in the refrigerator
8. **dose** [dəʊs], **dosage** ['dəʊsidʒ], the dose to be taken, the dose is indicated on a label, overdosage of a drug may cause **untoward** [ʌn'təʊəd] reactions, take only the indicated dose of the drug
9. **powder** I'paʊdə], powders for cough, powders for headache, take these powders three times a day, these are powders for internal use
10. **an ampule** ['æmpju:l], ampules, ampules of camphor, ampules of **glucose** I'glu:kəʊs], glucose is kept in ampules
11. **intravenous** [,intrə'vi:nəs], **intramuscular** [,intrə'mʌskjulə], intravenous injections, intramuscular injections, intravenous injections of glucose, intramuscular injections of **vitamin** ['vitəmin] B.
12. **disinfectants** [,disin'fektənt], **sedatives** ['sedətivz], **tonics** ['tɒniks], **cod liver oil** ['kɒdlivər'ɔɪl], **sleeping-draughts** [dra:fts], **laxatives**

[ˈlæksətɪvz], vitamins, **iodine** [ˈaɪədiːn], **codeine** [ˈkəudiːn], **morphine** [ˈmɔːfiːn], to take sleeping-draughts before going to bed, to prescribe laxatives if something is wrong with the patient's stomach, to administer sedatives orally.

13. **cholesterol** [kəˈlestərɔl], **anticoagulant** [ˌæntikəuˈægjələnt], **insulin** [ˈɪnsjulin], **antidepressant** [ˌæntidiˈpresənt] **diuretic** [ˌdaɪjuəˈretɪk], to treat **diabetes** [ˌdaɪəˈbiːtiːz] with insulin, to remove excess fluid with diuretics.

EXERCISES

I. Answer the following questions:

1. When do people go to the chemist's?
2. How many departments are there in the chemist's shop?
3. How can you get drugs at the chemist's department?
4. What do over-the-counter remedies include?
5. What are decongestants used for?
6. In what cases do doctors prescribe laxatives?
7. When are sedatives prescribed?
8. What are healing ointments used for?
9. What drugs are available by prescription only?
10. What may overdosage of strong effective drugs cause?
11. What are antibiotics effective against?
12. Why should narcotic drugs be used in restricted dosages?
13. When are cardiac drugs administered?
14. In what case are anticoagulants prescribed?
15. What are diuretics used for?
16. Where are all drugs kept?
17. What information do labels contain?
18. What types of injections do you know?
19. What things for medical care can be bought at the chemist's?
20. What are the main responsibilities of a chemist?

II. Find English equivalents for the following word combinations and sentences:

- 1) передозировка может вызвать неблагоприятные реакции;
- 2) заказать лекарство по рецепту;
- 3) указания для употребления лекарства;
- 4) сильнодействующие лекарства;
- 5) лечебные мази, которые втираются, чтобы снять боль или раздражение кожи;

- 6) слабительные, назначаемые внутрь;
- 7) желтые этикетки наклеиваются, чтобы обозначить лекарства для наружного употребления;
- 8) побочный эффект;
- 9) лекарства, вызывающие зависимость;
- 10) лекарства, доступные для лечения заболевания;
- 11) вызвать сонливость;
- 12) отличное болеутоляющее средство;
- 13) предотвратить образование тромбов;
- 14) перевязочный материал;
- 15) лекарственные растения.

III. Find equivalents for the following words and word combinations:

- 1) the department where we can have the medicine right away;
- 2) the department where we order some prescriptions;
- 3) a small slip of paper on which the name of the medicine is written;
- 4) drugs taken orally;
- 5) authoritative direction for a medicine;
- 6) the drugs which may cause an untoward reaction or sometimes even death;
- 7) the method of introducing some medicine into the vein;
- 8) the method of introducing some medicine into the muscle;
- 9) a substance made of oil or fat and applied to the skin to heal wounds;
- 10) the medicine which is prescribed in case of sleeplessness;
- 11) a small instrument used for dropping some medicine;
- 12) the drug which produces an extremely marked influence;
- 13) to go to the chemist's and order some drugs;
- 14) a symptom that makes a particular treatment inadvisable;
- 15) nonprescription drugs.

IV. Use a word on the right to form a suitable word that fits the gap in the same line:

- | | |
|--|---------------------------------|
| 1. Do you know the ____ composition of this ____? | chemistry, to prepare |
| 2. The main job of a pharmacy is to fill the ____ made by doctors or other ____ professionals. | to prescribe, medicine |
| 3. The ____ for drug ____ are very important for sick people as well as for those who look after them. | to direct, to administer |
| 4. Most medicines are administered ____. | oral |
| 5. Be careful. The ointment may ____ your skin. | irritation |
| 6. The chemist-analyst controls ____ of the drug prepared at the chemist's. | effect |
| 7. He gave me a ____ of vitamins. | hand |

V. Choose the suitable word for each sentence:

1. A / an ____ injection is given within the substance of a muscle.
 - a) *subcutaneous*;
 - b) *intravenous*;
 - c) *intramuscular*.
2. A ____ is a drug used as sedative.
 - a) *cod liver oil*;
 - b) *bromide*;
 - c) *laxative*.
3. A/an ____ is an agent used to destroy pathogenic microorganisms on objects such as equipment and clothing.
 - a) *disinfectant*;
 - b) *antiseptic*;
 - c) *antistatic*.
4. A ____ is an instrument used for giving injections.
 - a) *syringe*;
 - b) *dropper*;
 - c) *stethoscope*.
5. A / an ____ is a specialist who is licensed in formulating and dispensing medications.
 - a) *anaesthetist*;
 - b) *chemist*;
 - c) *physician*.
6. A ____ is a forecast or prediction of the probable course and outcome of a disease.
 - a) *diagnosis*;
 - b) *syndrome*;
 - c) *prognosis*.

VI. Fill in the blanks with prepositions or adverbs where required:

A. Some days ago I learned ____ Peter, one of my fellow-students, that my friend was ill. He lived ____ the University hostel, so I went there ____ once to find out what he was ill _____. It turned ____ that he was ill ____ the grippe. I came just ____ time because there was nobody ____ that moment to go ____ the chemist's to order all the prescriptions. My friend was running a high temperature and was ____ a poor condition. I took the prescriptions written ____ the district doctor, and went ____ the nearest chemist's ____ High Street. ____ the chemist's department I bought pills and powders right _____. I ordered the cough mixture ____ the prescription department. ____ two hours I came ____ the drugs which I had ordered. When the chemist gave me the bottle ____ mixture she said to keep it ____ a cool place and shake it ____ using.

- B.** 1. "Have you any pain ____ the stomach?" — "Yes, I have sometimes. Something is wrong ____ it".
2. The district doctor wrote ____ a prescription ____ some tablets.
3. The chemist wrote the name ____ the drug ____ the label and stuck it ____ the bottle.
4. I'll prescribe you a tube ____ healing ointment. Please, rub it ____ to relieve the skin irritation.
5. These ampules ____ camphor are ____ intramuscular injections.
6. What is the matter ____ your friend? He is so pale and his face is damp ____ sweat. Shall I call ____ a doctor?
7. The nurse ____ duty gave an injection ____ morphine ____ the patient who was hospitalized ____ a poor condition and had a severe pain ____ his abdomen.
8. Be careful! This drug is only ____ external use. Besides, its overdosage may cause an irritation ____ the skin.
9. If something is wrong ____ the liver the doctor may write ____ the prescription ____ vitamin B₁ or B₁₂.

VII. Put the pronouns in brackets in the required form:

- Don't confuse different remedies because some of (they) are poisonous.
- When the doctor finished the physical examination of (I) sister, he prescribed to (she) some pills, powders and an antiseptic mouth-wash for quinsy.
- The female patient was in a very poor condition. The nurse gave (she) an injection of camphor and caffeine.
- Please, take these tablets. They will give (you) an instant relief.
- Let (she) take these powders. They will be useful to (she).
- When I entered the consulting room the doctor asked (I) to strip to the waist and listened to (I) heart and lungs.
- What is the matter with (he)? (He) hands and face are damp with sweat.
- "Have you any sleeping-draughts?" – "Yes, we have a lot of (they). Which of (they) do you want to have?"
- I see your sister feels rotten, she is sneezing and coughing. Tell (she) to have a scalding foot-bath and stay in bed for a day.
- During (he) consulting hours Dr. Hill saw three patients. He examined (they) thoroughly.

VIII. Give the three forms of the following verbs:

To undergo, to leave, to stick, to be, to give, to have, to make, to put, to hurt, to run, to feel, to bear, to hear, to deal, to write, to take, to fall, to lay, to keep, to shake, to see, to fight, to catch, to get, to pay, to buy, to bring, to drink, to sell, to eat, to lie.

IX. a) Translate into English:

- 1) этикетка, наклеенная на бутылочку с лекарством;
- 2) рецепт, выписанный врачом;
- 3) аптека, построенная на нашей улице;
- 4) лекарство, хранящееся в специальном шкафу;
- 5) укол, введенный для снятия боли;
- 6) доза, указанная на сигнатуре;
- 7) неблагоприятная реакция, вызванная передозировкой лекарства;
- 8) лекарство, принимаемое регулярно;
- 9) хрипы, выявленные при прослушивании;
- 10) участок кожи, протертый спиртом;
- 11) мазь, втираемая каждые три часа;
- 12) диагноз, поставленный вовремя;
- 13) больной, поступивший в больницу;
- 14) процесс воспаления, остановленный антибиотиками;
- 15) болезнь, перенесенная в детстве.

b) Make up sentences with the word combinations given above.

X. Use either Participle I or Participle II opening the brackets:

1. The doctor (to examine) the patient is an experienced therapist.
2. The nurse (to fill in) the patient's cards assists Dr. Smith.
3. Everything (to write) here is quite right.
4. Who is the doctor (to question) the patient?
5. The drug (to prescribe) by the doctor should give an instant relief.
6. The patient (to lie) on the couch is seriously ill.
7. The direction (to write) on the signature should be followed strictly.
8. (To play) outside he caught a cold.
9. The reaction (to cause) by the antibiotic resulted in a sharp pain in the heart area.
10. The instrument (to use) for giving injections is (to call) a syringe.
11. The ointment (to rub in) in the morning relieved the skin irritation.
12. The doctor (to deal) with diseases of inner organs is a therapist.
13. The department (to sell) drugs right away is the chemist's department.
14. (To suffer) from a bad toothache I couldn't sleep at night.

XI. Translate the sentences paying attention to the words in bold type:

1. The patient **rubbed in** the healing ointment.
2. The healing ointment **rubbed in** every three hours gave relief.
3. The chemist **stuck** a yellow label on a box of medicine.
4. The label **stuck** on this bottle indicated a drug for external use.
5. You must take the **prescribed** drug after meals.

6. The neurologist **prescribed** me sleeping draughts.
7. The untoward reaction **caused** by the overdosage of this drug **caused** a bad pain in his stomach.
8. A **marked** effect on the patient's condition was the result of X-ray treatment.
9. The doctor **marked** some changes in the patient's blood pressure.
10. The drug **kept** in a cool place must be shaken before using.
11. The chemist **kept** all strong effective drugs in a special drug cabinet.

XII. Paraphrase the following sentences according to the model:

Model: *I stuck a label on the bottle. — The label was stuck on the bottle.*

1. A poisonous remedy may cause death.
2. This healing ointment relieves skin irritation.
3. Does the child take vitamins regularly?
4. That drug caused a severe skin irritation.
5. Did you buy the medicine dropper at the chemist's department?
6. The doctor administered laxatives to the patient.
7. Professor Burke will deliver a lecture in Histology tomorrow.
8. Will the therapist put my sister on a sick-leave?
9. They will not sell antibiotics without a prescription.
10. The students are taking notes of the lecture in Anatomy now.
11. Is the doctor taking the patient's blood pressure now?
12. Doctor Browne is seeing patients in Room 5.
13. The nurse was giving me the injection of camphor when my friend came in.
14. Our district doctor was making calls when I came to the polyclinic.
15. The X-ray examination did not reveal lung troubles.
16. He rubbed in healing ointment to relieve pain.
17. The patient takes sedatives before going to bed.
18. The chemist was marking bottles of poisonous drugs.
19. The chemist is dispensing drugs in the laboratory.
20. Is the doctor checking the patient's eyesight now?

XIII. Put questions to the words in bold type:

1. He is being asked **by his teacher** now.
2. He is **often** asked at the English lessons.
3. **The students** were being delivered a lecture in Histology **at 12 a. m. yesterday.**
4. The injections will be given **by a nurse from the polyclinic.**
5. **Sleeping-draughts** are usually prescribed **in case of sleeplessness.**
6. The old woman was being given an **intravenous** injection.
7. My father was being questioned **thoroughly** during the examination.

8. **Patients** are always examined thoroughly **to enable the doctor to make a correct diagnosis.**
9. **The patients** are being X-rayed now.
10. Healing ointment is rubbed in **to relieve skin irritation.**

XIV. Use the verbs in brackets in the proper tense and voice:

1. Where are the patient's cards? – They (to fill in). They (to bring) in 5 minutes.
2. Where can vitamins (to buy)? – They (to sell) at the chemist's department.
3. The examination results (to send) as soon as they are ready.
4. A new polyclinic (to build) in our street when we moved in.
5. Penicillin (to discover) in 1928.
6. The doctor (to send) for when her condition became worse.
7. He is an experienced therapist. He (to speak) highly of.
8. A sick man (to take) to hospital at night.
9. Pain-killers (to administer) to relieve pain.
10. Medicine should (to keep) in a dry cool place.
11. The patient's wounds (to paint) with iodine.
12. Smoking (not to allow) in the University.
13. How many patients (to see) yesterday?
14. Where are the guests? – They (to show) the laboratories of the University.
15. The mother (to tell) not to worry about her sick boy. "He (to examine) soon by the doctor. Everything (to be) all right, I am sure", said the nurse.
16. What's going on in the consulting room? – A patient (to question) now.
17. The lecture was very interesting, it (to listen to) with great attention.
18. When I came back, the question still (to discuss).
19. Don't worry. The boy (to take care of) if you come late.
20. The skin usually (to sponge) before giving injections.

XV. Make a passive sentence from the words in brackets:

1. The polyclinic looks very old. (when / it / build?)
2. Dr. Smith is an experienced doctor. (he / like and respect / by everybody).
3. Have you seen the accident? – Yes. (a lot of people / to hospitalize).
4. Has Jane been examined? – I don't know. (When I came / she / examine / still).
5. Have you seen Pete lately? – Don't you know? (he / admit to hospital / last week).
6. This is a strong effective drug. (it / prescribe / by the doctor).
7. Is the mixture ready? – No. (it / prepare / still).
8. At last Nick has fallen asleep. – (he / give / a sedative?)
9. Is Jack feeling better? – Much better I think. (he / discharge / in some days).
10. Did anybody call an ambulance to the place of the accident? – Yes. (but nobody / injure / so it / not need).

XVI. Translate the following sentences into English using the impersonal and indefinite personal sentences:

1. Известно, в этой ампуле содержится пять граммов глюкозы.
2. Продают ли йод в отделе ручной продажи?
3. Обнаружено, что у больного тяжелая форма стенокардии.
4. Нужно много заниматься, чтобы успешно сдать экзамены.
5. Это лекарство можно заказать в любой аптеке.
6. Оказалось, что что-то было не в порядке у него с желудком.
7. Хорошо известно, что маленьким детям необходимо принимать рыбий жир регулярно.
8. Где можно купить пипетки и грелки?
9. Оказалось, что эта мазь вызвала раздражение кожи.
10. В случае язвы нужно соблюдать строгую диету.

XVII. Fill in the missing words. Choose from the following:

a)

<i>chemist</i>	<i>side effects</i>	<i>prescribed</i>	<i>medication</i>	<i>cold</i>	<i>clear up</i>
<i>take</i>	<i>the chemist's</i>	<i>fill</i>	<i>prescription</i>	<i>eating</i>	<i>over-the-counter</i>

Last month I caught a ____, so I went to the doctor, and she ____ some medication for my illness. I took the ____ she wrote out, and I went to ____ near my house. I gave the prescription to the ____, and he said it would take a few minutes to ____ it. In the meantime, I walked around the chemist's to find some ____ medication for my flu symptoms. After a while, the chemist called my name, explained how to take the ____, and reviewed with me some of the potential _____. As it turned out, I had to ____ two capsules, twice a day, for one week for one of the medications, and I had to take one pill after ____, once a day, for the other medication. She said that my problem should ____ within two weeks.

<i>warm</i>	<i>chemist's</i>	<i>ordered</i>	<i>shake</i>	<i>mustard plasters</i>	<i>throat</i>
<i>alcohol</i>	<i>giving</i>	<i>injections</i>	<i>quinsy</i>	<i>ampules</i>	<i>keep</i>

The other day I went to the nearest ____ to order the drugs prescribed to my younger sister ill with _____. At the prescription department I ____ the prescription for 50 grams of ____ to sponge her skin before ____ injections. Then the chemist gave me some bottles of penicillin and streptomycin and several ____ of novocaine for intramuscular _____. I was also given an antiseptic mouth-wash to gargle the ____ several times a day. The chemist recommended me to ____ it in a cool place and ____ it before using. He also advised me to buy ____ to apply them to my sister's back before going to bed to keep her ____ at night.

b) Report what you've learnt about the patients' diagnoses and the prescribed medicines.

XVIII. a) Match the symptoms (A) and the doctor's administration (B):

A	B
1. I've got a constant backache and a stiff neck. My shoulder hurts as well.	a) Unlikely, but I'll let you have some cough mixture to relieve the symptoms.
2. I feel tired all the time. Sometimes I feel sick because of very bad headaches. I have stayed indoors most of the time lately.	b) It might well be. I'll put you on antibiotics for a while, to lessen the risk of serious infection.
3. I keep getting short of breath. Is there any way I could be suffering from asthma?	c) I think you should use some ointment. Just rub it in twice a day.
4. I've got rather a sore throat, and I've got a temperature. Do you think it could be quinsy?	d) Well, I don't think it's serious, but you should take more exercise, go for a long walk every day and get some fresh air.
5. I just can't sleep at night any more. I don't know what to do. I feel so tired all the time.	e) I think, it's allergy. I'll write out a prescription for antihistamine preparation.
6. It's every year about the same time, doctor. Stuffed-up nose, my eyes itch, especially when I am in the garden.	f) I'll prescribe a diet to her, but apart from that I'd better give her these vitamin pills.
7. My daughter has been pale and anaemic lately.	g) You should try to relax before you go to bed. Make a hot drink, have a bath. But you oughtn't to drink tea or coffee late at night. They both contain caffeine and it keeps you awake.

b) Report what you've learnt about the patients' condition and the doctor's recommendations. Use the past tenses.

XIX. Read the following dialogues and report what you've learnt:

Chemist: Can I help you?

Dave: Could you give me something for my toothache?

Chemist: I would recommend you Tylenol. It's for temporary relief of minor pain.

Dave: Do you have a painkiller?

Chemist: We've plenty of them. But without a doctor's prescription you can't have it.

Dave: Okay. Please, give me Tylenol. I have to see my dentist anyway.

Chemist: Good evening. What can I do for you?

Henry: Could you fill this prescription?

Chemist: Just a minute. I have to check if we have this in stock. Okay. It will only take five minutes. So perhaps you'll wait.

Henry: By the way, what do you suggest for sore lips?

Chemist: Rub in this ointment every four hours.

XX. Match Bill's words with those of the chemist and report what you have learnt about Bill's visit to the chemist's:

	Chemist		Bill
1	Good morning. Can I help you?	A	Here you are. Thank you for your help. Goodbye.
2	Here you are. Anything else?	B	I can't get an appointment until Monday and they're very itchy.
3	Oh dear! They're nasty. I think you should see a doctor.	C	I'd like a packet of aspirins, please.
4	Well, try this ointment. That should stop the itching.	D	Thank you. How much do I owe you?
5	Three pounds twenty, please.	E	Yes, please. Can you recommend something for these spots on my arm?
6	Thank you. Goodbye.	F	

XXI. Translate the following sentences into English using the active vocabulary of this Step:

1. Полощите горло этим лекарством два раза в день и не забудьте взбалтывать его перед употреблением.
2. Доктор, сколько раз в день я должен принимать это лекарство? – Принимайте его по столовой ложке три раза в день перед едой.
3. Я пропишу вам порошки и микстуру от кашля. Они должны вам помочь.
4. Больному прописали тонизирующее и успокаивающее, так как он жаловался на слабость и бессонницу.
5. Сестра сделала больному инъекцию, так как он жаловался на сильную боль в за грудиной области.
6. В отделе ручной продажи я купила порошки от головной боли и две пипетки.
7. Что вы можете мне сказать об этом лекарстве? – Это сильнодействующее средство, которое нужно принимать только по назначению врача.
8. Эта мазь от раздражения кожи.
9. Эти таблетки от боли в сердце.

10. Эта микстура для полоскания горла.
11. Медсестра протерла кожу спиртом, перед тем как сделать укол.
12. Это лекарство можно назначать как внутримышечно, так и для приема внутрь.
13. Принимайте это лекарство осторожно, следуйте указаниям врача, потому что передозировка может вызвать неблагоприятную реакцию.
14. Врач прописал мне микстуру, которая сняла кашель и помогла мне быстро поправиться.
15. Больной быстро успокоился и заснул, после того как сестра сделала ему укол.

XXII. Answer the following questions:

1. Do you often go to the chemist's?
2. When do you go to the chemist's?
3. At what chemist's do you order a prescription?
4. Do you prefer to buy drugs at private or state chemist's shops? Why?
5. Is there any difference in the way these types of shops provide service to the population?
6. When did you order a prescription last?
7. What chemist's shop did you visit?
8. What prescriptions did you order?
9. Did you have to wait long?
10. What did the chemist recommend you when filling the prescription?

XXIII. Make up your own situations using the following words and word combinations:

- 1) at the chemist's department; to have the medicine right away; pills; powders; to indicate; a dose;
- 2) at the prescription department; to order a prescription; to take a tablespoonful of; internal use; a cough mixture; to administer;
- 3) a drug cabinet; a box; a bottle; to stick a label on; to indicate; a poisonous drug; the directions for administration;
- 4) to sponge the skin; alcohol; to rinse the hands; to give the injections; a bottle of penicillin; novocaine;
- 5) a label; yellow; to indicate; blue; to stick on; internal use; green; external use; injections; eyes.

XXIV. a) Read the dialogue with your partner. Take turns being each character:

Customer: I'd like to have this prescription filled please.

Chemist: Have you taken this medicine before?

Customer: No I haven't.

Chemist: You have to take one pill three times a day for seven days.

Customer: Are there any side effects?
Chemist: Yes. You may feel drowsy.
Customer: What about precautions?
Chemist: Don't drive when you take this medicine.
Customer: When will the prescription be ready?
Chemist: You can pick it up about three o'clock.
Customer: Okay. Thank you. See you later.

b) Role-play the dialogue, substituting the expressions below:

I'd like to have this prescription filled please.

Could you please fill this prescription for me?

I need to have a prescription filled.

You have to take one pill a day for seven days.

You've got to take one tablet with each meal.

You should take two teaspoons before bedtime.

You need to apply the ointment daily.

Are there any side effects?

Will there be any side effects?

Will I feel any side effects?

You may feel drowsy.

You may feel sleepy.

You may get a headache.

You might feel dizzy.

You could feel a little nauseated.

When will the prescription be ready?

When can I pick it up?

When will it be filled?

Don't drive when you take this medicine.

You shouldn't drink alcohol when you take this medicine.

Don't take this if you are pregnant or nursing a baby.

Don't exceed the recommended dosage.

You can pick it up about three o'clock.

It will be ready this afternoon.

You can get it later today.

c) Complete the dialogue below with appropriate expressions:

At the Chemist's

Customer: _____ filled please.

Chemist: _____?

Customer: No I haven't.

Chemist: You should take _____.

Customer: _____?

Chemist: Yes. You may feel_____.

Customer: What about_____?

Chemist: _____.

Customer: When _____?

Chemist: _____.

Customer: _____.

d) Make up your own dialogue.

XXV. Suggested topics for oral narration:

1. Describe the chemist's where you usually order your prescriptions.
2. Describe your last visit to the chemist's.
3. Describe types and properties of drugs sold at the chemist's.
4. One of you is a doctor, the other is a person who is going on holiday abroad. Act out a conversation about what medicines should be packed in the suitcase and why.

TOPIC VOCABULARY

administer <i>v</i> to administer a proper treatment to administer some drugs orally	давать (лекарство) назначать, применять (лечебное средство) назначить соответствующее лечение назначить лекарства внутрь
administration <i>n</i> oral administration drop-by-drop administration	назначение, применение (лекарства, диеты, лечебного метода) назначение для приема внутрь капельный способ введения
alcohol <i>n</i>	спирт
ampule <i>n</i> ampule of glucose	ампула ампула глюкозы
available <i>a</i> available to smb available for smth	доступный доступный для кого-то доступный для чего-то
cabinet <i>n</i> a drug cabinet medicine cabinet	зд. ящик шкаф для хранения лекарства домашняя аптечка
chemist <i>n</i> <i>syn.</i> pharmacist, druggist	фармацевт, аптекарь
chemist's (shop) <i>n</i> <i>syn.</i> pharmacy, drugstore	аптека
a chemist's department	отдел ручной продажи, отдел готовых лекарственных форм
cod liver oil <i>n</i>	рыбий жир

constipation <i>n</i>	запор
contraindication <i>n</i>	противопоказание
decongestant <i>n</i>	противозастойное, противоотечное средство
direction <i>n</i> the direction for the administration of a drug the direction from the polyclinic	указание, направление указание, как употреблять лекарство направление из поликлиники
dispense <i>v</i> to dispense drugs	распределять лекарства, дозировать дозировать лекарства
dosage <i>n</i> restricted dosage	доза, дозировка ограниченная доза
dose <i>n</i> an initial dose a dose to be taken	доза первоначальная доза доза, которую следует принимать
dressing material <i>n</i>	перевязочный материал
dropper <i>n</i> a medicine dropper	пипетка пипетка
drug <i>n</i> an effective drug an addictive drug a narcotic drug an over-the-counter drug the drugs for headache to prescribe (order) some drug <i>syn.</i> medicine, medication, cure	лекарство эффективное лекарство (полезное, действенное) лекарство, вызывающее привыкание; наркотик наркотическое лекарственное средство лекарство, отпускаемое без рецепта лекарства от головной боли прописать (заказать) лекарство
effect <i>n</i> a side effect to produce a marked effect	эффект, воздействие побочный эффект произвести выраженный эффект
effective <i>a</i> a strong effective drug an effective treatment	действующий, эффективный, полезный сильнодействующее лекарство эффективное лечение
external <i>a</i> for external use	наружный для наружного употребления
heal <i>v</i> to heal quickly (slowly) a healing ointment His wound has healed.	заживать, заживляться заживать быстро (медленно) лечебная мазь Его рана зажила.
herb <i>n</i> medicinal herbs herb tea	трава, (лекарственное) растение лекарственные растения отвар из трав
hot-water bottle <i>n</i> <i>syn.</i> hot-water bag	грелка
indicate <i>v</i>	указывать, обозначать, предписывать

This treatment is indicated in case of a kidney trouble.	Это лечение показано при заболевании почек.
internal <i>a</i> for internal use	внутренний для внутреннего употребления
intramuscular <i>a</i> to give an intramuscular injection	внутримышечный сделать внутримышечную инъекцию
intravenous <i>a</i> intravenous (infusion) drip - IV	внутривенный капельница для внутривенного вливания
iodine <i>n</i> to paint the skin with iodine	йод смазать кожу йодом
irritation <i>n</i> irritation of the skin (eyes)	раздражение раздражение кожи (глаз)
label <i>n</i> to stick a label on a bottle	этикетка наклеить этикетку на бутылку
laxative <i>n</i>	слабительное
mark <i>v</i>	отмечать
medicinal <i>a</i> medicinal agent medicinal herbs medicinal plant medicinal preparation <i>syn. officinal, curative</i>	лекарственный; целебный лекарственное средство лекарственные травы лекарственное растение лекарственный препарат
mixture <i>n</i> a cough mixture to take a tablespoonful of mixture	микстура микстура от кашля принимать микстуру по столовой ложке
ointment <i>n</i> a healing ointment to rub in (apply) healing ointment	мазь лечебная мазь втирать (приложить) лечебную мазь
overdosage <i>n</i>	передозировка
pill <i>n</i>	пилюля
poisonous <i>a</i> a poisonous drug (compound) a poisonous action	ядовитый, отравляющий, токсический ядовитое лекарство (соединение, смесь) токсическое (отравляющее) действие
powder <i>n</i> a powder of aspirin	порошок порошок аспирина
prescription <i>n</i> a prescription for some medicine to write out a prescription for some medicine to have the prescription (filled) made up (to order a prescription) a prescription department	рецепт рецепт на лекарство выписать рецепт на лекарство заказать лекарство по рецепту рецептурный отдел
provide <i>v</i> to provide healthcare	давать, предоставлять; обеспечивать обеспечить мед. помощь

provide a service to provide an education to provide information <i>syn. supply</i>	оказывать услугу давать образование предоставлять информацию
remedy <i>n</i> a good (wonderful, new, strong, effective) remedy the remedy for a cold (disease)	лекарство, средство от болезни хорошее (замечательное, новое, сильное, эффективное) средство средство от простуды (болезни)
resistance <i>n</i> antibiotic resistance lowered resistance to infection bacterial resistance	устойчивость, резистентность устойчивость к антибиотику пониженная устойчивость к инфекции бактериальная устойчивость
rinse <i>v</i> to rinse smth thoroughly to rinse one's hands to rinse one's mouth	полоскать, промывать промывать (полоскать) тщательно сполоснуть руки полоскать рот
rub in <i>v</i> to rub in some ointment	втирать втирать мазь
sedative <i>n</i> a cough sedative	успокаивающее средство средство, успокаивающее кашель
sign <i>n</i> <i>syn. symptom</i>	признак, симптом
sleeping-draught <i>n</i> to take sleeping-draughts before going to bed	снотворное принимать снотворное перед сном
sponge <i>v</i> to sponge the skin	вытирать, мыть, чистить губкой вытирать кожу
store <i>v</i> to store drugs <i>syn. keep</i>	хранить, сохранять хранить лекарства
stuffiness <i>n</i>	заложенность (носа)
supplement <i>n</i> to take a vitamin supplement every day	добавка принимать каждый день витаминные добавки
symptom <i>n</i>	симптом
syringe <i>n</i>	шприц
tube <i>n</i> a tube of healing ointment	тюбик тюбик лечебной мази
unit <i>a</i> a bottle of penicillin 200,000 units	единица флакон пенициллина в 200 000 единиц
untoward <i>a</i> an untoward reaction	неблагоприятный, неудачный неблагоприятная реакция



ADDITIONAL READING

Read some stories told by pharmacists (chemists) about their love for the job they do:

Kathleen Jane Cross, PharmD¹⁴

I was a young mother with 2 small children when I decided to change from an art to a pharmacy degree. Maybe it was because I spent a lot of time at the pharmacy picking up asthma medication for my older son, Michael, or seizure (*приступ, припадок*) medication for my younger son, Matthew. In my heart I believe it is because that pharmacist was compassionate (*сострадательный; полный сочувствия*) and caring to a young mother of children with asthma and epilepsy, and it was my turn to give back. For me, being a pharmacist is about neither salary nor prestige; it is about giving back, but in doing so I have received so many rewards. I love being a pharmacist because of the lives I have touched, but most importantly, because of the lives that have touched me.

Matthew Bledsoe, PharmD

My lifelong goal was to find a career that would allow me to work directly with the public and make a difference. When I graduated pharmacy school in 2008 I stood with my classmates as we recited the “Oath (*клятва*) of a Pharmacist” in unison. “I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients”. I love being a pharmacist because it allows me to use my knowledge, abilities, and talents to improve patient outcomes in the hospital in which I am employed as the pharmacy clinical coordinator. Being a pharmacist is more than dispensing medications. Being a pharmacist means that I can ensure medications are being used appropriately to achieve optimal patient outcomes. I enjoy seeing the impact that I have, as a pharmacist, on the quality of care our patients receive. I enjoy seeing the fruits of my labor and how my work pays off in achieving optimal patient outcomes. I love being a pharmacist!

Michelle Gualtieri, RPh¹⁵

I grew up in a small town and was exposed to illness at a very young age. My father had a stroke (*инсульт*) when I was eight years old. I felt helpless as I watched him learn to walk, talk, and feed himself all over again. I felt even more helpless when I found him having seizures. The reason for the stroke was untreated hypertension. The reason for the seizure was an improper

¹⁴ PharmD — Doctor of Pharmacy

¹⁵ RPh — registered pharmacist

discontinuation of one of his medications. I realized that I needed to help my dad and my family as I was deciding on a career. Pharmacy seemed a good choice because given the knowledge I would learn in this profession, I could inevitably help my family and possibly help others from going through the same medical nightmare my family went through. This is why I chose the pharmacy profession. I get to meet new people every day who may be on the road to the destruction of their health because of their lack of knowledge about their medical conditions and the uncertainty of why they are being prescribed medications and the proper way to take them. I, as a pharmacist, learn so much more from listening to people and sharing the stories of their lives. I will always do my best to make a difference in the lives of the people I encounter every day.



Read some funny stories:

Knowledge Pill

A somewhat advanced society has figured how to package basic knowledge in pill form.

A student, needing some learning, goes to the pharmacy and asks what kind of knowledge pills are available.

The pharmacist says, “Here’s a pill for English literature”.

The student takes the pill and swallows it and has new knowledge about English literature!

“What else do you have?” asks the student.

“Well, I have pills for art history, biology, and world history”, replies the pharmacist.

The student asks for these and swallows them and has new knowledge on those subjects.

Then the student asks, “Do you have a pill for math?”

The pharmacist says, “Wait just a moment”, goes back into the storeroom, brings back a whopper of a pill, and plunks it on the counter.

“I have to take that huge pill for math?” inquires the student.

The pharmacist replied, “Well, you know math always was a little hard to swallow”.

Too complicated

A man walks into a drug store and asks the pharmacist,

“Do you have any acetylsalicylic acid?”

“You mean aspirin?” asked the pharmacist.

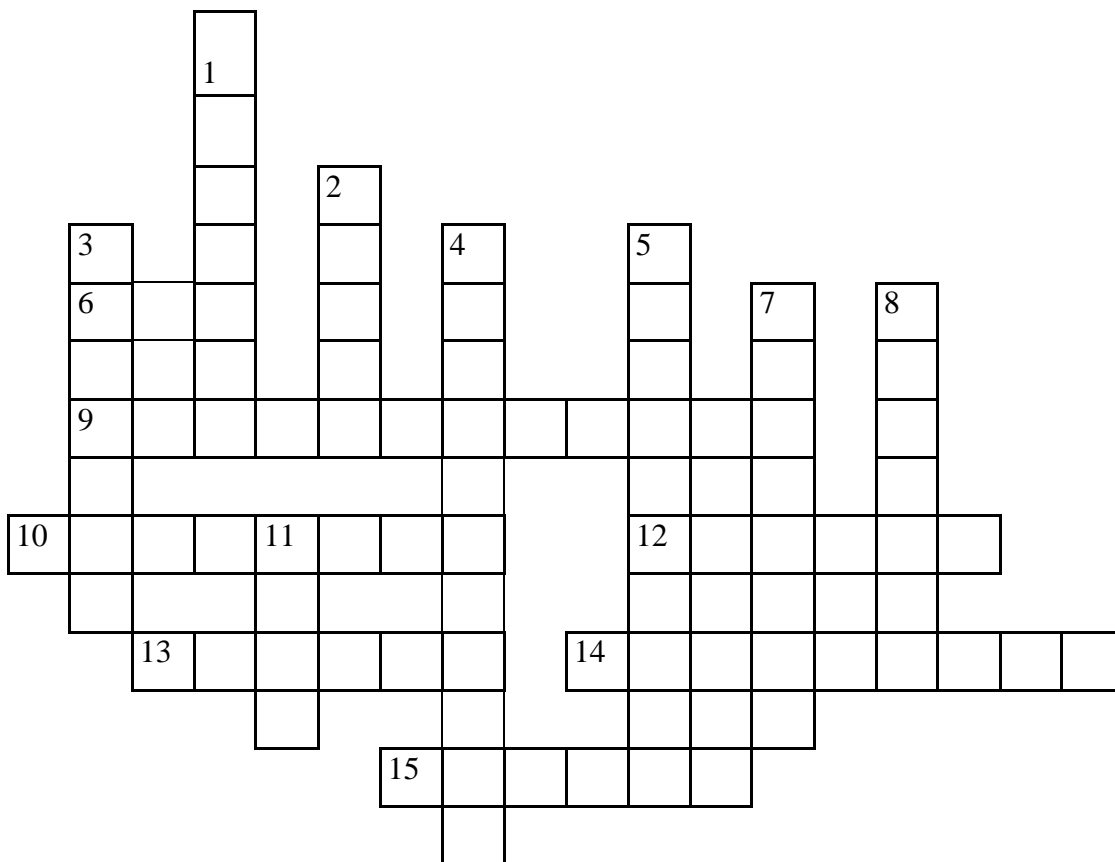
“That’s it, I can never remember that word”.



Do the crossword:

- Across:**
- 6. Apply pressure and friction by motion over the surface.
 - 9. Authoritative direction for a medicine.
 - 10. A calming medicine.
 - 12. A hollow under the arm at the shoulder.
 - 13. A small mass of medicated material in the shape of a disc.
 - 14. The part of a medical prescription which contains the directions to the patient.
 - 15. An antiseptic solution.

- Down:**
- 1. Inconvenience, disorder, disease.
 - 2. An agent that increases body tone.
 - 3. A short glass tube used to measure liquids.
 - 4. Inability to digest food.
 - 5. Inflammatory reaction of the tissue.
 - 7. A semisolid preparation for application to the skin.
 - 8. A pharmacist.
 - 11. A long, hollow cylinder of metal, glass, etc.



STEP 4

Topic:	Therapy
Grammar:	Perfect Tenses Active The Sequence of Tenses



BEFORE YOU READ THE TEXT

1. Look at the pictures. What do you think is happening?
Suggest your ideas.



2. Think of 5 verbs to describe the work of a doctor at the inpatient department. Discuss in pairs what a hospital doctor should be able to do.
3. Match the following words to make up word combinations:

medical	malaise
common	pulse
personal	health
mental	symptoms
irregular	staff
initial	diagnosis
general	data
	history
	impairment
	cases

4. Make up 3 questions with the word combinations from Exercise 3 and ask your partner. Take turns.



READ THE TEXT

THE WORK OF THE IN-PATIENT THERAPEUTIC DEPARTMENT

Patients whose state is too serious are admitted to hospital. They are usually directed to hospital by the district doctor. Emergencies are hospitalized even without any doctor's referral.

Hospitals play an important role in the health care system. They are health care institutions that have an organized medical and other professional staff, inpatient facilities, and deliver medical, nursing and related services 24 hours per day, 7 days per week. There are general hospitals where patients with different diseases are treated. There are teaching and research hospitals where students are taught and research work is done. There are also special hospitals, such as infection, children's, military hospitals, etc.

A person who is to go to hospital is first taken to the admission department. On admission the patient's history is taken. Apart from the patient's personal data



(name, surname, address, age, place of employment, occupation, etc), the case history should contain the date of admission and discharge, complete physical examination and laboratory studies, the systemic classification of the common symptoms and signs, the diagnosis made by the doctor in charge as well as clinical notes. They include

the description of the course of the disease with any changes in the symptoms and the condition of the patient, the medicines administered and the effect of the treatment. All these findings will compose *the history of the present illness*.

As soon as the patient is admitted to the in-patient department the ward doctor fills in the patient's case history. It must include the information about the patient's parents — if they are living or not. If they died, the doctor must know at what age and of what causes they died. The doctor must know if any of the family has ever been ill with tuberculosis or has had any mental or emotional impairment. This information composes *the family history*.

The patient's medical history must include the information about the diseases the patient has suffered, about the operations he has undergone, about any traumas he has had. The patient's blood group and his sensitivity to antibiotics must be determined and written down in the patient's case history. These findings compose *the past history*.

The hospital staff carry on the following duties. Doctors make their morning rounds, write case reports and give instruction to the nurse as to

the treatment of the patients. Surgeons perform operations and dress wounds. Nurses have to provide nursing care to the patients and support to the doctors. They carry on the doctors' orders, give out drugs, take the patients' temperature, feel their pulse and give them injections. If the patient is confined to bed, the nurse bathes and feeds him, helps undergo the procedures administered by the doctor in charge. Laboratory assistants collect blood and throat cultures from the patients, make blood counts, urine and other kinds of analyses.

Working days at the in-patient department are very busy. Sometimes cases are complicated.

Here are some cases admitted to the in-patient department.

The onset of patient Hill's disease was sudden. On admission his condition was poor. The doctor in charge examined him thoroughly. He questioned the patient and found out that severe pain in the heart and substernal area had begun two days before. He was still complaining of the pain radiating to the left arm and shoulder. The patient was pale, and his lips were cyanotic. He suffered from breathlessness. The pain and breathlessness increased on the slightest physical exertion. The doctor determined that the borders of his heart were dilated, the heart sounds were dull, the pulse was irregular at times. He also examined his other inner organs and found out that it was necessary to take the electrocardiogram, to make the analyses of blood and urine. Having got all the subjective and objective findings the doctor made the initial diagnosis of angina pectoris which was confirmed later.



The pain and breathlessness increased on the slightest physical exertion. The doctor determined that the borders of his heart were dilated, the heart sounds were dull, the pulse was irregular at times. He also examined his other inner organs and found out that it was necessary to take the electrocardiogram, to make the analyses of blood and urine. Having got all the subjective and objective findings the doctor made the initial diagnosis of angina pectoris which was confirmed later.

A 58-year-old female patient, Sharon Bells by name, with a history of asthma and diabetes, was admitted to hospital at night. She was brought into



the reception ward on a stretcher. On admission she looked feverish and sweaty, and complained of general malaise. She said that she had been coughing for two days but the day before her condition had worsened and she noticed blood in her sputum when coughing up. On examination, her temperature was 39.4 °C. Her blood pressure measured 154/78 mm Hg. Her pulse was accelerated and was 94 beats per minute. She breathed with difficulty and fast. Her respiration was 24 breaths per minute. The patient was administered an X-ray examination of the chest. It revealed a small infiltrate in the right lower lobe of the lung. The diagnosis of pneumonia was made.

Work at the in-patient department requires deep knowledge of medicine, quick thinking and a great sense of responsibility. A good bedside manner is of great importance. There is no doubt that such an attitude to the patients helps much in their recovery.

NOTES

<p>to find out</p> <p><i>The doctor found out some moist râles only when he had examined the patient thoroughly.</i></p> <p><i>I know that laboratory analyses are always of great importance in making a correct diagnosis.</i></p>	<p>разузнать, выяснить, обнаружить Глагол <i>to find out</i> употребляется, когда выяснение чего-либо связано с определенными усилиями, трудностями. Врач обнаружил влажные хрипы, только тщательно обследовав больного.</p> <p>Глагол <i>to know</i> употребляется для обозначения постоянного состояния. Я знаю, что лабораторные данные всегда имеют большое значение в постановке правильного диагноза</p>
<p>to cure of some disease</p> <p><i>Doctors are now able to cure people of many diseases which in former times would have killed them.</i></p>	<p>вылечивать, излечивать от какой-либо болезни Теперь врачи могут излечить людей от многих болезней, которые в прежние времена были бы для них смертельными.</p>
<p>to treat for some disease</p> <p><i>The patient has been treated for angina pectoris for a month, but he is not cured of it yet.</i></p>	<p>лечить от какой-либо болезни Глагол <i>to cure</i> употребляется только для обозначения завершенного процесса лечения, давшего определенные результаты. <i>To treat</i> — для обозначения процесса. Больного лечат от стенокардии уже месяц, но еще не вылечили.</p>
<p>The temperature was 39.4 °C</p>	<p>39.4 °C (<i>thirty-six point six degrees Celcium</i> или <i>thirty-six point six Centigrade</i>). В Америке распространен термометр Фаренгейта (<i>Fahrenheit</i>), в котором 0° соответствует 32°. В американской медицинской литературе можно встретить такие температурные данные: <i>His temperature was 103 °F (F — сокр. Fahrenheit)</i> (т. е. 39.4 °C). Для перевода температуры из шкалы Фаренгейта в шкалу Цельсия нужно от исходного числа отнять 32 и умножить результат на 5/9. $(98 °F - 32) \cdot 5/9 = 36.7 °C$ Для перевода температуры из шкалы Цельсия в шкалу Фаренгейта нужно умножить исходное число на 9/5 и прибавить 32. $38 °C \cdot 9/5 + 32 = 100.4 °F$</p>

Her blood pressure measured 154/78 mm Hg (154 over 78 mm Mercury)	Её давление было 154 на 78.
to breathe [bri:ð] The patient was breathing with difficulty	дышать Пациент дышал с трудом
breath ['breθ] The patient was breathless.	дыхание Пациент задыхался

ACTIVE WORDS AND WORD COMBINATIONS

ward; reception ward; case history; to record; place of employment; attack; onset; to be confined to bed; stretcher; procedure; family history; percussion, auscultation; to take an electrocardiogram; doctor in charge; to radiate; cyanotic; breathlessness; to determine; border; impairment; inner organs, to dilate; heart sound; dull; urine; to confirm; to subside; alert; to produce a marked effect on smb/smth; to discharge from hospital; to cure; myocardial infarction, bedside manner.

LIST OF PREPOSITIONS

58 years **of** age; to be confined **to** bed; to lay smb **down on** a stretcher; doctor **in** charge; **on** a definite day; to find **out**; to radiate **to**; **at** times; to consist **of**; **for** example; to produce a marked effect **on** smb/smth; to discharge **from** hospital; to cure smb **of** smth; to be **of** (great) importance **to** smb/to be important **for** smb/smth.

VOCABULARY TRAINING

Practise the pronunciation of the following words and word combinations. Translate them:

therapy ['θerəpi], to have practical work in Therapy, to get a credit in Therapy, to take the exam in Therapy, **therapeutic** [θerə'pjʊ:tik], at the therapeutic department, at the in-patient therapeutic department

a ward [wɔ:d], a nurse on duty is in the ward, the reception ward, she works at the reception ward, a ward doctor, he works as a ward doctor

a place of employment [im'plɔimənt], the nurse records the place of employment in the patient's case history, a doctor must know the place of employment of a patient

heart attack ['hɑ:t ə'tæk], the onset of the heart attack, a bad heart attack, he has a heart attack

impairment [im'pɛəmənt], heart impairment, impairment of blood supply, impairment of health, impairment of blood pressure

procedure [prə'si:dʒə], to carry out some procedures, the nurse carried out some procedures

percussion [pə:'kʌʃn], by means of percussion, percussion of the chest, percussion of the heart area

auscultation [ɔ:skəl'teɪʃn], the method of auscultation, by means of auscultation, auscultation is applied while examining a patient

asthma ['æsmə], to suffer from asthma, to be ill with asthma, an attack of asthma, bronchial asthma

diabetes [ˌdaɪə'bi:tɪs] to develop diabetes, to suffer from diabetes, diabetes mellitus, insulin-dependent diabetes, insulin-independent diabetes

a doctor in charge [tʃɑ:dʒ], to work as a doctor in charge, he is the doctor in charge of this ward

to radiate ['reɪdiət], to radiate to smth, the pain radiates to the shoulder, the pain radiates to the back, the pain radiates to the side

cyanotic [ˌsaɪə'nɒtɪk], cyanotic lips, cyanotic hand, the patient was cyanotic, to look cyanotic

breathlessness ['breθlɪsnɪs], a bad breathlessness, to suffer from breathlessness, to relieve breathlessness, breathlessness subsides completely

to dilate [daɪ'leɪt], to be dilated, the borders of the heart are dilated, the stomach is dilated

urine ['juəri:n], the analysis of urine, **urinalysis** [ˌjuəri'næləsɪs], to make the analysis of urine, to make urinalysis

to confirm [kən'fə:m] the diagnosis of angina pectoris, to confirm the findings of the experiment, to confirm the blood pressure readings

to subside [səb'saɪd], subsided, the pain subsides, breathlessness subsided gradually, fever will subside completely

to discharge [dɪs'tʃɑ:dʒ], to discharge a patient from hospital, to be discharged from hospital, he is discharged from hospital, they were discharged from hospital, she will be discharged from hospital

EXERCISES

I. Answer the following questions:

1. When are patients admitted to hospital?
2. What cases do general hospitals deal with?
3. What kinds of hospitals are there?
4. What data are recorded in the patient's case history?
5. What are the responsibilities of the doctor on duty at the reception ward?
6. What information does the history of the present illness include?
7. What data compose the family history?
8. What findings does the past history contain?
9. What are the duties of the hospital staff?
10. What was patient Hill's condition on admission?
11. What was revealed on examination?
12. What diagnosis was made?
13. When was Sharon Bells hospitalized?
14. What information did her past history contain?
15. What condition preceded her admission to hospital?
16. What was her condition on admission?
17. What did the examination reveal?
18. What diagnosis was made?
19. What helped confirm the diagnosis?
20. What is important to know dealing with inpatients?

II. Find English equivalents for the following word combinations and sentences:

- 1) хороший подход (врача) к больным;
- 2) было необходимо снять электрокардиограмму;
- 3) пульс временами был прерывистым;
- 4) место работы;
- 5) губы у него были синюшные;
- 6) тоны сердца были глухие;
- 7) границы сердца были расширены;
- 8) описание течения болезни;
- 9) прикован к постели;
- 10) психические нарушения;
- 11) сильная боль, отдающая в левую руку и плечо;
- 12) дата поступления (в больницу);
- 13) чувствительность к антибиотикам;
- 14) боль и одышка усиливались при малейшем физическом напряжении;
- 15) приемный покой;
- 16) чувство ответственности;

- 17) дышать с трудом;
- 18) персонал больницы;
- 19) перевязывать раны;
- 20) лечащий врач.

III. Find equivalents for the words and phrases in bold type:

1. He was so seriously ill that **the doctor didn't allow him to walk about the room.**
2. When my friend was well again he **left hospital.**
3. **The beginning** of the disease was quite sudden and severe.
4. The pain **became less** when the nurse had given the patient the injection of morphine.
5. **The doctor who treats these patients and takes care of them** has been working here for a long time.
6. That therapist **dealt with every patient wonderfully.**
7. Thorough examination and all the necessary analyses **showed that the diagnosis was correct.**
8. The face and the hands of the patient admitted to hospital are **blue.**
9. **The doctor in charge** found out exactly that the borders of the heart were **wider.**
10. The doctor in charge determined that the heart sounds were **not clear.**
11. Will you tell me where your pain in the leg **spreads?**
12. When a patient is admitted to hospital he is examined in **the room used for receiving patients** first.
13. When did you begin to suffer from the **damage** to your heart?
14. The nurse on duty **wrote down** all the necessary data in the case history.
15. Pain and **shortness of breath** increased on the slightest physical exertion.

IV. Use a word on the right to form a suitable word that fits the gap in the same line:

- | | |
|--|-------------------|
| 1. On ___ to hospital the patient complained of a bad pain in the heart area. | to admit |
| 2. The medicine produced a marked ___ on the patient. | effective |
| 3. The doctor wasn't able to ___ the disease by means of physical examination. | diagnosis |
| 4. The discovery of penicillin in 1928 brought world ___ to A. Fleming. | famous |
| 5. Taking antibiotics in case of the grippe is ___. | use |
| 6. ___ was advised immediately. | hospital |
| 7. He is not very ___ about his health. | care |
| 8. Have a little ___. The doctor will come in several minutes. | patient |
| 9. Please, state your name, address and ____. | to appoint |

V. Fill in the blanks with prepositions where required:

1. The patient suffered greatly ____ the pain ____ his side which radiated ____ the back ____ the slightest physical exertion.
2. "Why are you so pale?" – "Something is wrong ____ my stomach". – "Has the doctor administered any diet ____ you?" – "Yes, he has. I am following ____ it".
3. The clinical features ____ angina pectoris are the following: a sharp pain ____ the heart area which radiates ____ the left shoulder and arm.
4. The patient 42 years ____ age was admitted ____ hospital. The nurse ____ duty filled ____ the patient's case history and directed him ____ a ward.
5. My sister works as a ward doctor ____ the clinic. She usually makes her morning rounds ____ the wards ____ 9 a.m.
6. His son suddenly fell ill ____ lobar pneumonia and he was confined ____ bed for a week.
7. The onset ____ my daughter's disease was so sudden that I ran ____ the polyclinic to call ____ the district doctor.
8. The findings ____ the analyses are ____ great importance ____ the doctor.
9. The blood pressure ____ patients suffering ____ angina pectoris is sometimes high.
10. ____ means ____ percussion a doctor determines the borders of some inner organs.
11. When a patient admitted ____ hospital is ____ a very poor state, he is laid ____ a stretcher to be carried ____ a ward.
12. The treatment consisted ____ tablets and intramuscular injections of vitamin B₆.
13. The doctor was sure, that sedatives and tonics would produce a marked effect ____ the patient's condition.
14. He is slowly recovering ____ scarlet fever because there are some serious complications ____ the disease.
15. He was cured ____ angina pectoris ____ three weeks.

VI. Put in any of the required words "many (a lot of, a number of)", "much", "few", "little", "a few", "a little":

1. We have got ____ interesting laboratory findings.
2. The doctors of our University spend ____ time on research work.
3. Are there ____ patients in Ward 6? — No, there are _____. There are only three.
4. There is ____ mixture in the bottle. The doctor must write out the prescription again.
5. Wait _____. Your doctor in charge will come soon.
6. Hospital doctors have to do ____ paperwork.
7. Only ____ patients were admitted yesterday, but ____ were discharged.
8. There are ____ case histories which the doctor in charge has filled in.

9. There are only ____ patients waiting for the procedures.
10. In the corridor I saw ____ patients waiting for the doctor.

VII. Put in any of the required words “some”, “any”, “no”:

1. Let me have a look at your throat. Oh, I see there is ____ inflammation. I'll prescribe ____ medicine to you for it.
2. As my fellow student had fallen ill with ____ serious disease he was admitted to hospital to undergo a course of treatment and arrest ____ possible complications.
3. Has he ever had ____ complications after quinsy?
4. Must the students of your group arrange ____ conference next term?
5. At the chemist's department you may buy ____ drugs right away.
6. Don't confuse these remedies because ____ of them are poisonous and may cause death.
7. The doctor has prescribed me ____ antiseptic mouth-wash to gargle my sore throat with.
8. We have ____ cod-liver oil at home, but we can buy it at ____ chemist's shop.
9. Has the doctor in charge determined ____ dull heart sounds?
10. It is quite clear this patient has ____ serious impairment of his inner organs.

VIII. Translate the sentences putting the verbs in brackets in the proper tense:

1. The patient said that he (not to feel) any pain in the substernal area on physical exertion.
2. The doctor thought that the course of physiotherapy (to produce) a marked effect on the patient's condition.
3. Yesterday we learned that Dr. Hill (to discharge) this patient as he (to be cured) completely.
4. The students were told by the assistant doctor that the newly admitted patient (to suffer) from a bad heart attack.
5. Did you know what patients (have to follow) a strict bed regime?
6. By percussion the therapist tried to determine if the patient (to suffer) from some heart impairment.
7. The doctor in charge asked the patient what his place of employment (to be).
8. The district doctor was eager to know what children's diseases I (to have) in my childhood.
9. The patient stated that the attack of abdominal pain (to begin) two days before.
10. On physical examination it became clear that the patient's breathlessness (to subside) by and by.

IX. Put the verbs in brackets into Present Perfect of Past Simple:

1. Harry is ill. He (to have) an accident. He (to break) his leg.
2. (To have) you ever quinsy? – Yes, I _____. – When (to have) you it? – I (to have) it last winter.
3. You (to cut) your finger. How (to happen) it?
4. Jane (to recover) yet? – No, she's still in hospital.
5. Mr. Wood (not to feel) well lately. He first (to faint) last week.
6. The patient (to be confined) to bed for over a month.
7. The pain (not to subside) yet.
8. A thorough examination (to confirm) the diagnosis.
9. The patient (to be discharged) from hospital already.
10. What the examination (to reveal)?

X. Put the verbs in brackets into Past Perfect or Past Simple:

1. I (to feel) a little better after I (to take) the medicine.
2. A woman (to come) into the consulting room and (to say) that her baby just (to swallow) a piece of chalk.
3. The doctor (to make) his daily round before the consulting hours.
4. The patient's condition (to improve) greatly by the time he (to be discharged) from hospital.
5. By the age of 40 he (to suffer) two heart attacks.
6. The doctor (to wash) his hand before he (to begin) examining Jack.
7. When he (to be admitted) to hospital with heart attack, everybody (to be surprised) as he (not to fall) ill before.
8. We (to get acquainted) before he (to enter) University.
9. The doctor (to question) the patient thoroughly, (to listen) to his lungs and (to direct) him to be X-rayed as the diagnosis (not to be) clear.
10. We (to analyze) all the subjective and objective data before we (to be) able to make a diagnosis.

XI. Put the verbs in brackets into Future Perfect or Future Simple:

1. The nurse (to take) the patients' temperature by the time the doctor in charge begins the round of the wards.
2. The doctor (to start) examining the patients as soon as he is ready.
3. The patients (to be discharged) from hospital by the end of the week.
4. The diagnosis (to make) before the results of the X-ray examination come.
5. We are late. I think the examination (to start) already by the time we get to the polyclinic.
6. By the time you have your blood pressure measured, the nurse (to fill in) your case history.
7. The doctor expects the patient's temperature (to fall down) by next morning.
8. Wait a little. The doctor (to come) soon.

9. By the end of the week he (to stay) in hospital for 20 days. I hope his condition (to improve) by that time.
10. What (to be) the next step in treating the patient?

XII. Put the verbs in brackets in the proper tense:

1. Ten hours before the patient was admitted to hospital he (to suffer) from a sudden severe abdominal pain.
2. The boy felt much better after the nurse (to give) him several injections of camphor.
3. The doctor in charge (to find out) the impairment of the functions of the patient's heart before the electrocardiogram was taken.
4. The doctor in charge thinks that by tomorrow morning this patient's temperature (to fall) to normal.
5. On admission the patient stated that two years before something (to be wrong with) his stomach.
6. I'm sure the whole course of treatment (to produce) a marked effect on the patient's condition by the end of this week.
7. Since what time this girl (to be confined to bed)?
8. You ever (to hear) any dull heart sounds examining this patient?
9. My father (to fall ill) with hypertension this week and his condition is still poor.
10. You ever (to follow) a strict bed regime?
11. The nurse (to take) the patient's electrocardiogram before the doctor made his daily round of the wards.
12. The pain in his back (to subside) lately.
13. What data (to confirm) the initial diagnosis of the district doctor?
14. The X-ray examination (to reveal) that the heart borders are dilated.
15. The doctor on duty (to examine) just the patient who is cyanotic and suffering from breathlessness.

XIII. a) Put the verbs in brackets into the proper tense form:

Carol: (To want) you a magazine?

Tom: No, thanks. I (to look) through them all.

Carol: What time is your appointment?

Tom: I (not to make) an appointment. I (to drop in) just on the off-chance of seeing someone.

Carol: Any troubles?

Tom: Yes, my cough (to give) me trouble for over a week.

Carol: (To be) on a sick-leave?

Tom: No, when it (to start) first I (not to think) it (to be) something to worry about. I (to continue) to go to work. Last night I (can) not sleep at all.

Nurse: Mr. Hill, the doctor (to see) you in several minutes. (To fill in) you the card yet?

Tom: Yes, I (to give) already it to the receptionist.

Nurse: You're welcome then. Mr. Sharp is ready for you.

Tom: I (to come). Bye, Carol.

Carol: Good luck.

b) Report what you've learnt about Tom's condition. Use the past tenses.

XIV. a) Put the verbs in brackets into the proper tense form:

Doctor: Hello, Jim. I wonder if you could see a patient for me?

Consultant: Certainly, John. What's the story?

Doctor: Well, Mr. Alan (to come) to see this morning complaining of pain in his right leg and his back.

Consultant: When (to start) it?

Doctor: Well, it (to come) on about six weeks ago and it (to become) more severe over the past couple of weeks.

Consultant: (To be localized) the pain?

Doctor: No, poorly. At first he (to think) he (to pull) a muscle. But it (to get) so bad that he (not to be able) to do his work properly. The pain (to wake) him up at night. He (to have) difficulty in carrying on with his work. He (to lose) also three kilos and (to become) quite depressed.

Consultant: (To have) he anything similar before?

Doctor: No, not exactly, but he (to suffer) from intermittent pain in his back. Paracetamol (to give) some relief but (not to solve) the problem completely.

b) Report what you've learnt about Mr. Alan's condition. Use the past tenses.

XV. Translate the following sentences into English using the Impersonal and Indefinite Personal sentences:

1. Говорят, что приступ стенокардии начался внезапно.
2. Нужно всегда соблюдать курс лечения, прописанный врачом.
3. Оказалось, что это лекарство произвело заметное воздействие на больного.
4. Нужно снять электрокардиограмму больному к трем часам.
5. Этого больного думают выписать из больницы через неделю.
6. Нужно обследовать больного тщательно.
7. Говорят, что он прикован к постели уже месяц.
8. Предполагают, что нарушение сердечной деятельности было вызвано передозировкой лекарства.
9. Нужно всегда подробно и внимательно записывать все данные в отношении состояния больного.

XVI. Translate the following sentences into English using the active vocabulary of this Step:

1. Лечащий врач — опытный терапевт. Он очень хорошо умеет обращаться с больными.
2. Тяжелые сердечные заболевания могут быть вызваны нарушением кровообращения.
3. Больная была прикована к постели. Даже малейшее физическое напряжение вызывало приступ острой боли.
4. Больные со стенокардией при физическом напряжении чувствуют боль, особенно при ходьбе на улице.
5. Наиболее тяжелые приступы стенокардии бывают (осциг) ночью; как правило, больной просыпается от болей, при этом он чувствует необходимость сесть.
6. Лечащий врач прописал больному, страдающему тяжелым заболеванием сердца, уколы гепарина. Больной должен был соблюдать строгий постельный режим.
7. Чем больна ваша дочь? — У нее что-то с сердцем.
8. Данные анализов, сделанных в клинике, подтвердили первоначальный диагноз участкового врача.
9. Этот больной поступил в стационар после тяжелого сердечного приступа.
10. Врачи делают все возможное, чтобы бороться с сердечно-сосудистыми заболеваниями
11. С четверга он прикован к постели после тяжелого сердечного приступа.
12. При выстукивании определяются границы сердца, легких и других внутренних органов.
13. Синюшный больной был доставлен в приемный покой на носилках.

XVII. Answer the following questions:

1. Have you ever been admitted to hospital? Why were you hospitalized?
2. What does an ordinary day in hospital start with?
3. Who usually makes a morning round of the wards?
4. Why are morning rounds important?
5. In what cases is a patient confined to bed?
6. What may produce a marked effect on the patient's condition?
7. Why must in-patients undergo different analyses?
8. What must a patient do to avoid any possible complications?
9. Why are some patients administered a diet to follow?
10. In what cases is an electrocardiogram taken?
11. What may an X-ray examination of the lungs reveal?
12. Why must every doctor have a good bedside manner?
13. What effect does a good bedside manner produce on patients?
14. When are patients discharged from hospital?

XVIII. Match the suspected problem with a suitable question:

<i>quinsy</i>	<i>depression</i>	<i>asthma</i>	<i>tuberculosis</i>	<i>allergy</i>	<i>angina pectoris</i>
	<i>lobar</i>	<i>pneumonia</i>	<i>ulcer</i>	<i>gastritis</i>	<i>bronchitis</i>

- ✓ What sort of mood have you been in recently?
- ✓ Have you had any shortness of breath?
- ✓ What have you eaten today?
- ✓ Is it hard to swallow?
- ✓ Have you lost any weight recently?
- ✓ Do you ever get wheezy?
- ✓ What have you eaten today?
- ✓ Have you lost any weight?
- ✓ Does the pain radiate to the left shoulder?
- ✓ Do you feel itching?
- ✓ Is the pain dull or sharp?
- ✓ Have you lost appetite?
- ✓ Are you on a diet?
- ✓ Do you have a sore throat?
- ✓ Does it hurt to stand up and sit down?
- ✓ Do you feel pain on breathing in?
- ✓ How long have you had these headaches?
- ✓ Have you coughed up blood?
- ✓ Have you had any pain in the chest before?
- ✓ When are the pains worse, before or after meals?
- ✓ Does it hurt when walking?
- ✓ When did the itching appear?
- ✓ What colour is the stool?
- ✓ Is the pain in the right part of the abdomen sharp?
- ✓ Do you have nausea?
- ✓ Do you feel dizzy?
- ✓ When did you start coughing?
- ✓ Did you vomit?
- ✓ What part of the chest do you feel pain in?
- ✓ Where did the rash appear?
- ✓ Do you feel sweaty at night?
- ✓ Do you feel discomfort in the chest?
- ✓ Do you feel like vomiting?
- ✓ Is the pain associated with having meals?

XIX. Make up your own situations using the given words and word combinations:

1. *Describe the process of hospitalizing a patient.*

a reception ward; a doctor on duty; to hospitalize; to record; a place of employment; an occupation; a case history; to ask; an address; a name; to direct.

2. *Describe a daily round of the wards at the in-patient department made by a doctor in charge.*

to diagnose; to examine; to listen to; to determine; to palpate; clinical features; to prescribe; a strict bed regime; to be confined to bed; blood pressure.

3. *Make up a dialogue between a doctor and a patient ill with angina pectoris.*

to complain of; to take the medicine; to follow the prescribed treatment; to take an electrocardiogram; to radiate to; on physical exertion; the onset of the heart attack; the pain in the substernal area.

4. *Describe the discharge of a patient from hospital.*

to be ill with lobar pneumonia; to be in an active state; to get a sick-leave; to thank the doctor for smth; to stay in the clinic; to cure

XX. Suggested topics for oral narration:

1. You are a doctor. You are telling the medical students how to take a case history.
2. You are a doctor working at the admission department of a hospital. Describe some cases.
3. One of you is the head doctor of a city clinic. The other is an intern who is to work at this clinic. Act out an interview about the daily routine of the clinic and working conditions of the young doctor.
4. You are a ward doctor. Speak about the most common cases you deal with in your everyday practice.

TOPIC VOCABULARY

admit <i>v</i> to admit to hospital <i>syn.</i> : to hospitalize	принимать, допускать госпитализировать
to be admitted to hospital <i>syn.</i> : to be hospitalized	поступить в больницу
admission department <i>syn.</i> : admission unit, reception ward	приемное отделение
assistant <i>n</i> a laboratory assistant	помощник лаборант
attack <i>n</i> an attack of illness (cough, fever) a heart attack	приступ (болезни); припадок приступ болезни (кашля, лихорадки) сердечный приступ

a liver attack a mild (severe) attack a previous (initial) attack	приступ печеночной колики легкий (тяжелый) приступ предыдущий (первый) приступ
auscultation <i>n</i> by means of auscultation on auscultation	выслушивание, аускультация (больного) при помощи аускультации при выслушивании
breathlessness <i>n</i> breathlessness appears (disappears, increases, decreases, subsides)	одышка одышка появляется (исчезает, увеличивается, уменьшается, прекращается)
confirm <i>v</i> to confirm the diagnosis	подтверждать подтвердить диагноз
cure <i>v</i> to cure smb of smth	вылечивать, исцелять вылечить кого-л. от чего-л.
bedside <i>n</i> bedside manner the bedside clinical teaching to sit, to watch at a person's bedside The nurse is at his bedside constantly.	умение обращаться с больным подход (врача) к больному обучение в клинике у постели больного ухаживать за больным, сидеть у постели У его постели постоянно дежурит медсестра
confine <i>v</i> to be confined to bed <i>syn.</i> : to be bedridden	ограничивать быть прикованным к постели (по болезни)
cyanotic <i>a</i>	синюшный
data <i>n</i> (pl.) <i>sing.</i> datum laboratory (experimental, determined) data subjective and objective data	данные, сведения данная величина лабораторные (экспериментальные, установленные) данные субъективные и объективный данные
determine <i>v</i> to determine time (day, size, borders of the heart) to determine exactly (approximately, roughly; at once)	определять, устанавливать определить время (день, размер, границы сердца) определить точно (приблизительно; сразу)
dilate <i>v</i> The pupil has the property of contracting and dilating. <i>Syn.</i> : widen, expand, enlarge	расширить Зрачок обладает свойством сокращаться и расширяться.
discharge <i>v</i> to be discharged from hospital	выписывать (из больницы) выписаться из больницы
doctor <i>n</i> a ward doctor a district doctor a doctor in charge a head doctor	врач палатный врач участковый врач лечащий врач главный врач

Doctor of Medicine an assistant doctor a board of doctors to call in a doctor to see a doctor to send for a doctor to telephone for a doctor to consult a doctor doctor's overall	доктор медицины врач-ассистент консилиум врачей пригласить (вызвать) врача сходить к врачу послать за врачом; вызвать врача вызвать врача по телефону обратиться к врачу медицинский халат
dull <i>a</i> dull ache dull heart sounds	тупой (о звуке), глухой (о тоне) тупая боль глухие сердечные тоны
effect <i>n</i> to produce a marked effect on smb side-effects after-effects	действие, результат произвести заметное действие на кого-либо побочные явления последствия, осложнения
electrocardiogram <i>n</i> to take an electrocardiogram	электрокардиограмма снять электрокардиограмму
employment <i>n</i> a place of employment What's your place of employment?	служба, работа место работы Где вы работаете? Ваше место работы?
finding <i>n</i> clinical findings laboratory findings physical findings subjective and objective findings	результат (исследования), открытие; находка клинические данные данные лабораторного исследования физикальные данные субъективные и объективные данные
heart <i>n</i> the borders of the heart (heart borders) heart sounds	сердце границы сердца тоны сердца
history <i>n</i> past history a case history a family history to take a family history	история анамнез история болезни семейный анамнез собирать семейный анамнез
hospital <i>n</i> to be admitted to hospital (to hospitalize) to take smb to hospital to be in hospital to go to hospital children's hospital infection hospital mental hospital military hospital	больница поступить в больницу отвезти (доставить) кого-л. в больницу лежать в больнице ложиться в больницу детская больница инфекционная больница больница для душевнобольных военный госпиталь

impairment <i>n</i> serious impairment impairment of the heart (kidneys) impairment of hearing (eyesight)	ухудшение, расстройство, повреждение, нарушение серьезное нарушение, повреждение нарушение работы сердца (почек) расстройство слуха (зрения)
in-patient <i>n</i> in-patient department	стационарный больной, госпитальный больной стационарное отделение
malaise <i>n</i> general malaise	недомогание общее недомогание
onset <i>n</i> a sudden (severe) onset the onset of a disease the onset of an attack	начало; приступ внезапный (тяжелый) приступ приступ болезни начало приступа
palpation <i>n</i> by means of palpation on palpation	ощупывание, прощупывание, пальпация при помощи пальпации при пальпации
percussion <i>n</i> by means of percussion on percussion	выстукивание, перкуссия при помощи перкуссии при перкуссии
procedure <i>n</i> to carry out procedures	процедура выполнить процедуры
radiate <i>v</i> to radiate to smth	распространяться, отдавать (о боли) распространяться, отдавать куда-либо
record <i>v</i> syn. take notes	записывать
recovery <i>n</i> a slow (quick, complete) recovery on one's recovery to make a (quick) recovery	выздоровление медленное (быстрое, полное) выздоровление по выздоровлении поправляться (быстро), выздоравливать
sensitivity <i>n</i> sensitivity to antibiotics	чувствительность чувствительность к антибиотикам
sputum <i>n</i> to produce sputum	мокрота выделять мокроту
state <i>n</i> the state of health the state of the patient (the patient's state) a bad, poor (satisfactory, excellent, good) state	состояние (здоровья) состояние здоровья состояние здоровья больного плохое (удовлетворительное, отличное, хорошее) состояние
stretcher <i>n</i> to carry smb. in a stretcher	носилки нести кого-л. на носилках
subside <i>v</i>	спадать, понижать, утихать, успокаиваться, прекращаться

the pain subsides temperature (fever) subsides breathlessness and weakness subside	боль стихает температура (жар) спадает одышка и слабость прекращаются
therapeutic <i>a</i> a therapeutic department (clinic) therapeutic exercise	терапевтический терапевтическое отделение (клиника) лечебная гимнастика
therapy <i>n</i> penicillin therapy drug therapy inhalation therapy X-ray therapy alternative / complementary / natural therapies a course of therapy a course of X-ray therapy (physiotherapy) to undergo a course of vitamin (hormone) therapy	терапия, лечение пенициллиновая терапия лекарственная терапия ингаляционная терапия рентгенотерапия нетрадиционные методы лечения курс лечения курс рентгенотерапии (физиотерапии) пройти курс лечения витаминами (гормонами)
urine <i>n</i> to make an analysis of urine (to make urinalysis) the level of sugar in the urine	моча сделать анализ мочи содержание (количество) сахара в моче
ward <i>n</i> a reception ward a children's ward	палата приемный покой детская палата
weakness <i>n</i> to feel (complain of) weakness weakness appears (disappears, subsides)	слабость чувствовать (жаловаться на) слабость слабость появляется (исчезает, прекращается)
wound <i>n</i> light / slight wound serious / severe wound to dress a wound	рана лёгкое, незначительное ранение тяжёлое ранение перевязать рану



ADDITIONAL READING

Read about the daily routine at the University Hospital Bristol:

6 am – 7 am: Morning IV antibiotics and routine blood tests are made and vital signs (blood pressure, temperature, oxygen saturation, heart rate and weight) are also taken

7.45 am – 8.15 am: Breakfast followed by morning drug round

8 am – 10 am: Doctors round
11.45 am – 12.15 pm: Lunchtime drug round
12.15 pm – 12.45 pm: Lunch
1 pm – 2 pm: Rest period
2 pm – 8 pm: Visiting time
5 pm – 5.30 pm: Afternoon drug round
5.45 pm – 6.30 pm: Evening meal
9.30 pm – 10.30 pm: Evening drug round
Drinks are served at regular intervals throughout the day.

What do you know about the daily routine of our hospitals?

Read about Margaret Olivier, a physiotherapist working in a hospital in London. Here is her story:

I'm a physiotherapist. My job is to help people who have been injured. Many of my patients have had road accidents. I show them how to walk again, or move their arms, or bend their backs. It's a difficult job and not very well paid, but it's very interesting. I really love it. The only thing I don't like is the long hours. Sometimes I come home from work so tired that I just fall asleep in front of the television.

Of course, working in the hospital isn't always enjoyable. Some days nothing goes right and then it's very frustrating. I get annoyed when nurses don't do what I tell them to do. Some of the young ones don't seem to listen to what I say. That makes me angry. I feel quite depressed sometimes. But then one of my patients comes back to see me. That happened yesterday. It was a young girl who had smashed her arm in a bad accident. We sat in my room and had a cup of coffee. She told me she was back at work and she showed me how well she could move her arm now. That really cheered me up. It always does.

The hospital I work in is about forty miles from London. It's quite old, but it's got all the latest equipment. I like most of the people I work with — they're super. My patients are super too. And some are very interesting. Last week, for instance, I had a young footballer called Don. He had broken his leg in three places. He was afraid he would never play football again. I had to tell him that he would soon get better. I told him to be patient and not to worry. A physiotherapist has to do that quite often — reassure her patients, I mean.

Working with older people is much more difficult. They take much longer to get better. A lot of the older patients don't want to leave hospital at all. They feel safe there and they have lots of friends. When they go home they feel very lonely. They miss their friends. I go and visit them at home when I can, but it's hard to get the time. Some of them will never really get well again. I feel sorry

for them, but you can't show them how you feel. You've just got to be cheerful and do what you can. I always try to do my best for all my patients.

I normally get up at seven o'clock, but today I didn't have to start work until half-past eight, so I stayed in bed for another half-hour. That was lovely. I switched on the radio and just listened to it with my eyes closed. Then I got up, washed, and had breakfast. I left home at a quarter past eight. My flat isn't far from the hospital. In the summer, I sometimes walk to work. But if the weather's bad, I often drive to work. This morning it was cold and wet, so I drove to work.

My first job this morning was to see a patient who had hurt his back. He'd lifted a bag of potatoes and hurt himself because he hadn't picked it up correctly. I gave him some heat treatment and told him to get as much rest as possible. Then it was time for what I call my "knee class". These are people who have all injured their knees in some way. I show them exercises that will strengthen their knees. They're a great group and we always have lots of fun together.

At twelve-thirty I had lunch in the canteen. After lunch, I went to see my favourite patient, Edie. She's eighty-five now and she's got a bad chest. I'm sure she'll never leave hospital now. I can't really do much for her, but she always likes to see me. She doesn't say very much, but she loves to hear what I've been doing. I was just telling her about my "knee class" when Nurse Walker came in. She said that Mrs Callan, the head physiotherapist, wanted to see me.

Questions: 1. What is the only disadvantage about Margaret's job? 2. What makes Margaret depressed? 3. What did Margaret tell Don? 4. Why do some of the older patients want to stay in hospital? 5. What time did Margaret get up? Why? 6. Describe Margaret's "knee class". 7. Who is Margaret's favourite patient?

Read about some things that can happen as a consequence of being in hospital:

Avoiding Harms

Some things can happen as a consequence of being in hospital. It is important to know what these things are so that you can look out for them. Your doctors and nurses will also be looking for these things and doing everything they can to keep them from happening.

Infections. People who are in the hospital can develop serious infections. This happens because most people in the hospital have IVs (an apparatus used to administer an intravenous injection or feeding) that go through the skin and into the veins or have incisions in the skin. The breaks in the skin make it easy for bacteria to get into the body and to cause infections. The bacteria that live in

the hospital are used to antibiotics and these bacteria may be resistant to the usual antibiotics. To prevent infections, doctors and nurses will look at the IVs every day, change the dressings on the IVs and wounds. The most important thing that can be done to prevent infections is to make sure that everyone wash their hands before and after touching the patient, every time. It is okay for you to ask the doctors and nurses to wash their hands before touching you or your family members.

Pneumonia. People in the hospital often have problems eating or coughing. Some patients are in a coma and some are on breathing machines. People with these problems, particularly those on breathing machines and those that cannot cough properly, are at risk from catching pneumonia in the hospital. This is called hospital acquired pneumonia. Doctors will try to keep pneumonia from developing in patients by trying to keep the head of the bed elevated if a patient has a feeding tube or is on a ventilator. Some patients (usually patients who have had surgery) will be given small machines that teach them to take deep breaths, to try to keep the lungs from collapsing.

Blood Clots. Patients who are in the hospital and who are not moving can develop blood clots in their lungs that can break off and go to the lungs. To try to prevent blood clots, doctors will either put patients on blood thinners (an injection in the stomach or things) or the doctors will put wraps on the legs that squeeze the legs several times an hour. Many patients who will be in the hospital more than a day will either be on blood thinners or have special leg stockings to prevent clot. However, if the patient is up and walking around, these preventing blood thinners or special leg stockings may be stopped.

Problem with Medications. Some patients can develop reactions to the medications that are given — allergic reactions that could not be predicted. These are called adverse drug events. When an unexpected reaction happens from a medication, the doctors and nurses will record these events and enter an allergy in the patient's medical chart to prevent that medicine, or any other like it, from being given to the patient.

Read and think what you could say to answer the question you'll see at the end of the story:

A Bedside Story

Good cheer is the best physician.

My Dad was a doctor, the old-style family physician. His patients loved him. Each Christmas he'd get so many presents — homemade fruitcakes, pipes with \$100 bills stuffed in them, baskets with forty-eight different-coloured pairs of socks — but he'd still be opening them that night.

As a child, while I knew his patients loved him, I didn't really know why. I figured part of it was his dedication. From 6:00 am hospital rounds to 9:00 pm phone calls, he was there when they needed him. Part of it was probably his southern storyteller's charm — he could spin yarns with the best of them (a trait I, of course, did not inherit).

But I never realized what most of his appeal was until one summer evening. I happened to be playing behind the honeysuckle vines when dad came down to his vegetable garden. He didn't know I was around. Even so, he sure didn't act like he was alone. Instead, he knelt down at the edge of his garden and started talking.

"Good evening, Miz Lettuce. You're looking mighty pretty tonight. What's that? No, you don't look a day over thirty. In fact, I was hoping you might drop by for supper tonight".

He pulled a few leaves and set them in a peck basket, then moved over to a different section of the garden and started straightening up some fallen vines.

"Hey there, old bean, old rascal! Been chasing after the marigolds again, I see. You 're going to have to start staying where you belong — you're all the flowers talk about anymore, you know. Now sit up straight and let me check you over. Hmmm, leaves normal. Flowers, um-hmm. Pods, look good. You're the picture of health, Chief. We just need to fix a few weeds around your roots".

After a couple of minutes of quiet weeding, he got up and started checking some vines tied to thin, green stakes.

"Now, don't worry, Miz Tomato, I wouldn't ignore you. After all, you know you're one of the gals on my short list. Yes, Ma'am, you bet — right there at the top".

The corn plants were next on his rounds. He stopped at one, pulled out his small pocketknife — and picked away at something.

"Calm down, Corn, old pal, you gotta expect a few ear problems now and then as you grow up. This'll be over in a jiffy. There now, let me give you a good, long drink, it'll give you a sense of well-being".

Whistling — Dad was a great whistler — he went off to get the hose. I tiptoed out of my hiding place.

What made my father such a great doctor? Well, sir, by now you know the answer as well as I.

It was his bedside manner.

Pat Stone



Read some jokes:

Good news

Nurse: Doc, we have lost our patient.

Doctor: What happened?

Nurse: He recovered.

Time Cures

Nick: Doctor Mayo, whenever I get up after a sleep, I feel dizzy for half an hour, then I'm all right.

Doctor: Then wait for half an hour before getting up.

Following the instruction

Patient: It's been one month since my last visit and I still feel miserable.

Doctor: Did you follow the instructions on the medicine I gave you?

Patient: Of course I did — the bottle said “keep tightly closed”.

Worried Patient

Patient: Doctor, when I press my leg it hurts. Then when I press my chest it hurts, when I press my head it hurts, and when I press my stomach it hurts. I'm worried doc, what's wrong with me?

Doctor: Easy straightforward, you have a sore finger!





Find a word for the following definitions. The first letters of each word will make up an English proverb:

1. The treatment of a disease. (7)
2. The state of being damaged. (10)
3. A substance or preparation used in treating disease. (8)
4. Graphic record of the heart's action. (17)
5. An institution for the care and treatment of the sick. (8)
6. What is produced by a cause? (6)
7. The act of listening to sounds arising within organs. (12)
8. A room equipped for scientific research. (10)
9. A device for carrying a sick. (9)
10. A violent onset. (6)
11. A remedy that moves the bowels slightly. (8)
12. The vital organ that secretes bile. (5)
13. One of the sections of a hospital. (4)
14. A sudden beginning. (5)
15. A fluid secretion of the kidneys. (5)
16. One who cares for the sick under the supervision of a physician. (5)
17. The quantity of a drug to be taken. (4)
18. A condition or stage in the physical being. (5)

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