

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
State Institution “South Ukrainian National Pedagogical University
named after K. D. Ushynsky”

A. A. Yumrukuz, O. A. Bevz

A SOUND MIND IN A SOUND BODY

Odesa, 2019

А. А. Юмрукуз, О. А. Бевз

В здоровому тілі здоровий дух / Південноукраїнський національний педагогічний університет ім. К. Д. Ушинського. – Одеса : Магістр, 2019. – 201 с.

Рекомендовано Вченою радою Південноукраїнського національного педагогічного університету ім. К. Д. Ушинського (протокол №10 від 26.05.19 р.)

Рецензенти: кандидат філологічних наук, доцент Петров О. О.

кандидат педагогічних наук, доцент Першина Л. В.

Запропонований навчальний посібник містить матеріал до модуля «Охорона здоров'я» для студентів II року навчання факультетів іноземних мов закладів вищої освіти. Навчальний матеріал викладено у формі трьох розділів. Представлені вправи спрямовані на подальший розвиток усіх видів мовленнєвої діяльності – письма, читання, говоріння та аудіювання.

До посібника додається аудіозапис текстів, начитаних носіями англійської мови.

CONTENTS

Preface	4
Unit I. Foot in mouth	6
Unit II. Feel on top of the world	36
Unit III. Just what the doctor ordered.....	82
Lingual and Culture Study Focus	121
Consolidation	125
Final Test	129
Keys	136
Supplementary Reading	137
Summarizing an Article	154
Transcripts	166
English-Ukrainian Topical Vocabulary	176
Visual Section	197

PREFACE

Modern changes in the system of Ukrainian high school education require preparation of a specialist who acquired basic professional competencies. Thus, the given manual is aimed to develop 2nd year students' skills in all types of a speech activity – reading, listening, writing and speaking within the topic of the module “Health Care”.

The book consists of three Units, Lingual and Culture Focus section, Consolidation section, Transcripts and Thematic Vocabulary.

The subtopic of the first Unit is body organs and their work; students extend their knowledge of internal and external organs of the human body and learn the skills of using this vocabulary in different types of speech activities.

The second Unit focuses on the problem of common diseases and their symptoms.

The third Unit presents the vocabulary on the topic of treatment and doctor's recommendations.

The lingual and Culture Focus section contains information which is necessary to develop the sociolinguistic and linguacultural competencies of the learners.

Consolidation section provides students with an opportunity to revise the material they learned in previous Units and consolidate the obtained relevant skills.

Transcripts section contains the transcripts of all the recordings students listen to within the module.

Thematic vocabulary aims to provide learners with the list of basic active vocabulary of the module which is arranged thematically – body organs, complaints, treatment etc.

Each of the three Units has the following structure.

The Warm-Up section is constructed to immerse students into English-speaking environment.

The aim of the Vocabulary Focus section is to present the key vocabulary of the unit and to work it through in exercises. The book is designed in the way it can

serve both as a student's book and a workbook so that the learners can do all the tasks in the book rather than in separate notebooks.

Reading, Listening, Speaking and Writing Focus sections aim to develop students' relevant skills in these types of speech activity.

The Work with Idioms, Proverbs and Sayings section provides students with the list of phraseological units and tasks to understand their contextual meaning and be able to use them in communication.

The section of Self-Guided Assignments is aimed to develop students' abilities of extra-classroom independent research work, which includes work on vocabulary items, work with the video and project work.

On completing the Module, the students are expected:

- to acquire the topical vocabulary (503 vocabulary items);

to be able:

- to convey correctly (logically and grammatically) their thoughts in both oral and written forms;
- to understand the general idea and the specific information of audio- and video-fragments on the given topic;
- to read and comprehend authentic English texts on the given topic;
- to use relevant phraseological units in the appropriate context;
- to understand sociolinguistic and sociocultural peculiarities of the native speakers' language use and react appropriately;
- to carry out self-guided project and research activity related to the topic of the module.



UNIT 1.

Foot in mouth

WARM-UP

1. Do the general knowledge quiz in pairs. Then check your answers. How many correct answers have you given?

1. What is the largest organ in the human body?

- stomach spine skin brain

2. With how many bones the human skeletal system is composed of in adult age?

- 206 130 322 78

3. How many teeth are there in the human body in adult life?

- 30 31 32 33

4. Which part of the human body produces voice?

- lungs pharynx larynx vocal cords

5. Which part of the human body has most bones?

- legs hands spine chest

Answers:

1. skin 2. 206 3. 32 4. Vocal cords 5. hands

2. Within one minute write down as many words denoting body parts as you can. Compare the number of words with that of other students. Who has got the most?



VOCABULARY FOCUS

3. Read the text.

The Human Body

Did you know that your body is like a machine? Your body must be kept in working order so you can stay healthy for a long time. If you do not take care of your

body, then you can get sick. Since the human body is so important and so amazing you should know as much as possible about it.

The human body is made up of the head, neck, torso, two arms and two legs. The body is designed to walk upright on the legs while using the arms to lift and carry. The adult body also has about 100 trillion cells and 22 different internal organs. To hold everything in place human body also has 206 bones and 600 muscles. That is a lot of different parts for doctors to remember!

Most people learn about the different systems in order to learn about the body. There are eleven different systems that are at work at your body at all times. They include circulatory, respiratory, digestive, urinary, nervous, endocrine, immune, integumentary, skeletal, muscular and reproductive systems.

One system that is very important is the *circulatory* system. The circulatory system is made up of your heart, blood and blood vessels. The heart pumps blood through vessels to circulate cells through the body.

The *respiratory* system includes the nose, trachea and lungs. This system keeps your body going by taking in air from the environment to get it to your organs.

The *digestive* system is the system of organs responsible for getting food into and out of the body and for making use of food to keep the body healthy. The digestive system includes the salivary glands, mouth, esophagus, stomach, liver, gallbladder, pancreas, small intestine, colon, and rectum.

The *urinary* system, also known as the renal system or urinary tract, consists of the kidneys, ureters, bladder, and the urethra. The purpose of the urinary system is to eliminate waste from the body, regulate blood volume and blood pressure, control levels of electrolytes and metabolites, and regulate blood pH.

The *nervous* system coordinates actions of the body by transmitting signals to and from different parts of its body. This system is made up of the brain and spinal cord, nerves, ganglia, and parts of the receptor organs and that receives and interprets stimuli and transmits impulses to the effector organs.

The *endocrine* system is a chemical messenger system comprising feedback loops of hormones released by internal glands of an organism directly into

the circulatory system, regulating distant target organs. In humans, the major endocrine glands are the thyroid gland and the adrenal glands.

The *immune* system is very significant in keeping the body healthy. The immune system includes many types of protein, cells, tissues and even some organs. This is the system that helps you to get better from cold and viruses.

The *integumentary* system comprises the skin and its appendages acting to protect the body from various kinds of damage, such as loss of water or damages from outside. The integumentary system includes hair and nails. It has a variety of additional functions; it may serve to waterproof, and protect the deeper tissues, excrete wastes, and regulate body temperature, and is the attachment site for sensory receptors to detect pain, sensation, pressure, and temperature.

The *skeletal* system provides support and protection for the body's many internal organs. The skeletal system consists of bones, joints and associated cartilages. An adult human has 206 bones in their body and variety of different joints. The skeleton can be divided into two components: the axial skeleton and the appendicular skeleton. The axial skeleton is formed around the central axis of the body and thus includes the skull, spine, and ribcage. It protects the brain, spinal cord, heart, lungs, esophagus and major sense organs like the eyes, ears, nose, and tongue. The appendicular skeleton is related to the limbs and consists of the bones of the arms and legs, as well as the shoulder and hip girdles.

The *muscular* system is the bodily system that is composed of skeletal, smooth, and cardiac muscle tissue and functions in movement of the body or of materials through the body, maintenance of posture, and heat production.

The *reproductive* system or genital system is a system of sex organs within an organism which work together for the purpose of sexual reproduction. Many non-living substances such as fluids, hormones, and pheromones are also important accessories to the reproductive system.

All the systems work together and provide a normal functioning of the human body.

4. Match the following organs with the appropriate system.

*tissue kidney liver lungs skull ribcage breast nail joint
 bladder esophagus trachea glands ears urethra stomach intestine
 brain cartilage pancreas*

respiratory:
 digestive:
 urinary:
 nervous:
 endocrine:
 immune:
 integumentary:
 skeletal:
 muscular:
 reproductive:

5. Classify the following organs into external and internal ones.

*groin, esophagus, thigh, cell, nipple, pelvis, tonsils, spine, bile duct, armpit, spleen,
 windpipe, bottom, gall bladder, shin, intestine, ankle, calf, larynx, eyelid, iris, pupil,
 wrist, stomach, kidney*

External organs	Internal organs

6. Match the following organs with their definitions.

a) external organs

<i>eyebrows</i>	<i>nose</i>	<i>mouth</i>	<i>thigh</i>	<i>calf</i>	<i>hand</i>	<i>shoulder</i>	<i>navel</i>
	<i>nipple</i>	<i>ankle</i>	<i>groin</i>	<i>armpit</i>	<i>forearm</i>		

- a. organ which absorbs the shock associated with movement; the lower part of the leg;
- b. horizontal strips of hair that can be found above the eye;
- c. a rounded knotty depression in the centre of a person's belly caused by the detachment of the umbilical cord after birth; the umbilicus;
- d. wide, cavernous organ that chews food, removes bacteria, helps with breathing;
- e. small, gripping body parts used for a tremendous number of actions, are at the end of arms;
- f. a thick, especially muscular body part used to perform strenuous motions; the upper part of the leg;
- g. organ that plays an important part in the breathing and bacteria-elimination processes;
- h. the upper joint of each of a person's arms and the part of the body between this and the neck;
- i. the small projection in which the mammary ducts of female mammals terminate and from which milk can be secreted;
- j. the joint connecting the foot with the leg;
- k. the area between the abdomen and the upper thigh on either side of the body;
- l. a hollow under the arm at the shoulder;
- m. the part of a person's arm extending from the elbow to the wrist or the fingertips.

b) internal organs

- | | |
|--------------|------------------------------------------------------------------------------|
| 1. kidney | a. organ in the head which controls thought and feeling |
| 2. lung | b. long pipe leading from the stomach which takes waste matter from the body |
| 3. liver | c. two small, fleshy organs in the throat |
| 4. heart | d. baglike organ in which food is broken down for use by the body |
| 5. brain | e. one of twenty-four bones protecting the chest |
| 6. intestine | f. one of a pair of organs which separate waste liquid from the |
| 7. appendix | |
| 8. tonsils | |

9. rib	blood
10. stomach	g. one of two bony parts of the face in which teeth are set
11. jaw	h. large organ which cleans the blood
12. throat	i. one of a pair of breathing organs in the chest
	j. passage from the back of the mouth down inside the neck
	k. short organ of little use which leads off the large intestine
	l. organ in the chest which controls the flow of blood by pushing it round the body

7. Choose the correct answer.

a)

1. The *pupil* is part of the ...
a. ear b. stomach c. eye d. hand
2. The *sole* is part of the ...
a. hand b. foot c. eye d. ear
3. The *calf* is part of the ...
a. leg b. arm c. chest d. head
4. The *iris* is part of the ...
a. hand b. foot c. eye d. ear
5. The *heel* is part of the ...
a. hand b. foot c. eye d. breast
6. The *shin* is part of the ...
a. arm b. leg c. head d. breast

b)

1. When this is full, you need to find a toilet.
a. your bladder b. your heart c. your pancreas
2. These are immediately below your waist.
a. your kidneys b. your hips c. your nostrils
3. This organ breaks down the toxins that enter the body including alcohol.
a. bladder b. heart c. liver

4. This is the top part of your leg.

- a. your calf b. your nape c. your thigh

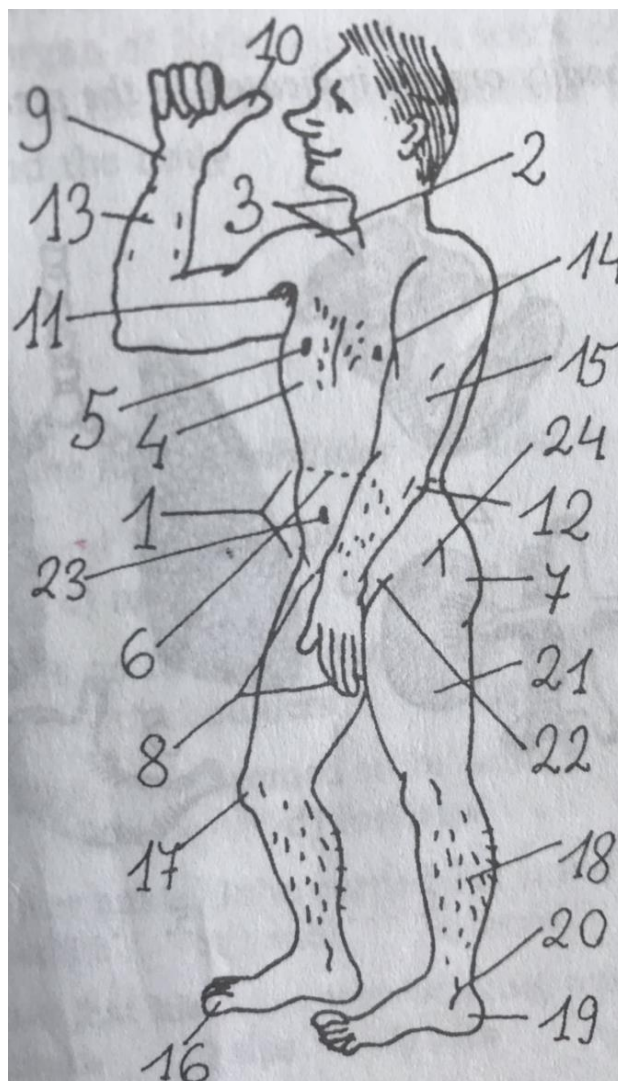
5. This is the back of the lower part of your leg.

- a. your nape b. your nostrils c. your calf

6. This is the lower part of the alimentary canal from the end of the stomach to the anus.

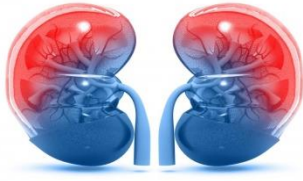
- a. stomach b. gullet c. intestine

8. Write the names to the following external organs.



9. Give the names of the bodily organs indicated in the picture below.

1)



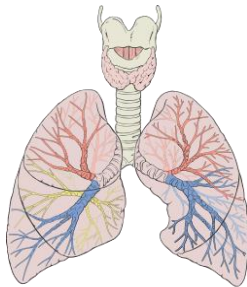
2)



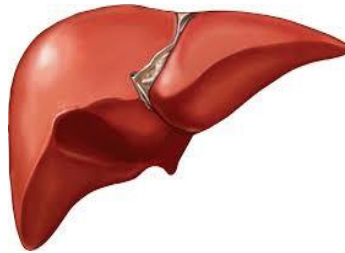
3)



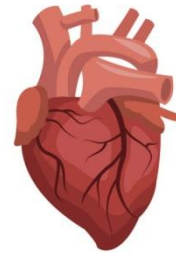
4)



5)



6)



10. Each of the words below are regularly used to describe an action or gesture made with a part of the body. Write which. In some cases more than one answer is possible.

1. blink
2. clench
3. cross
4. fold
5. nod
6. stick out
7. point
8. shrug
9. snap
10. stamp
11. wink
12. punch
13. slap
15. murmur
16. squeal
17. lick

- 18. sniff
- 19. snuffle
- 20. wheeze

11. Fill in the blanks with the words below. You may use each word only once.

- | | | | | |
|----------|----------|-----------|---------------|---------|
| activity | children | dietary | energy | include |
| lean | nursing | nutrients | people | person |
| products | rapidly | tissue | well-balanced | |

Special Diets

Certain groups of 1), such as young children or older people, have special 2) needs. Because 3) grow 4), they need food not only to replace worn-out tissues and provide 5), but also to build new 6)

A child's diet should 7) milk and milk 8), eggs, 9) meat, poultry, fish, fruits, vegetables, and cereals.

A 10) diet is important to the older 11)as it is to the child. Older people need as many 12) as young adults. But if their 13) is reduced, they will need fewer calories. Expectant or 14) mothers and babies also need special diets.

12. Fill in the gaps with the correct word.

Fingernails growing fast

People's fingernails and toenails, (1) ...to a recent study, are nowadays growing more quickly. Research (2)out at the University of North Carolina indicates that the speed at which human nails are growing has increased by (3)to 25 percent over the last 70 years.

The results of the study show that the (4) human fingernail now grows about 3.5mm a month, (5)with just 3mm seven decades ago. Toenail growth, (6)only about 2mm per month, was also up on the figure (7)..... in a similar survey done 70 years ago.

Researchers (8)the rapid increase down to changes in lifestyle, particularly the greater (9)of the importance of regular exercise and a healthy diet. This, they point out, is in (10)..... with similar trends in the height and weight of present-day adults.

Interestingly, it appears that nails (11)to grow fastest in warmer conditions, with the quickest growth (12) Among young people, and men. The faster-growing nail is on the middle finger, while that on the little finger is (13).....far the slowest, at only a fraction over 3mm each month.

- | | | | | |
|----|-------------|---------------|---------------|----------------|
| 1 | A reporting | B quoting | C according | D informing |
| 2 | A taken | B carried | C studied | D worked |
| 3 | A near | B just | C close | D next |
| 4 | A average | B medium | C common | D standard |
| 5 | A opposed | B measured | C related | D compared |
| 6 | A although | B despite | C however | D nevertheless |
| 7 | A achieved | B concluded | C arrived | D obtained |
| 8 | A set | B write | C put | D say |
| 9 | A belief | B information | C familiarity | D awareness |
| 10 | A way | B rule | C line | D case |
| 11 | A tend | B lean | C head | D aim |
| 12 | A pace | B rate | C speed | D step |
| 13 | A by | B so | C as | D too |

13. Translate the following words into English.

Кінцівки, селезінка, гланди, пах, передпліччя, пахви, великий кишечник, трахея, жовчний міхур, підшлункова залоза, хребет, нирки, щелепи, вії, сосок, грудна клітина, ікра ноги, долоня, попереk, груди (жіночі), стегно, гомілка, печінка, таз, сідниці, гортань, ніздрі, підошва, потилиця, ключиця, лопатка, зап'ястя, райдужна оболонка ока, зіниця, лікоть, п'ята, скули, плече, черевна порожнина, легені.

14. Translate the following sentences into English.

1) Перетравлення їжі за участі печінки відбувається завдяки одній з основних її функцій – постійній та безперервній секреції жовчі, що транспортується до жовчного міхура. 2) Травна система, або травний тракт – це система органів людини, призначена для переробки і видобування з їжі поживних речовин, всмоктування їх в кров і виділення з організму неперетравлених залишків (кінцевих продуктів життєдіяльності). Травний канал складається з ротової порожнини, глотки, стравоходу, шлунка, тонкого і товстого кишечника, що закінчується прямою кишкою. 3) Печінка людини – один з найважливіших органів внутрішньої секреції. Це другий за величиною орган у нашому тілі (після шкіри). Від печінки відходить жовчна протока, яка сполучається з жовчним міхуром, а далі загальна жовчна протока впадає у дванадцятипалу кишку. 4) Верхні кінцівки представлені двома кістками – лопаткою і ключицею, які прикріплені до грудної клітки за допомогою м'язів і зв'язок, а попереду і присередньо ключиця з'єднується з грудниною за допомогою суглоба. 5) Біль у передпліччі можуть викликати травматичні пошкодження ліктьового і зап'ясткового суглоба (вивихи, переломи), м'язів передпліччя. 6) Зап'ясток – це суглоб, який знаходиться між кістками передпліччя та кістками зап'ястя. Його структура дуже складна. Найчастіше пошкодження зап'ястка виникають внаслідок падіннь на витягнуту руку, які призводять до порушення структури зап'ястка та кисті. 7) Якщо під час занять спортом людина забила коліно, а через кілька місяців біля колінної чашечки з'явилася рідина, потрібно обов'язково звернутися до лікаря.



READING FOCUS

Me and My Brain

Pre-Reading Practice

15. Think about the following statements. Do you think they are true or false?

Discuss them in pairs.

1. Our brain is the biggest organ of the body. T / F
2. There are several billions nerve cells in the brain. T / F
3. The brain controls everything except our heart rate. T / F
4. The structure of our brain changes as we grow up. T / F
5. The brain develops until 30 years old. T / F
6. Teenagers are incapable of problem-solving because the brain hasn't developed yet. T / F
7. Humans use only 10% of their brain. T / F

16. Match the verbs found in the following text with the definitions.

to stem from	to give strength or support to something;
to witness something	to learn to do something well;
to wither	to see something happen;
to reinforce	to weaken;
to rely on	to depend on;
to master something	to start or develop from

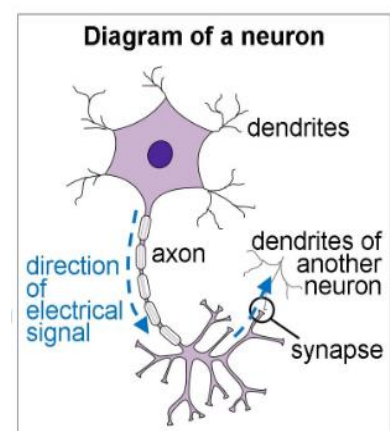
Reading Practice

17. You are going to read the text about functioning of human's brain. Which facts do you find surprising?

We all know that significant changes occur in our bodies during adolescence, but have you ever stopped to wonder what's actually going on inside our brains during this time?

To paint a clearer picture, we should first familiarize ourselves with the different parts of the brain. Did you know, for instance, that our brains are made up

of around 100 billion nerve cells called neurons? And stemming from these neurons are several branch-like structures for sending and receiving electrical signals? A



complicated highway system of nerves connects your brain to the rest of your body, so communication can occur in split seconds. Every time we do or think anything, a signal is transmitted. The signal travels down a long structure called the axon and, at the end, it passes across tiny gaps called synapses to the dendrites of another neuron, which receive the signal. In this way, messages are sent across our neural network. Think about how fast you pull your hand back from a hot stove. While all the parts of your brain work together, each part is responsible for a specific function — controlling everything from your heart rate to your mood.

Our brain structure changes dramatically as we grow up. Newborn babies have almost all their neurons but few connections between them, which is why they can't do very much. After a few months however, the number of connections explodes, which in turn helps tiny tots master a whole range of new skills such as walking and talking. Despite earlier myths that most brain development is completed in the first few years, we now know that our brains continue to develop throughout our lives and perhaps the most dramatic time of change and development is during puberty.

During this period of reorganization, the brain witnesses a sudden increase in neurons not dissimilar to a plant growing uncontrollably in spring. Just as we prune a plant to make it stronger and healthier, we prune our brains. The connections that are used become stronger, whereas those which aren't used wither and die. So, the more frequently an action or thought is activated, the stronger the connections become between neurons, which in turn strengthens the part of the brain being used. This explains why the more you do something, the better you become at, reinforcing the old adage 'practice makes perfect.' In fact, it would seem that the teenage brain provides optimum conditions for perfecting skills such as playing a musical instrument, speaking another language or learning a complex computer game. It could therefore be argued that teenagers determine the development of their own grey matter through the activities and experiences they engage in.

It may also be unsurprising to many to learn that the last part of the adolescent brain to develop is the frontal cortex, responsible for self-control, problem solving and decision making. Consequently, long before teens become adept at rational,

abstract thinking and logical decision making, they rely on the emotional centre of the brain to make choices and think. So perhaps unpredictable, volatile, risk-taking teenage behavior, often put down to hormones, may actually have more to do with what's going on inside our brain.

There are certain myths surrounding the work of our brain since it is the most complex organ in the human body. Thus, many believe that a person only ever uses 10 percent of their brain. Is there any truth to this? According to a survey from 2013, around 65 percent of Americans believe that we only use 10 percent of our brain. But this is just a myth, according to an interview with neurologist Barry Gordon in *Scientific American*. He explained that the majority of the brain is almost always active. One common brain imaging technique, called functional magnetic resonance imaging (fMRI), can measure activity in the brain while a person is performing different tasks.

Using this and similar methods, researchers show that most of our brain is in use most of the time, even when a person is performing a very simple action. A lot of the brain is even active when a person is resting or sleeping. The percentage of the brain in use at any given time varies from person to person. It also depends on what a person is doing or thinking about.

18. Answer the following questions on the text in pairs. Discuss your answers as a class.

1. What do we learn about the structure of the brain?

- A. All neurons are activated when we think.
- B. The structure of a brain cell is compared to a tree.
- C. The structure of a brain cell changes when a message is sent.
- D. Neurons come into contact with one another to allow a message to travel around the brain.

2. *What does the second paragraph tell us?*

- A. Brain development is an ongoing process.
- B. Babies are born with the capacity to do anything.
- C. A reduction in connections between neurons helps babies learn how to speak.
- D. It is no longer believed that most changes in the brain occur before adulthood.

3. *What does the text tell us about brain reorganization?*

- A. It normally occurs in the spring.
- B. When we engage in an activity we strengthen connections in the brain.
- C. As the number of neurons increases, the brain gets stronger.
- D. People who play a musical instrument have stronger brain connections than those who play sport.

4. *What does the writer imply in paragraph three?*

- A. All teens should play a musical instrument.
- B. It is just as difficult to speak another language as it is to play computer games.
- C. If we don't practise an activity in our teenage years, we won't be able to do it as an adult.
- D. Teens can influence their own brain development.

5. *During adolescence ...*

- A. all parts of the brain develop simultaneously.
- B. we make emotional decisions because of our hormones.
- C. we gradually improve our ability to think in abstract terms.
- D. we are unable to carry out problem-solving tasks.

6. *Overall, the writer thinks teenagers ...*

- A. are misunderstood.
- B. want to learn more about the changes in their brains.
- C. are more intelligent than they used to be.

D. can benefit from understanding the changes that happen in their brains.

7. *The brain's activity is...*

A. the same all the time.

B. depends on the activity we are doing.

C. depends on individual characteristics of a person.

D. depends on individual characteristics of a person and the activity being done.

19. Double-check your answers to Exercise 14.

Post-Reading Practice

20. Read the following information about our brain. Some of the facts are true, whereas others are just a myth. Search the Internet to find out which facts are true and which are not. Share your findings with the class.

Our brain is downhill after 40

We have five senses

An injury on the head can cause amnesia

The brain can change with training

“left brain” and “right brain” people differ

21. Find another myths about the work of human's brain and present them to the class. Which was the most shocking for you?



LISTENING FOCUS

War's Silver Lining

Pre-Listening Practice

22. Discuss the following points and answer the questions.

1. The war often leads to the immediate medical advances.
2. 'War is the only proper school for a surgeon' (Hippocrates)
3. New weapons means new wounds.
4. What is military medicine? What does it deal with?
5. Can you give any examples of medical inventions appeared as a result of war?
6. Have you ever benefited from any of the medical advances developed in World War I?

23. Complete the sentences with a word given below from the text you're going to listen to.

cause develop treat suffer undergo extract

1. Scientists are still trying to a cure for cancer.
2. After the initial consultation, the patient will have to a series of tests.
3. Many infections are easy to with antibiotics.
4. Flu viruses a lot of illnesses in winter.
5. The surgeon managed to the bullet from the soldier's leg.
6. It's increasingly common for people in big cities to from asthma and allergies.

Listening Practice



track 1 24. You're going to listen to the talk about medical advances in World War I. Compare the inventions described in the talk with those you mentioned in Exercise 21.

25. Write a number (1–5) to put these topics in the order that they are mentioned in the talk.

paramedics

anaesthetic

World War I

X-rays

blood transfusions

26. Complete the sentences with one to three words.

1. The speaker says that the First World War caused many deaths and injuries but also had some

2. New weapons used in the war included, tanks and poison gases.

3. Twice as many people in the war as died.

4. She goes on to say that X-rays were used widely and helped doctors detect fragments of buried in tissue.

5. Stretchers were used to carry out of the battlefield.

6. Paramedics, who are able to in the field, were first employed in the First World War.

7. Another innovation was a machine for anaesthetising patients to make them before operations.

8. One of the greatest medical breakthroughs was, allowing many lives to be saved at the end of the war.

Post-Listening Practice

27. Find information about some other medical inventions appeared on the war demand. How can civil population benefit from them? Present your ideas to the class.



SPEAKING FOCUS

How Healthy Are You?

Pre-Speaking Practice

28. In two groups brainstorm the ideas of a) healthy habits (e.g. eating vegetables, jogging etc.) and b) unhealthy habits (smoking, eating greasy food etc.). Present your ideas to the class.



track 2 29. Listen to a talk between Bob and Julie who are doing a Health and Fitness quiz. In two groups, write down the a) questions of the quiz, b) Bob's answers to the quiz. Is Bob healthy, in your opinion?

30. What do the words *chimney*, *beauty sleep* and *rubbish* refer to in the talk you've listened to? Are they used to introduce speaker's point of view or as a comment in the conversation?

31. Put the following phrases to the correct column in the box. Can you add any other similar phrases?

Frankly speaking, ...

To tell the truth, ...

Well, I reckon that...

To be honest...

Ah, right, I see.

Ah, okay, fine.

Really?

Oh, poor you!

Oh, what a shame!

Lovely! Lucky you!

Wow, that's impressive!

Speaking

32. You are going to work in pairs. Interview each other using either the questions from the talk you've listened to or make up your own questions. Don't forget to give feedback to what you hear. Use the phrases from Exercise 30. Do you think your partner has a healthy lifestyle?

How healthy are you?

	always	often	sometimes	rarely	never
1	9	8	6	3	1
2	1	3	5	7	9
3	9	8	6	3	1
4	8	6	4	2	1
5	1	2	3	4	5
6	8	6	3	2	1
7	8	6	3	2	1
8	5	4	3	2	1
9	1	2	3	4	5
10	1	2	3	4	5

Follow-Up Practice

33. Rank the following items in order of priority (1=most important, 5=least important) for you: *Fame, Power, Love, Health, Money*. In small groups, find information about any famous person's life illustrating one of the priorities in their life. Present your findings to the groupmates. Discuss as a class which of the above-mentioned is the most important priority.



WRITING FOCUS

The Donor Campaign

Pre-Writing Practice

34. Brainstorm in small groups which organs can be donated and which can't.

35. Fill in the following table with the words related to the problem of organs donating.

Verb	Noun	Person
donate
transplant /
campaign

36. Can you answer the following questions? If not sure, read a fact file below.

1. How many people in the world have had a transplant?
2. Can old people be donors?
3. What are skin donations used for?
4. Are there enough donors in the world for those who need transplantation?
5. Can people with certain medical condition be donors or else only absolutely healthy people can be donors?

Fact File

ORGAN DONOR FACTS

1. Over one million people world-wide have had a transplant in the last 25 years.
2. Medical advances mean more people nowadays can be helped by a transplant.
3. There are not enough donors to match the number of patients waiting for a transplant.
4. There is no maximum age for some donations.
5. If a potential donor has a medical condition they can still sometimes donate organs.
6. Donation of corneas helps to restore sight, heart valves to treat heart disease and skin to treat burns.

37. Work in pairs. Read the task below and agree on one advantage and one disadvantage.

Donating organs can result in numerous lives saved, but also can cause some problems. Write an essay which presents the advantages and disadvantages of official permission to donate and transplant organs.

38. Read the essay. Does the candidate mention your ideas from Exercise 36?

Organ donation and organ transplantation have always stirred a controversy, right since the beginning. People who do not believe in organ transplantation criticize its earliest pioneers primarily on ethical grounds. Some people are afraid of financial threats organ donation may cause. Nevertheless, there are many who were in favor of the same, because it saves life. Therefore, there are both advantages and disadvantages of donating organs.

Organ donation has numerous benefits, and some of them are quite obvious. Firstly, one has a social responsibility to do something for the betterment of the society in return of what he/she receives. Donating organs to the people in need and enabling them to survive is a good way by which one can serve the society. Secondly, the act of donating organs also ensures that a part of the donor stays alive (in someone else's body) even after his/her death. When a loved one dies, the grief-struck family attempts to do everything that can help them overcome their sorrow. Though it doesn't take away the pain of the loss, the very thought that somebody is able to live a comfortable life with the help of the heart or the eyes of one's loved one, is very satisfying.

However, organ donation does have some disadvantages, although most of them result from popular misconceptions. Firstly, there are certain possibilities of complications arising during and after the surgery that is performed for extracting the organs from the body of a living donor. Moreover, depending on the organ a live donor donates, he/she might face certain adverse effects due to its absence, in the long run. For instance, if one of the kidneys is donated, it might cause hypertension or kidney failure in the future.

Overall, I think advantages of donating organs outweigh the disadvantages.

Despite the risks involved, it is an important possibility to help those in need.

39. Choose which plan corresponds to the essay structure given above.

- | | |
|------------------------------|------------------------------|
| a) Paragraph 1. Introduction | b) Paragraph 1. Introduction |
| Paragraph 2. Advantages | Paragraph 2. Disadvantages |
| Paragraph 3. Disadvantages | Paragraph 3. Advantages |
| Paragraph 4. Conclusions | Paragraph 4. Conclusions |

40. Answer the questions in relation to the essay in Exercise 37.

1. How many different (a) advantages and (b) disadvantages does the candidate mention?
2. Underline all the places where the candidate gives examples. How are the examples introduced?
3. What phrase does the candidate use to introduce a personal opinion in the conclusion?
4. How are contradictions presented in the essay above? Which phrases are used to introduce them?
5. Which phrases are used to contrast opposing points of view?

Writing Practice

41. Write an essay on the problem outlined in Exercise 36. Follow the plan given below and make sure you use the appropriate phrases.

Paragraph 1: introduction

Paragraph 2: advantages

Point 1:	
Point 2:	
Point 3:	

Paragraph 3: disadvantages

Point 1:	
Point 2:	
Point 3:	

Paragraph 4: conclusion

Describing the current situation

Over the past few decades,

We have now reached a point where

Newspapers are full of stories about ...

In some countries.... while in others...

Restating the question

The key question is ...

What it comes down to is ...

What needs to be decided is ...

Many people are starting to wonder whether ...

Acknowledging the opposing view and restating your opinion

While it's true to say that..., I really do think ...

Even though some people maintain that ...I nevertheless believe that ...

There is some truth in the view that ... Nevertheless, it doesn't alter my view that ...

Contrasting

In contrast ...

However ...

On the contrary ...

On the other hand ...

Nevertheless, Nonetheless

Adding information

Besides...

Furthermore....

In addition, Additionally ...

Moreover ...

Concluding

Finally ...

Briefly ...

In conclusion ...

On the whole ...

To conclude ...

To summarize ...

Overall ...

Follow-Up Practice

42. Find out about the problem of transplanting organs in Ukraine. What is the state of the problem? What are the local risks of donating / transplanting organs in Ukraine? Share your findings with a class.



WORK WITH IDIOMS, PROVERBS AND SAYINGS

43. Translate the following idioms into Ukrainian and comment upon their origin and meaning.

- A shot in the **arm**
- Give your right **arm**
- To cost an **arm** and a **leg**
- Behind someone's **back**
- To scratch someone's **back**
- To beat your **brains** out
- To beat your **breast/chest**
- To get smth off your **chest**
- Chin** up!
- To be all **ears**
- Elbow** room
- In the blink of an **eye**
- Turn a blind **eye**
- To put your **feet** up
- Keep your **feet** on the ground
- To be all **fingers** and **thumbs**
- To be a dab **hand**
- A **heel**
- To stick your **neck** out
- To powder your **nose**
- To have thick **skin**
- A slip of the **tongue**


44. Match the idioms with their definitions below.

- | | |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 1. a shot in the arm | a. to have a realistic understanding of your own ideas, actions, and decisions; |
| 2. give your right arm | b. not to notice or not to get upset when people criticize you; |
| 3. to cost an arm and a leg | c. something which has a sudden and positive effect on something; |
| 4. behind someone's back | d. something you say to someone to tell them to have confidence; |
| 5. to scratch someone's back | e. enough space to move around in or the freedom to do what you want to do; |
| 6. to beat your brains out | f. to ignore something that you know is wrong; |
| 7. to beat your breast/chest | g. a person who treats other people badly and unfairly; |
| 8. to get smth off your chest | h. to want something very much; |
| 9. Chin up! | i. when you say something, which you did not mean to say; |
| 10. to be all ears | j. extremely expensive; |
| 11. elbow room | k. to spend a lot of time worrying about a problem and thinking about how to deal with it; |
| 12. Keep your feet on the ground | l. to tell someone about something that has been worrying you or making you feel guilty for a long time; |
| 13. to be all fingers and thumbs | m. to take a risk; |
| 14. to be a dab hand | n. to do something without them knowing, in a way which is unfair; |
| 15. in the blink of an eye | o. to show grief or guilt in an obvious or public way; |
| 16. to turn a blind eye | |
| 17. a heel | |
| 18. to stick your neck out | |
| 19. to powder your nose | |
| 20. to have thick skin | |
| 21. a slip of the tongue | |
| 22. to put your feet up | |

- p. to go to a toilet (figurative!);
- q. extremely quickly;
- r. to offer to help someone if they help you;
- s. to be waiting eagerly to hear about something;
- t. to be very good at something;
- u. to be clumsy and unable to hold things steadily without fear of dropping or damaging them;
- v. to relax.

45. Complete the sentences with the appropriate idioms.

1. His son's visits were for the old man.
2. I bought the car and now he's really angry.
3. I've beentrying to remember more brain idioms.
4. I told her: "....." and wish everything were ok in the end.
5. When she heard there was an important message for her, Spitz was
6. After a long day shopping she looked forward to with a nice cup of tea.
7. While I was baking the cake I dropped two eggs. I'm
8. She at drawing.
9. He took all her money, and then left her. What !
10. She really..... expanding the business.
11. Be careful what you say, and we're all in trouble.
12. If I give you the planning permission you have to vote for me on the council. So you
13. There's no point in about it – she won't come back.
14. When I told him I was leaving I was glad to
15. I dare't invite friends to stay because there's no..... in my flat, it's so small.

46. Complete the following idioms with the correct words. ^{Track3} **Then listen to five dialogues and choose the correct meaning for the idiom**  **(a-c).**

arm eyelid head hand leg

1. He was pulling your

He was a. angry with you b. joking c. embarrassed

2. Did you give him a

Did you a. help him? b. lie to him? c. make him happy?

3. You've twisted my

You've a. upset me. B. told me everything. C. persuaded me.

4. She didn't bat an

She wasn't a. awake b. crying c. surprised

5. You need to keep your

You need to a. be silent b. work hard c. stay calm.

47. Translate the following sentences into English using the above-mentioned idioms.

1. Після важкого дня завжди хочеться розслабитися і викинути всі проблеми з голови.

2. Допоможи мені, а я тоді допоможу тобі.

3. Почати цей бізнес означає величезний ризик.

4. Вибачте за такий вислів, я просто обмовився.

5. Керівництво часто закриває очі на корупцію в вищих стандартах влади.

6. Приїзд дідуся був для мене приємною несподіванкою.

7. Кіт в одну мить стрибнув на стіл і зник з рибкою в зубах.

8. Джон готовий був віддати все, щоб виїхати з цієї дивної провінції.

9. Дивись реально на життя, скільки можна мріяти?!

10. Не варто бити себе в груди через подібні дрібниці.

11. Йому завжди легко давалася математика.

12. З вашого дозволу, я на хвилинку вийду припудрити носик.

13. Ну, добре, пішли, ти як завжди умовив мене.

14. Джейн навіть оком не повела, коли Осборн повідомив, що їде.

15. Ти знову обманюєш мене? А я вже, було, повірила тобі!

48. Retell the text given below paraphrasing the sentences into colloquial speech.

Student's Tears

Hello, everybody! If you're a student, you'll understand me. What does our life look like?! You must have a thick skin to turn a blind eye on all the difficulties of the studying process. Every day you have to beat your brain out learning a number of unknown words, to be all ears listening to your teacher at the lesson, and sometimes it costs you an arm and a leg to seem being interested in a subject! But still you're a living being and from time to time you want an elbow room and can give your right arm to put your feet up and to get all your lessons off your chest, of course, behind your teacher's back... But, in that case, you're sticking your neck out. So keep your feet on the ground. And chin up! One day you'll get your diploma and in the blink of an eye become the happiest person in the world!



ASSIGNMENTS FOR SELF-GUIDED WORK

Work with the video

Cosmetic Surgery

**49. Watch the extract from the ABC News. You can find it on:
<https://www.youtube.com/watch?v=NbvsItEzyRQ>**

50. State whether the following statements are true or false.

1. Cindy Jackson is now 47 years old. T / F
2. Cindy had an ambition to break the world record when undergoing cosmetic surgery T / F

- 3. Cindy doesn't think she messes with the nature..... T / F
- 4. The journalist interviewing Cindy thinks she is rather unnatural..... T / F
- 5. Cindy has undergone 14 full-scale cosmetic operations T / F

51. Explain in English what the following underlined words and word combinations mean.

- 1. 'I did have prominent veins and tendons sticking up...'
- 2. People's middle years – their 40s, 50s and 60s – were being redefined by this generation.
- 3. Cindy Jackson is beautiful, but she wasn't born with her show-stopping looks.
- 4. You can't find any part of her body which was not cosmetically enhanced.
- 5. You are messing with nature – Nature messed with me.

52. Find out what the following cosmetic surgery procedures mentioned in the video stand for.

- cuts -
- pulls -
- peels -
- jabs -
- Botox -
- face-lift -
- liposuction -
- knee liposuction -

Project Work

53. You are going to make a film-interview on what people think about cosmetic surgery. You may interview real people in the street or stage these interviews. Make sure you use as much active vocabulary as possible. Share your films with the class.

* * *



UNIT 2.

Feel on top of the world

WARM UP

1. Discuss the following questions:

1. How often do you get sick? Do you consider yourself a healthy or unhealthy person?
2. What are the best ways to prevent diseases? What healthy habits do you have?
3. Is there a hospital or clinic near your house? Do you go for regular medical check-ups? Why/Why not? How often?
4. Do you go to the dentist's twice a year? When was the last time you went to a dentist? Why did you go? What are some of the causes of dental and oral diseases? What are some symptoms of dental problems?
5. "A good night's sleep is just as important as regular exercise and a healthy diet". Do you agree with this statement? Why/Why not? What are some of the consequences of poor sleep?
6. Have you ever spent time in hospital? What was the problem?
7. Have you ever broken a bone in your body while playing a sport or in an accident?
8. Have you ever been in a place that was having an epidemic? Has your life ever been in danger?
9. How many serious or terminal illnesses do you know? Work in pairs and make a list. What diseases kill the most people worldwide?
10. Have you had any vaccines? If so, against which diseases? Are you afraid of injections?



VOCABULARY FOCUS

Reading and Vocabulary

2. Read the text.

What is inflammation and how does it cause disease?

By Jennifer Stow, The Conversation



Dr. Steven Spalding is a children's doctor at Children's Hospital of Pittsburgh, Pennsylvania. He is shown scanning the hand of 16-year-old Alison Fritz in 2007. Alison has rheumatoid arthritis, a long-term inflammation of the joints. Photo by: Keith Srakocic/AP.

Inflammation has a major impact on our health and quality of life. It's the trigger behind many chronic, long-term diseases and a growing burden affecting health care across the globe. But what is inflammation and what causes it?

Inflammation is the swollen, red, sore, hot area around the rose thorn that pricked your finger, or the pain and swelling around the ankle you sprained coming down the stairs. In these situations, inflammation is very obvious and uncomfortable. But it's doing its job to protect us by aggressively using the immune system to ward off or fight infection or respond to tissue damage.

When immune cells on patrol detect a bug or a "danger" signal, they send out a team of chemicals. Some are designed to kill invading germs while others, called cytokines, recruit other immune cells to the site. The porousness, or sponginess, of blood vessels increases to make it easier to access the site. The redness, swelling and pain are due to an incoming rush of cells and fluid. It's also because of some unfortunate additional damage to our local tissues in the heat of this battle.

Our finger or ankle will return to normal as the signs of inflammation lessen over days or weeks. This is because inflammation is programmed to stop. Chemicals released by immune cells at the site deliberately switch the battle from an attack phase to a healing phase to return our tissues to normal after the danger has passed.

Often people will also take "anti-inflammatories". These don't necessarily disrupt the healing process, but reduce the side effects such as pain and swelling.

So inflammation is one of our most ancient forms of defense and it works rapidly and efficiently to protect us in many situations.

The failure to turn off inflammation in chronic disease has serious, painful and debilitating consequences. Patients with rheumatoid arthritis or inflammatory bowel disease will agree. Types of inflammatory bowel disease include ulcerative colitis and Crohn's disease.

In these inflammatory diseases, the normally reliable "on/off" chemical controls of inflammation are disrupted. This means inflammation continues instead of being stopped, or it is unleashed inappropriately at sites such as joints or in the gut, wreaking havoc as it damages our own tissues. Without the important "off" signals, our immune cells keep letting out damaging chemicals and killing our own cells. This happens even in the absence of any threat from tiny microbes.

We now know inflammation is unleashed in many situations and in an increasing number of common, chronic diseases. Our modern society is overflowing with inflammation triggers. These can be found in cigarette smoke, pollutants in our air, water or food, the bacteria in our gut and in mental cues, such as stress.

As a result of our environment and lifestyles, we now live constantly with low levels of inflammatory signals "arming" our immune systems. This is a silent menace: It doesn't cause the usual obvious signs of inflammation, but nevertheless complicates other disease processes that may be present.

Aging can also reduce the intensity of our inflammation controls. Inflammation is now recognized as a significant cause or complicating factor in diabetes, obesity, cancer, depression and heart disease.

Recent research suggests inflammation might also cause diseases that damage our neurons. These diseases, such as Alzheimer's and Parkinson's, slow down our brain and body functions.

In a large-scale genetic study, people with and without Alzheimer's disease were compared. Many of the DNA changes occurred in genes associated with inflammatory pathways. This means that inflammation either causes or responds to the condition.

A study in 2017 made headlines. It showed that reducing inflammation with a specific drug provided significant protection against continuing heart attacks. It also reduced the cases of lung cancer in smokers.

Inflammation has a complex relationship with most cancers. When inflammatory responses get to work early, they can help immune cells kill cancer cells. However, in later stages, inflammation can actually help cancer cells spread.

We can take steroids or anti-inflammatory medications to suppress some instances of acute inflammation, such as a sprained ankle. But in chronic diseases we need to know which parts of the inflammatory pathway should be boosted or dialed down at different stages of disease. So we need to find a way to balance our immune system's response, rather than simply enhancing or muting it.

Research is giving more information about the normal regulatory pathways that turn inflammation on and off. This has already resulted in some very successful treatments that target specific inflammatory mediators in arthritis, bowel diseases and other conditions.

These treatments have often used antibodies to target and block inflammatory mediators, or cytokines. This has been very successful at stopping inflammation in some patients. Recently identified proteins in immune cells are now also being targeted to develop additional treatments for inflammatory bowel disease. Certain patients with this sickness do not respond well to cytokine-targeting drugs.

Incredibly, unlocking the secrets of inflammation with new research, and hopefully drugs, will be the key to controlling this menace in many diseases.

3. Answer the questions given below.

1. What are the classical signs of inflammation?
2. What is the healing function of inflammation?
3. Are there any medicine to cure inflammation symptoms? How do they effect upon our body?
4. What are inflammation triggers of modern society?
5. What diseases can inflammation cause?

6. Which connection does inflammation have with cancer?

7. How can we treat inflammation?

4. Tell everything you know about these diseases:

- * IBD (inflammatory bowel disease)
- * rheumatoid arthritis
- * diabetes
- * obesity
- * cancer
- * heart disease
- * Alzheimer's
- * Parkinson's

5. Find in the text English equivalents to the following words and phrases.

1. суглоб, зчленування –
2. вплив на здоров'я –
3. спусковий гачок, елемент –
4. здутий, опухлий –
5. розтягти зв'язки –
6. ушкодження тканини –
7. клітини імунної системи –
8. кровоносні судини –
9. процес загоєння –
10. пацієнт –
11. кишка, травний канал –
12. хронічне захворювання –
13. запальні шляхи –
14. серцевий напад, інфаркт –
15. лікування –

6. Match the following words and phrases with their definitions.

- | | |
|----------------|---------------------------------------------------------------------------------------------------------|
| 1. health care | a) a drug, especially an illicit or addictive one
b) a drug that is used to reduce pain and swelling |
| 2. microbe | |

3. inflammation	c) a specific chemical pattern on a chromosome that is received from the parents and controls the development of particular characteristics in an animal or plant
4. chemical	d) the set of services provided by a country or an organization for the treatment of the physically and the mentally ill
5. long-term disease	e) a red, painful, and often swollen area in or on a part of your body
6. immune system	f) cells that have achieved a sort of immortality, often causing death
7. obesity	g) any natural or artificially made chemical that is used as a medicine
8. menace	h) a condition of a person having an effect for a long time
9. cancer cells	i) a type of cell that sends and receives messages within the brain and the nerves of the body
10. sickness	j) the fact of being extremely fat, in a way that is dangerous for health
11. drug	k) a very small living thing, esp. one that causes disease, and which is too small to see without a microscope
12. anti-inflammatory	l) danger, or someone or something that is likely to cause harm
13. gene	m) the state or condition of being ill
14. neuron	n) the cells and tissues in the body that make it able to protect itself against infection

7. Fill in the gaps with the correct words and phrases from the exercises 5 and 6.

1. Without an, our bodies would be open to attack from bacteria, viruses, parasites. 2. When soft tissue is, there is usually immediate pain

along with immediate or delayed swelling. 3. Why did the doctor begin to listen to the chest and to lungs? 4. Through a healthy exposure to found in places like playgrounds and garden, babies are able to develop stronger immune systems. 5. Avoid walking on your ankle as much as possible until the swelling goes down. 6. produces five major symptoms: redness, heat, swelling, pain, and disturbance of function. 7. Outside of chest pain, shortness of breath is one of the most common warning signs of a 8. Primary is typically provided by general practitioners/family doctors, dentists, pharmacists, midwives, etc. 9. After a while of traditional treatments for diseases, patients may try alternative methods. 10. Radiation therapy is a type of treatment that uses high doses of radiation to kill abnormal cells and shrink tumors. 11. The study also highlights the independent and negative of hunger on children's mental health. Hungry children are more likely to experience anxiety and depressive symptoms. 12. There are three major types of : arteries, veins, and capillaries.

8. Translate the following sentences into English.

1) Ревматоїдний артрит – це стан, який характеризується запаленням суглобів рук, зап'ясть, ліктів, плечей, стегон і ступень. Для усунення симптомів захворювання і боротьби із запальним процесом застосовуються лікарські препарати та засоби нетрадиційної медицини. 2) За даними ВООЗ у світі нараховується 600 млн хворих на хронічні захворювання легень. Щороку реєструється понад 3 млн смертельних випадків. Останніми десятиліттями відбувається неспинне зростання рівня захворюваності, зумовлене забрудненням довкілля, поширенням тютюнопаління і старінням населення. 3) Розтягнення зв'язок вважається незначною травмою і не несе ніякої небезпеки для людського життя, але бувають випадки, коли несвоєчасне лікування закінчувалося розвитком ускладнень. Будь-які фізичні навантаження на ногу до її повного відновлення загрожують посиленням ситуації. 4) Цукровий діабет набув масштабів глобальної епідемії: за даними Всесвітньої

організації охорони здоров'я до 2030 року кількість хворих може перевищити 530 млн. Зловживання алкоголем, стан постійного стресу, прийом деяких лікарських препаратів та перевага жирної їжі є одними з основних причин розвитку діабету. 5) Найпомітнішим симптомом хвороби Альцгеймера стає розлад пам'яті, яке поводить в спробах людини згадати раніше завчені факти. Стан поступово погіршується, очевидними стають мовленнєві розлади, в результаті чого відбувається підбір невірних слів в заміні слів, їм забутих. Крім цього відбувається і втрата навичок письма та читання. 6) Система охорони здоров'я США представлена незалежними службами на трьох основних рівнях, це сімейна медицина, госпітальна допомога і суспільна охорона здоров'я. У багатьох американських приватних і муніципальних лікарнях є відділення невідкладної медичної допомоги. 7) Часник є засобом успішного лікування при пухлинах різної локалізації. Його цілюща дія пояснюється тим, що він зміцнює імунітет і є прекрасним натуральним антибіотиком.

Language Focus	<p><i>Remedy – treat – cure – heal</i></p> <p>*remedy means to take a medicine to cure an illness or pain that is not very serious.</p> <p>*treat smb with smth means to try to cure an illness or injury by using drugs, hospital care, operations; it refers to the process of curing.</p> <p>*cure means to make someone well again after an illness, to bring back to health.</p> <p>*heal means to make someone who is ill become healthy again after wounds of any kind, especially by using natural powers or prayer; or to become mentally or emotionally strong again after a bad experience.</p>
-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

9. Choose the most appropriate alternative in the following sentences.

- 1) Nowadays, the medicine can already remedy / treat / cure / heal some types of cancer.
- 2) Which doctor is remedying / treating / curing / healing you?

- 3) The cut in his hand remedied / treated / cured / healed quickly; only a little scar left.
- 4) She is being remedied / treated / cured / healed for her headaches with quite a new drug, but there is no guarantee that this medicine will remedy / treat / cure / heal her.
- 5) We believe this anomaly can easily be remedied / treated / cured / healed in 2 days.
- 6) The cold applications was a great use and she was soon remedied / treated / cured / healed.
- 7) Steve’s wound doesn’t remedy / treat / cure / heal.
- 8) The doctor is sure of remedying / treating / curing / healing her disease successfully.
- 9) The hospital doctors remedied / treated / cured / healed forty cases of malaria last year.
- 10) Doctors remedy / treat / cure / heal people with diabetes using insulin injections and other methods so they can continue to live normal lives. But right now there's no remedy / treatment / cure / healing for diabetes.

Language Focus	<p><i>Disease – illness – sickness</i></p> <p>*disease means an illness which affects a person, animal, or plant; it refers to <u>a particular kind of illness with special symptoms and name.</u></p> <p>*illness means a disease of the body or mind, or the condition and state of being ill.</p> <p>*sickness means the <u>state of being ill</u>; the feeling that you are about to bring up food from your stomach, or the act of bringing food up.</p>
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10. Decide between “disease”, “illness” or “sickness”. Use the correct form.

- 1) There was a lot of among our workers last winter.
- 2) Due to the advances in medical industry we can now cure many
- 3) He reminded the participants of the devastation had historically inflicted on indigenous communities.
- 4) Malaria is a preventable and treatable

- 5) This is true because men and women tend to suffer from different
- 6) Anyone showing signs of will be tested immediately.
- 7) The doctor may nevertheless refuse to transmit to his patient information that could aggravate his
- 8) Many women are also particularly affected by environmental disasters, serious and infectious and various forms of violence against women.
- 9) Liechtenstein health insurance offers coverage in cases of and maternity.
- 10) They can also offer free vaccination against other

11. Translate into English.

- 1) Вітаю! Ваші аналізи не відображає жодних слідів хвороби.
- 2) Ви можете заразитися (to contract) хворобою через потиск руки.
- 3) Йому довелося зупинити машину через те, що я нездужала.
- 4) У вас є які-небудь хронічні захворювання?
- 5) Білл не прийшов на роботу, він позвонив і відпросився (to call in) через хворобу.
- 6) Регулярні медичні огляди допомагають запобігати (prevent) серйозним серцевим захворюванням.
- 7) Мене «нудить» від твоїх жартів.
- 8) Якщо ти погано себе почуваєш, ти можеш піти додому.
- 9) Щоб мене не закачало, я починаю дихати в паперовий пакет.
- 10) У мене висока температура. Мамочка лікує мене.
- 11) Боротьба як з традиційними, так і з новими інфекційними захворюваннями вимагає від міжнародного співтовариства прийняття певних узгоджених заходів.
- 12) Вона сказала, що зараз йому стало набагато краще, що його психічний розладвилікувано.

Condition – ailment

***condition** means a state of health or being physically fit; a permanent health problem that affects a particular part of the body.

***ailment** means a slight illness; a very common illness that is not usually serious. **Note:** we cannot say *mental ailment*.

12. Choose the most appropriate word to fill in the sentences.

Haven't you heard what the doctor said?! It's just a minor Don't worry!

- a) *disease* b) *ailment* c) *condition*

This is a typical for cold island climates.

- a) *illness* b) *disease* c) *sickness*

Because of her weight Amy was in no to have the surgery.

- a) *condition* b) *illness* c) *sickness*

AIDS (acquired immunodeficiency syndrome) transmissible of the immune system caused by the human immunodeficiency virus (HIV).

- a) *sickness* b) *ailment* c) *disease*

Kelly is fighting a serious

- a) *condition* b) *illness* c) *ailment*

He looked upon his illness as something transitory, a trifling , and did not think about it at all.

- a) *ailment* b) *disease* c) *sickness*

I asked my new boss if I will be entitled to receive benefits.

- a) *disease* b) *illness* c) *sickness*

Monitoring health and planning promotion measures and preservation of health of population falls under jurisdiction of the Public Health Institute

- a) *disease* b) *condition* c) *ailment*

The doctors discovered that she has developed a serious heart

- a) *ailment* b) *disease* c) *sickness*

Community child health policies information and services should be delivered within the health system in order to reduce child and newborn death.

a) *illness*

b) *condition*

c) *sickness*

13. Fill in with a suitable word (*ailment/condition/disease/illness/sickness*) in the context.

1. Due to his John could not attend the graduation ceremony.
2. He is suffering from a mental
3. Ann was absent from university today because of
4. To prevent the spreading of this new they put the village under quarantine.
5. Heart is one of the causes of death in our country.
6. The doctor said that she was suffering from a minor and that we shouldn't worry very much.
7. They have a healthy family. They haven't had much
8. You are out of You should do some exercises and keep to a diet.
9. He is in great, considering his age.
10. Even though this is just a minor, you should still see a specialist.
11. James is recovering after a long period of
12. Sorry, I didn't know that you were suffering from altitude
13. When my sister was pregnant she was suffering from morning
14. Almost 40% of interviewees indicated that they were consulting about some minor

14. Work in pairs. Study the list of diseases. Check their translation and pronunciation. Using the Internet make a list of common symptoms for each illness. The first is done for you.

Disease	Typical symptoms
Appendicitis	<i>sudden pain that begins on the right side of the lower abdomen, worsens if you cough, walk or make other jarring movements; nausea and vomiting; loss of appetite; diarrhea; abdominal bloating; fever</i>
Botulism	
Bronchitis	
Cancer	
Chicken pox	
Concussion	
Conjunctivitis	
Diabetes	
Hepatitis	
Jaundice	
Mumps	
Otitis	
Pneumonia	
Polio	
TB (tuberculosis)	
Scarlet fever	
Typhoid	
Measles	
Alzheimer's	
Parkinson's	

Plague	
---------------	--

15. Choose the correct word.

1. When you suffer from bronchitis, you *cough / sneeze / hiccup* a lot.
2. Otitis causes intense *backache / earache / stomachache*.
3. Conjunctivitis is a(an) *nose / eye / ear* infection.
4. If you have appendicitis, your *stomach / head / bronchi* hurts badly and you need surgery.
5. Pneumonia is an inflammation of the *joints / liver / lungs*.
6. Tuberculosis is a serious *liver / lung / heart* disease, from which many poor people, including some famous artists, died in the 19th century.
7. If you hit your *elbow / tendon / head* you may suffer from concussion.
8. Many types of cancer are caused by *smoking / eating sweets / thinking*.
9. Chicken pox is a childhood disease which causes the *rash / swelling / bruises* on the whole body.
10. Mumps is a childhood disease which makes your *neck and face / arms and legs / back and head* swell and hurt.

16. Fill in the gaps with the words from the box. Make all necessary changes. Use each word only once.

<p><i>Migraine Sore throat Indigestion Backache Ulcer Diarrhea Hair loss</i> <i>Earache Pneumonia Husky Fracture Nosebleed Stomachache Runny</i> <i>nose Twist Swollen Break Sprained Dizziness Hepatitis Attack Vomit</i></p>

1. My grandmother used to suffer from severe headaches – another could keep her in bed for two days in a row.
2. I think I ate too much meat at lunch – my stomach seems to have stopped working; I guess it's for me now, so I've got to take some enzymes.

3. It's common among teenagers to have quite often since their blood vessels are experiencing a lot of pressure changes.
4. He tried to rearrange all furniture in the house by himself, so now he's lying in bed – he has a
5. When girls wear too high heels in winter, they often their ankles on ice.
6. Last winter, my friend went skiing for the first time and his leg in two places. Bad luck!
7. He heard such shocking news that he had a heart and had to be hospitalized.
8. This cold's been killing me! My flat is filled with hankies since my feels like Niagara Falls!
9. Many students don't eat properly, stuffing themselves with junk food and occasional snacks, which spoils their stomachs and causes, after which they can only eat bland and light meals almost all their life.
10. Among travelers is considered to be one of the most common problems, that's why the first thing they do when they arrive at a new place, they find the closest WC.
11. Unfortunately, our best footballer won't play in this match as he has a ankle after a too intense training.
12. Her cold had some complications and spread to her lungs, causing
13. When I first saw his broken arm, I thought it was just a crack, but it appeared to be a proper
14. If you spend too much time under water, you might have a(n)
15. has many different kinds; you can even get it from an injection with an unclean syringe.
16. After breaking up with her beloved, she spent all night crying, and the next day her eyes were really
17. I'm sorry, it's difficult for me to speak now because I have a

18. She had wanted ice-cream for a few days, so when she finally ate all the five scoops, her voice reacted to the cold and became

19. Some treatments have a among its side effects, for example, chemotherapy.

20. Having eaten some dodgy salad, he felt sick all night, running to the loo to every five minutes.

21. I've never had a before, but I suppose I shouldn't have eaten so much chocolate, because now my belly really hurts.

22. She was so hungry that she felt such and weakness that she couldn't even think straight.

17. a) Study different types of headache. Match the pictures (1-6) with descriptions (A-F).

A) *Migraines* – intense pain on one side of the head always repeated in the same area. It is accompanied by disturbances of vision and hearing, nausea and vomiting.

B) *Headaches caused by digestive problems* – accompanied by stomach, kidney, intestinal ailments. You may have splitting pain of the head and eye area.

C) *Anxiety headaches* – pain crosses the forehead.

D) *Stress headaches* – pain runs from the neck to the top of the skull.

E) *Sinus headache* – inflammation of the lining of one of the eight sinus cavities; causes a deep, dull, chronic ache around the eyes, nose and head.

F) *Tension headaches* – muscle contraction headaches cause mild to moderate pain from the neck to the forehead.



1.



2.



3.



4.



5.



6.

b) Translate into English:

1) Джайнарін Персауд страждає від мігрені і йому не надається належне медичне лікування, незважаючи на те, що воно було призначено лікарем. 2) Відразу ж після вильоту, його мучив нестерпний головний біль і нудота. 3) Після 18 днів допитів і шести місяців у в'язниці він почав страждати болями в шлунку, проблемами травлення, синуситом, підвищеною тривожністю, кошмарами, стресом, нервозністю, поганою концентрацією, незрозумілим мисленням і поганим апетитом. 4) Широко розповсюдженими є психосоматичні порушення (psychosomatic afflictions), включаючи головні болі від стресу, шлункові спазми, шкірні захворювання, безрозсудну поведінку і депресію. 5) Невелика ранка з внутрішньої сторони лівої ніздрі призвела до інфекції в носовій пазусі. 6) У Марка головні болі почалися від напруги, через клієнтів, які телефонували вдень і вночі. 7) І перш, ніж він втратив свідомість, його шкіра почервоніла, і це супроводжувалося пекучим болем в голові. 8) Я не знаю, як довго вона знаходилась у стані непритомності, може приблизно десять хвилин. Потім вона прокинулася з сильним болем в голові, ще сильнішим ніж раніше. 8) У мене голова зараз вибухне!

18. Complete the sentences with the verbs from the box in the correct form.






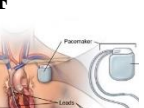




cure heal injure recover treat wound












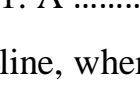

1. US military casualties in the Vietnam War included 58,209 killed and 153,452
2. My neighbour was in a car accident last year.
3. We worried about him, but he from the injuries faster than expected.
4. One third of the patients have been entirely of the disease.
5. I've been my cold with various natural remedies, but I don't seem to be getting better,
6. It's a very small cut; don't touch it and it'll by itself.

19. Work in pairs:

a) Match the pictures (A-T) with the sentences (1-20).

b) Choose the missing words on your right to fill in the sentences:

<p>A</p> 	<p>1. My mother needs a to make her heart work.</p>	<p>GASTRIC</p> <p>ETN SPECIALIST</p> <p>PACEMAKER</p> <p>RADIOTHERAPY</p> <p>NEEDLES</p> <p>RESUSCITATION</p> <p>OTITIS</p> <p>MALARIA</p> <p>OBSTETRICIAN</p> <p>AIDS</p> <p>PHYSIOTHERAPY</p> <p>BLINDNESS</p> <p>DISC</p>
<p>B</p> 	<p>2. Paul had such a terrible accident that was crucial to save his life.</p>	
<p>C</p> 	<p>3. can be transmitted when sharing infected</p>	
<p>D</p> 	<p>4. If a tsetse fly bites you, you can get</p>	
<p>E</p> 	<p>5. Fortunately more and more women with cancer can have a good quality of life.</p>	
<p>F</p> 	<p>6. Some people attend regular AA meetings to control their</p>	
<p>G</p> 	<p>7. Sally can't speak. She's from birth.</p>	
<p>H</p> 	<p>8. Sam cut his arm when operating a machine at work and now he's got a/an one.</p>	
<p>I</p> 	<p>9. Most patients with cancer have to undergo and treatment to overcome the disease.</p>	
<p>J</p> 	<p>10. People using computers for long hours can suffer from.....</p>	

<p>K</p> 	<p>11. Middle-aged men should undergo regular check to prevent them suffering from..... cancer.</p>	<p>CHEMOTHERAPY</p>
<p>L</p> 	<p>12. Stress, cholesterol and sedentary life made of Peter a candidate to attacks.</p>	<p>TRANSFUSIONS</p>
<p>M</p> 	<p>13. Due to his ulcer, he needed frequent blood</p>	<p>DUMB</p>
<p>N</p> 	<p>14. Alzheimer's causes irreparable damage.</p>	<p>STEM</p>
<p>O</p> 	<p>15. The train derailment caused a large number of</p>	<p>CASUALTIES</p>
<p>P</p> 	<p>16. Research on cells can improve people's health.</p>	<p>ORTHOPEDIC</p>
<p>Q</p> 	<p>17. My left ear aches so much! It looks like so I'll visit my</p>	<p>SLIPPED</p>
<p>R</p> 	<p>18. Mary's pregnant. Her says the baby is perfect.</p>	<p>PROSTATIC</p>
<p>S</p> 	<p>19. Severe diabetes can lead to</p>	<p>BREAST</p>
<p>T</p> 	<p>20. Susan broke her leg and after the operation the surgeon advised her some treatment.</p>	<p>DIPSOMANIA</p>
<p>T</p> 	<p>.....</p>	<p>HEART</p>
<p>T</p> 	<p>.....</p>	<p>ARTIFICIAL</p>
<p>T</p> 	<p>.....</p>	<p>BRAIN</p>

20. Fill the gaps with the words on the right.

1. A is a mark on your skin, often a white line, where the skin healed after a deep cut.

stitches

2. A is a box which contains medical equipment which is useful in an emergency.
3. If you break a bone in your leg the doctor sets the leg in a which stays on for about six weeks.
4. If you cut yourself you put a on the cut to protect it.
5. A is someone who donates some of their own blood to help people who have lost too much blood.
6. If you have a deep cut a doctor needs to close it with
7. If you hurt your arm or shoulder you may need to rest your arm in a
8. You when you lose consciousness because your brain isn't getting enough oxygen.
9. A is a mark on your skin which appears after bumping against something hard. The skin changes colour from blue or purple to red and yellow over a few days.
10. You your wrist or ankle when you twist it too far.
11. You use a pair of to help you walk if you have hurt one of your legs or feet.

scar

blood donor

sprain

first aid kit

crutches

plaster

sling

plaster cast

bruise

faint

21. Complete the dialogue with the words from the box.

stitches	sling	scar	crutches	cast	bandage
----------	-------	------	----------	------	---------

- Poor Kelly has had a bad skiing accident. She broke her leg. Now she's got a plaster on it and she walks on
- Oh, sorry for her... And have you heard how Luke is?
- No, what's wrong with him?
- He decided to try mountain climbing and fell down the cliff!
- Oh my gosh!
- He hurt his head badly. He's got eight in his forehead, covered with a Moreover, his right arm is in a so he cannot use it much!
- What a pity!
- However, the doctor says he'll be fine; in two month, all you'll be able to see will be an attractive on his forehead.



READING FOCUS

The Use of Force

Pre-Reading Activity

22. You are going to read a short story by William Carlos Williams.

- Have you ever heard about William Carlos Williams? What is his occupation?
- What is the writing style of William Carlos Williams?
- Do you know any poems by William Carlos Williams? If so, what is your favourite one?

William Carlos Williams, (born Sept. 17, 1883, U.S. - died March 4, 1963), American poet who succeeded in making the ordinary appear extraordinary through the clarity and discreteness of his imagery.

After receiving an M.D. from the University of Pennsylvania in 1906 and after internship in New York and graduate study in pediatrics in Leipzig, he returned in 1910 to a lifetime of poetry and medical practice in his hometown. He was affiliated

with Passaic General Hospital, where he served as the hospital's chief of pediatrics from 1924 until his death. The hospital, which is now known as St. Mary's General Hospital, paid tribute to Williams with a memorial plaque that states "we walk the wards that Williams walked".

23. Work in pairs. Look at the words and word phrases from the text. Guess how they are connected to the story. Think what situation and fill in "prediction desk".

new patients / on her father's lap / the kitchen table / very nervous / she did not move / her face was flushed / fever / a lot of sickness around / take a look / throat culture / such a nice man / moved my chair a little nearer / you'll have to go to the hospital / Stop it! You're killing me! / possibly die / a blind fury / the wooden tongue depressor



Reading

24. Read the short story.

Ten parts of sentences have been removed from it. Complete the gaps 1-10 with sentences A-J.

A *As I moved my chair a little nearer*

B *with my left hand*

C *what it comes from*

D *on the defensive before*

E *in embarrassment and apology*

F *when I had almost achieved success*

G *who merely said, "Is this the doctor?"*

H *to keep me from knowing her secret*

I *that she might have diphtheria*

J *to which this child went during that month*

The Use of Force

They were new patients to me, all I had was the name, Olson. Please come down as soon as you can, my daughter is very sick.

When I arrived I was met by the mother, a big startled looking woman, very clean and apologetic **1)** and let me in. In the back, she added, You must excuse us, doctor, we have her in the kitchen where it is warm. It is very damp here sometimes.

The child was fully dressed and sitting on her father's lap near the kitchen table. He tried to get up, but I motioned for him not to bother, took off my overcoat and started to look things over. I could see that they were all very nervous, eyeing me up and down distrustfully. As often, in such cases, they weren't telling me more than they had to, it was up to me to tell them; that's why they were spending three dollars on me.

The child was fairly eating me up with her cold, steady eyes, and no expression to her face whatever. She did not move and seemed, inwardly, quiet; an unusually attractive little thing, and as strong as a heifer in appearance. But her face was flushed, she was breathing rapidly, and I realized that she had a high fever. She had magnificent blonde hair, in profusion. One of those picture children often reproduced in advertising leaflets and the photogravure sections of the Sunday papers.

She's had a fever for three days, began the father and we don't know 2) My wife has given her things, you know, like people do, but it don't do no good. And there's been a lot of sickness around. So we tho't you'd better look her over and tell us what is the matter.

As doctors often do I took a trial shot at it as a point of departure. Has she had a sore throat?

Both parents answered me together, No . . . No, she says her throat don't hurt her.

Does your throat hurt you? added the mother to the child. But the little girl's expression didn't change nor did she move her eyes from my face.

Have you looked?

I tried to, said the mother, but I couldn't see.

As it happens we had been having a number of cases of diphtheria in the school 3) and we were all, quite apparently, thinking of that, though no one had as yet spoken of the thing.

Well, I said, suppose we take a look at the throat first. I smiled in my best professional manner and asking for the child's first name I said, come on, Mathilda, open your mouth and let's take a look at your throat.

Nothing doing.

Aw, come on, I coaxed, just open your mouth wide and let me take a look. Look, I said opening both hands wide, I haven't anything in my hands. Just open up and let me see.

Such a nice man, put in the mother. Look how kind he is to you. Come on, do what he tells you to. He won't hurt you.

At that I ground my teeth in disgust. If only they wouldn't use the word "hurt" I might be able to get somewhere. But I did not allow myself to be hurried or disturbed but speaking quietly and slowly I approached the child again.

4) suddenly with one catlike movement both her hands clawed instinctively for my eyes and she almost reached them too. In fact she knocked my glasses flying and they fell, though unbroken, several feet away from me on the kitchen floor.

Both the mother and father almost turned themselves inside out 5) You bad girl, said the mother, taking her and shaking her by one arm. Look what you've done. The nice man . . .

For heaven's sake, I broke in. Don't call me a nice man to her. I'm here to look at her throat on the chance 6) and possibly die of it. But that's nothing to her. Look here, I said to the child, we're going to look at your throat. You're old enough to understand what I'm saying. Will you open it now by yourself or shall we have to open it for you?

Not a move. Even her expression hadn't changed. Her breaths however were coming faster and faster. Then the battle began. I had to do it. I had to have a throat culture for her own protection. But first I told the parents that it was entirely up to them. I explained the danger but said that I would not insist on a throat examination so long as they would take the responsibility.

If you don't do what the doctor says you'll have to go to the hospital, the mother admonished her severely.

Oh yeah? I had to smile to myself. After all, I had already fallen in love with the savage brat, the parents were contemptible to me. In the ensuing struggle they grew more and more abject, crushed, exhausted while she surely rose to magnificent heights of insane fury of effort bred of her terror of me.

The father tried his best, and he was a big man but the fact that she was his daughter, his shame at her behavior and his dread of hurting her made him release her just at the critical times 7) , till I wanted to kill him. But his dread also that she might have diphtheria made him tell me to go on, go on though he himself was

almost fainting, while the mother moved back and forth behind us raising and lowering her hands in an agony of apprehension.

Put her in front of you on your lap, I ordered, and hold both her wrists.

But as soon as he did the child let out a scream. Don't, you're hurting me. Let go of my hands. Let them go I tell you. Then she shrieked terrifyingly, hysterically. Stop it! Stop it! You're killing me!

Do you think she can stand it, doctor! said the mother.

You get out, said the husband to his wife. Do you want her to die of diphtheria?

Come on now, hold her, I said.

Then I grasped the child's head 8) and tried to get the wooden tongue depressor between her teeth. She fought, with clenched teeth, desperately! But now I also had grown furious - at a child. I tried to hold myself down but I couldn't. I know how to expose a throat for inspection. And I did my best. When finally I got the wooden spatula behind the last teeth and just the point of it into the mouth cavity, she opened up for an instant but before I could see anything she came down again and gripping the wooden blade between her molars she reduced it to splinters before I could get it out again.

Aren't you ashamed, the mother yelled at her. Aren't you ashamed to act like that in front of the doctor?

Get me a smooth-handled spoon of some sort, I told the mother. We're going through with this. The child's mouth was already bleeding. Her tongue was cut and she was screaming in wild hysterical shrieks. Perhaps I should have desisted and come back in an hour or more. No doubt it would have been better. But I have seen at least two children lying dead in bed of neglect in such cases, and feeling that I must get a diagnosis now or never I went at it again. But the worst of it was that I too had got beyond reason. I could have torn the child apart in my own fury and enjoyed it. It was a pleasure to attack her. My face was burning with it.

The damned little brat must be protected against her own idiocy, one says to one's self at such times. Others must be protected against her. It is a social necessity.

And all these things are true. But a blind fury, a feeling of adult shame, bred of a longing for muscular release are the operatives. One goes on to the end.

In a final unreasoning assault I overpowered the child's neck and jaws. I forced the heavy silver spoon back of her teeth and down her throat till she gagged. And there it was – both tonsils covered with membrane. She had fought valiantly 9) She had been hiding that sore throat for three days at least and lying to her parents in order to escape just such an outcome as this.

Now truly she was furious. She had been 10) but now she attacked. Tried to get off her father's lap and fly at me while tears of defeat blinded her eyes.

Follow-Up Activities

25. Answer the following questions.

- 1) Who are the characters of *The Use of Force* by William Carlos Williams?
- 2) What is the tone of the story "The Use of Force"?
- 3) Which disease is the girl expected to have?
- 4) What is the nature of the conflict in the story?
- 5) Why does the doctor respect the child but find the parents "contemptible"?
- 6) Do the little girl's parents trust the doctor in "The Use of Force"? If so why do they trust him? Do they have a reason to trust him? Should they trust him? Why or why not?
- 7) What does the story tell us about the use of force? How is the doctor affected by resorting to the use of force? How is the child affected by being forced to open her mouth against her will?

26. Express and justify your opinion on the following question.

Is it reasonable to expect that medical treatments sometimes require the use of force? Give reasons for your answer.

27. Work in pairs. Think about the “second chance”.

Talk about how the story would change if:

- Matilda had said about sore throat immediately?
- parents hadn't allowed the doctor to use force and examine the girl?



LISTENING FOCUS

1) Alternative medicine

Pre-Listening Activity

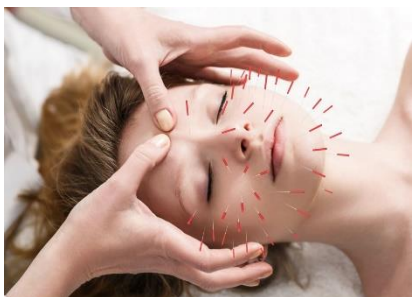
28. Work in pairs. Discuss the following questions.

1) What do you know about these forms of alternative medicine?

homeopathy osteopathy reflexology herbal medicine

2) Acupuncture is a type of alternative medicine. It is used in Chinese medicine. It consists of steel needles being inserted into the skin. Have you ever tried it?

3) How do you think the patients in the photos (a-c) feel at this moment? What differences do you think there are in the types of treatment being given?



a)



b)



c)



track 4 Listening Practice

29. You will hear an interview with Dr Sylvia Carpenter, who is talking about acupuncture. For questions 1-7, choose the best answer.

1) What do we find out about Sylvia's time in Hong Kong?

A *She was there to study acupuncture.*

B *She practiced acupuncture while she was there.*

C *She enjoyed seeing a different approach to medicine.*

2) Patients who Sylvia recommends for acupuncture

A *should have a blood test done first.*

B *are able to choose an acupuncturist themselves.*

C *need to go on a waiting list.*

3) What does Sylvia say happens if you have a problem with backache?

A *You spend some time answering questions.*

B *You have a needle inserted into the area which hurts.*

C *You are given advice about changing your lifestyle.*

4) What does Sylvia say happens after the first treatment?

A *You usually feel better.*

B *You might feel tired.*

C *You have to go to bed.*

5) Sylvia says people who have acupuncture complain of pain when the needle

A *is put in.*

B *is in position.*

C *is taken out.*

6) What does Sylvia say about acupuncture?

A *It works whether you believe in it or not.*

B *It's best to keep an open mind.*

C *A negative attitude will stop it working.*

7) Sylvia says that in 1971 acupuncture received a great deal of publicity because an American reporter

A *went to China to investigate its use there.*

B was given some acupuncture treatment in China.

C talked to patients who'd had operations without anesthetic.

Follow-Up Activity

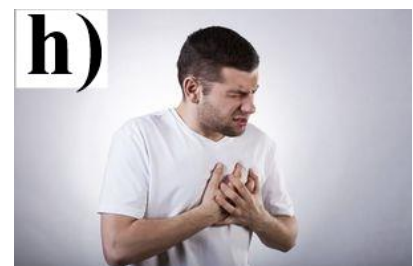
30. In pairs, tell each other about an alternative medicine you like. Include the following information:

- which countries in the world have it;
- is the method tried, tested and safe;
- its strong and weak point;
- someone you know who uses it;
- do you trust this method;
- would you like to try it;

2) Presenting complaints

Pre-Listening Activity

31. Work in pairs. What do you think each patient in pictures (a-h) might be complaining of?



Listening Practice



Track 5 **32. Listen. Match each picture in ex.1 (a-h) with a conversation (1-8).**

- 1) 2) 3) 4)
5) 6) 7) 8)

33. Listen again. What three questions are used by the doctor to ask about the presenting complaint?

- 1) What's?
2) Can you tell me what?
3) What can?

Follow-Up Activity

34. Study the table.

- a) **Decide whether each sentence A-I relates to the time shown in diagrams Pre-sent Simple (PS), Present Continuous (PC), Present Perfect (PP) or Present Perfect Continuous (PPC). Translate the sentences, paying attention to the time expression.**

Grammar point	<i>Tenses in the presenting complaint</i>
	Understanding the time patients are referring to when they speak is crucial for doctors to make a correct diagnosis. You should be very comfortable understanding the difference between Present Simple, Present Continuous, Present Perfect, and Present Perfect Continuous to explain symptoms you have. Study the diagrams below: <ul style="list-style-type: none">• PC = Presenting Complaint

A I've got a headache.

B I've been having this shooting pain in my leg.

- C I keep getting these flashing lights around my eyes and a sharp pain.
- D I have been having these terrible backaches.
- E The pain goes right through you.
- F Have you been having any pain?
- G I'm getting these headaches off and on now.
- H I'm not taking anything for them.
- I The attacks have increased.

b) Work in pairs. Complete the sentences below with the correct form of the verb. If more than one tense is possible, explain the difference.

- 1) My mother (have) these pains since last Tuesday. She still has them.
- 2) (you normally go) for a run at the same time every day?
- 3) The pain (ease) a little since yesterday. It's better now.
- 4) I (lie) in bed for four weeks now. I haven't been out of it once, doctor.
- 5) I can see the rash (get worse). It's much red-der.
- 6) I (not take) any medication at the moment.
- 7) (pain spread) to your shoulder or is it just here?

35. Time to Act: work in pairs; create the dialogue (doctor-patient; 14 cues) and role-play it.



SPEAKING FOCUS

Differently Able

Pre-Speaking Activity

36. Match the sentence beginning (1-5) and endings (a-e).

- | | |
|-------------------------------------------------------------|-------------------------------------------------------------|
| 1. Amputees | a) can't hear well. |
| 2. Hearing-impaired people | b) can't see or see very little. |
| 3. Mentally handicapped /
Intellectually disabled people | c) have significantly below-average
intellectual ability |
| 4. People who suffer from brain
damage | d) may lose the ability to speak or walk |
| 5. Visually impaired people | e) need prosthetic legs or wheelchairs |

37. Discuss the following questions.

- 1) What comes to mind when you hear the word 'disability'? What kinds of disability do you know of?
- 2) Some people prefer to use the term 'physically challenged' instead of 'disabled'. What do you think about this?
- 3) What problems do people with disabilities face in your country? What daily problems do you think wheelchair users have in your city? What problems do disabled people in poorer countries face?
- 4) Do you think it would be harder to live with a physical disability or an intellectual disability?
- 5) What kinds of discrimination do people with disabilities face?
- 6) What can disabled people teach those without disabilities?
- 7) Do you think science will be able to end disability one day?

38. Classify the words. Put them into the four groups below the list.

accident, amputate, amputation, assist, assistance, assistive, bionic, blind, blindness, design, disabled, disability, employ, employed, employment, enable, imagine, impaired, impairment, injure, injured, injury, innovate, job, limit, limitations, paralysis, paralyzed, physical, prosthesis, prosthetic, rehabilitate, rehabilitation, visual

nouns- problems	nouns for kinds of help	adjectives	verbs (what people can do)

Speaking

39. Look at the two photos of disabled people using accessibility facilities. Compare and contrast the photos. The following ideas may help you:

- the type of disability
- the problems faced by the people
- the facilities available
- help from other people

Exam tips	<p><i>Talking about photos</i></p> <p>* Look at your picture carefully and take a few moments to think before you start talking.</p> <p>* Don't spent too much time describing one photo in detail. Remember "<u>ABC</u>" rule - <u>Always Be Comparing</u>. Comment on the similarities and differences between the two photos. Use the following words: <i>Both ... / Whereas ... / While ...</i></p> <p>* At the end you can mention your own preferences and opinions.</p> <p>* If the examiner ask you some additional question, answer in full sentences, justifying your opinion.</p>
------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

A)



B)



Follow-Up Activity

40. Match the words (1-13) with their meanings (a-m).

- | | |
|-------------------|-------------------------------------------------------|
| 1. vision | a) surgical removal of part of a limb, hand, or foot |
| 2. rehabilitation | b) an arm or leg (or major branch of a tree) |
| 3. paralysis | c) an assistive device that replaces a lost body part |
| 4. limb | d) ability to move |
| 5. employment | e) sight; the ability to see |
| 6. innovate | f) inability to see |

- | | |
|----------------|-----------------------------------------------------------------------------------|
| 7. prosthesis | g) damage to some part of the body, often accidental |
| 8. injury | h) inability to move one or more limbs |
| 9. blindness | i) assistance in regaining normal functioning after injury |
| 10. amputation | j) having a job for disabled people |
| 11. mobility | k) adjective meaning related to the sense of sight |
| 12. bionic | l) adjective describing artificial body parts, usually with electronic components |
| 13. visual | m) to think of new ways to solve a problem |

41. What services do disabled people use in Ukraine? Search the Internet, find articles/charts/interviews/videos on the topic. Prepare 5-minute presentation. Share ideas which services may be improved and how each student can help.

WRITING FOCUS



Smartphones and robots are changing medical care

Pre-Writing Activity

42. Read the article below.

Smartphones are revolutionizing medicine

Introduction: refer to the information from the input, using your own words.

➔ In many countries around the world, people do not have access to the kinds of screening tools you might find in your doctor’s office. Clearly, the problem may be fatal. Fortunately, scientist have found the solution – smartphones.

“If you look at the camera, the flash, the microphone ... they all are getting better and better”, said Shwetak Patel. He is an engineering professor at the University of Washington. Nevertheless, how can each person use smartphone medical care?

You can state the point in the form of the question



People already use smartphones to track their health. Smartphones can count the numbers of steps you take and how many calories you eat. They can measure your heartbeats.

Now, mobile devices and tablets can also become tools for finding illness. For example, the microphone in your phone can diagnose asthma because people with asthma have trouble breathing.

The camera and flash on a smartphone can diagnose blood problems. For example, it can tell if someone does not have enough hemoglobin that carries oxygen through the blood. HemaApp - smartphone app for measuring hemoglobin - was shown to work as well as another non-smartphone device. Researchers hope HemaApp will be widely used in the future.

Use real examples.

➡ Moreover, when taking pictures, we usually come across the red eye problem. Many photo-editing apps have the feature to reduce it. So the situation didn't worry Bryan Shaw much when his wife showed him pictures of their son with one red eye and the other, milky white. A few months later, a baby was diagnosed with a rare eye cancer called retinoblastoma and the cancer was detected. This way smartphones can even help catch the early onset of leukocoria in newborns.

Smartphones can also be used to diagnose a bone disorder when the bones become fragile and weak that is common for older people. Now you can simply tap a smartphone on a person's elbow. A special app can pick up the sound and vibrations of the tapping and it determines if the person has osteoporosis.

Suggest possible solutions

➡ These advances in smartphones and apps will empower patients. They will help people better manage their own health

care. This is especially important for people in poor countries with limited health care. Smartphones can also help lower the cost of health care making it possible for patients to manage their illness without repeated trips to the doctor.

Nowadays smartphones are considered to be a useful tool for managing electronic health data and figuring out the most effective clinical trials. Let's hope mobile technology will save future generations.



Conclusion: return to the main idea; restate your opinion; refer to the future.

43. According to the author, what is the medical world's situation? Does it have any problems?

44. Underline the examples used by the writer to show what smartphone medicine abilities are.

45. Find phrases in the conclusion which serve the following functions: *returning to the main idea; restating the writer's opinion; referring to the future.*

Writing

46. In groups of three or four prepare an article about the importance and uses of robots in medicine. Include the following:

- **what is the role of robots in our society**
- **whether you think robots are useful in curing**
- **examples of robots in modern medicine**
- **how beneficial do you think robotic surgery is now and for the future of medicine**
- **what else could be improved in health care with the help of robots**

Use phrases from *Useful language box*.

Writing an article*** Rhetorical questions:**

Have you ever (wondered why / if)...?

What would you do if...?

Are you one of those people who...?

Should...(it be forbidden / encouraged)?

*** Introducing new ideas:**

Firstly, ... / First, ... / To begin with, ...

What attracts me most... / The main argument in support of...is that...

Another consideration is...

Secondly, ... / Thirdly, ...

In addition, ... / Moreover, ... / What is more ... / Furthermore...

*** Quoting opinions**

(The proponents of the idea) believe / say...

*** Conclusion – referring to the future:**

What will the future of...be?

Let's hope... / Hopefully...

Follow-Up Activity

47. Discussion: How much do you agree or disagree with the following statements? Debate them with your partners.

- Modern technology has changed the way the health care is organized.
- Computer discovery help in organization of doctor-patient cooperation.
- Advances in surgery and medical technology have allowed many more people to live healthier and longer lives than at any preceding time in history.
- Brain surgery, laparoscopic surgery and laser surgery are becoming more commonplace today, aren't they?
- Modern medical technologies have led to some problems in the modern world.
- Some new medical technologies has a negative influence on people.



WORK WITH IDIOMS, PROVERBS AND SAYINGS

48. Match the idioms (1-18) with their definitions (a-r).

- | | |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1) knock someone for six | a) a sudden or acute onset of an illness |
| 2) the worse for wear | b) to lose consciousness |
| 3) be on the mend | c) it is easier to prevent something bad than to deal with the results |
| 4) to be on one's last leg | d) to be very tired, ill, injured or in bad condition |
| 5) an attack of illness | e) an inability or unwillingness to be as productive as possible |
| 6) shake a disease / illness off | f) showing signs of having been physically harmed |
| 7) black-and-blue | g) to look sick |
| 8) black out | h) to be in poor condition, near the end of life |
| 9) bring someone to | i) a sudden worsening of a health condition |
| 10) catch one's death of cold | j) to vomit |
| 11) draw blood | k) to make someone bleed, to get blood from someone |
| 12) a flare-up | l) an illness that really affects somebody |
| 13) green around the gills | m) to restore someone to consciousness after anesthesia / hypnosis / fainting |
| 14) an ounce of prevention is worth a pound of cure | n) extreme and undesirable circumstances can only be resolved by resorting to equally extreme actions |

15) take a sick day	o) to fight off a disease or illness
16) throw up	p) to be absent from work and still receive pay
17) desperate diseases must have desperate remedies	q) recovering after an illness or injury
18) the British disease	r) to become very ill with a cold / flu etc

49. Fill in the gaps with the idioms from ex.1 in the correct form.

1. The woman..... after eating the bad shellfish.
2. and I decided to stay home and rest rather than go out in the cold with my sore throat.
3. The doctor decided to from the patient in order to check his blood sugar level.
4. My arm was after falling down the stairs.
5. A year ago he looked like he but the situation has clearly changed for the better.
6. The doctor confirmed it was a fever. He spent two weeks in bed and was very weak, it really
7. I did not feel well yesterday so I decided to
8. My colleague was looking a little when he came to work today.
9. We tried hard the woman after the car accident.
10. I hope I can this flu pretty soon.

50. Translate into English using appropriate idiom.

1. Під час діагностики необхідно визначити тривалість блювання – час між прийомом їжі та його початком.
2. Коли Павла привезли до суду, стан його здоров'я різко погіршився. Він був дуже блідий. Суд викликав швидку у зал та вирішив перенести засідання.

3. 25-річна дівчина на ім'я Ребекка раптово знепритомніла, впала на підлогу прямо біля радіатора, через що отримала опіки третього ступеня.
4. Благородство 53-річного Рея Кої, вчителя з Лондона, заслуговує на увагу. Щоб врятувати життя своїй учениці, він пожертвував власну нирку. «При надзвичайних обставинах потрібно приймати надзвичайні заходи» - каже Рей.
5. Президент повністю відновився після запалення легенів і операції з видалення каменів у жовчному міхурі.
6. Вона почувається погано, має головний біль – результат серйозної аварії.
7. Її нога мала ознаки фізичного пошкодження, напевно через падіння.
8. Справжнє британське захворювання – це не самозаспокоєння, а бажання досягти короткострокових цілей за рахунок інвестування в довгострокову, стійку економічну політику.
9. Маленькому хлопчику сказали бути обережним під дощем, або він може сильно захворіти від холоду.
10. Не спавши дві доби, він був дуже втомлений та погано виглядав.



ASSIGNMENTS FOR SELF-GUIDED WORK

51. Take the test.

1. I can't stop scratching my feet – they're so

<i>A. sore</i>	<i>B. pain</i>	<i>C. itchy</i>
----------------	----------------	-----------------
2. I'm allergic to prawns. If I eat them, I get a red on my neck.

<i>A. rash</i>	<i>B. itch</i>	<i>C. scratch</i>
----------------	----------------	-------------------
3. He his ankle playing tennis so he'll have to take it easy for a few days.

<i>A. stained</i>	<i>B. sprained</i>	<i>C. strained</i>
-------------------	--------------------	--------------------
4. I've had since I was a child. I get these awful headaches and feel nauseous.

<i>A. migraines</i>	<i>B. fevers</i>	<i>C. blotches</i>
---------------------	------------------	--------------------

5. The children have both had It must be something they ate.
 A. *diarrhoea* B. *antibiotics* C. *diagnosis*
6. You may need to have some before visiting some countries.
 A. *crutches* B. *antibiotics* C. *injections*
7. He's had a cough for the past few days.
 A. *shooting* B. *sore* C. *chesty*
8. Look at my poor toe! It's so I can't put my shoe on.
 A. *swollen* B. *hurt* C. *broken*
9. My brother gets He uses an inhaler when he can't breathe well.
 A. *hay fever* B. *asthma* C. *insomnia*
10. I can't feel anything in my big toe. It's gone
 A. *painless* B. *faint* C. *numb*
11. She's got a high and a headache.
 A. *temperature* B. *feverish* C. *body heat*
12. I've got a nose. I think I've got a cold.
 A. *itchy* B. *runny* C. *swollen*
13. I've had a headache all day. It's so painful.
 A. *stripping* B. *spitting* C. *splitting*
14. Symptoms of flu include fever, muscle aches and
 A. *migraine* B. *poisoning* C. *shivering*
15. "Take two of these tablets every day for a week. That should If not, come and see me again".
 A. *cure it out* B. *sort it out* C. *solve it out*
16. The doctor's was food poisoning.
 A. *psychosis* B. *prognosis* C. *diagnosis*
17. Children have a lot of in their first few years.
 A. *prescriptions* B. *vaccinations* C. *inspections*
18. The doctor gave me a for antibiotics.
 A. *order* B. *prescription* C. *note*
19. I'm always so stressed. I can't

A. *unstress*

C. *release my*

B. *unwind*

pressure

20. "I've come to visit my father. He's just had an operation. He's in 6B". –
"Up the stairs and turn left".

A. *ward*

B. *section*

C. *department*

21. I feel really I think I'm going to throw up.

A. *nauseous*

B. *nebulous*

C. *delerious*

22. I felt really I thought I was going to fall over and I had to sit down.

A. *breathless*

B. *nauseous*

C. *dizzy*

23. He gets every time he has to climb the stairs. He has to stop and rest.

A. *breathless*

B. *restless*

C. *dizziness*

24. I feel so I don't have the energy to do anything.

A. *lethargic*

B. *exhaust*

C. *tiring*

25. I think I've eaten something. I've had stomach all night.

A. *cramps*

B. *attacks*

C. *painful*

Work with Video



52. Watch the video "10 Most Interesting Rare Diseases".

(You can find the video at

<https://www.youtube.com/watch?v=6mqSh6CaMro>)

53. Having watched the video, answer the following questions.

1. What are the reasons to state that a disease is rare one?
2. The first vaccination in the world was made to combat the flu, wasn't it?
3. When was smallpox hunted to extinction?
4. Are there many twins with Fields syndrome in the world?
5. What symptoms do people with FOP have?
6. FOP patients often live less than 40 years, don't they?
7. What is the easiest way for Spongiform encephalopathy to be transmitted?

8. How can doctors reveal Hutchinson-Gilford Progeria?
9. Describe the appearance of dicephatic twins.
10. Which disease may result in having extra limbs?
11. Changes to skin of Harlequin-type Ichthyosis patients leave them unable to
12. Ectopia Cordis patients suffer from heart issues because of the right-side located heart, don't they?
13. Which two layers is human skin composed of?

54. Find in the video the English equivalents of the following words and phrases.

1. інфекційні й генетичні хвороби –
2. викорінити –
3. ретельне тестування –
4. навмисний рух –
5. посилюватися від травм –
6. тривалість життя –
7. ліквідувати –
8. передчасно –
9. в утробі матері –
10. пильна гігієна –
11. смертність –
12. крихкість шкіри –
13. пухирі та ураження –

Project Work

55. Work in groups of three. You are going to prepare a poster or Power Point presentation upon suggested topic (choose one of the underlined variants):

“Common / Rare / The Most Dangerous Diseases of Circulatory System / Digestive System / Locomotor System / Nervous System / Respiratory System”

Elucidate minimum five diseases; include the following point:

- **history and regions of origin;**
- **signs and symptoms;**
- **cause;**
- **diagnosis;**
- **prevention and treatment.**


* * *



UNIT 3.

Just What the Doctor Ordered

WARM-UP

1. Do the general knowledge quiz in pairs. Then  Track 6 listen and check your answers. How many correct answers have you given?

What should you do if...

1. you burn yourself on a hot pan?
 - a. put plaster or oil on the burn.
 - b. put a plaster on it.
 - c. put the burn under cold water.
2. you've got a temperature?
 - a. stay in bed and keep warm.
 - b. take an aspirin.
 - c. keep cool and have a rest.
3. you're taking a course of antibiotics?
 - a. take the pills at exactly the same time every day.
 - b. don't stop taking the pills until they are completely finished.
 - c. never drink alcohol.
4. someone faints?
 - a. pour cold water over their face until they wake up.
 - b. make sure they are comfortable and wait for them to come round.
 - c. shake the person gently until he/she wakes up.
5. you are stung by a bee?
 - a. put some ice on the area of the sting.
 - b. put a plaster on the sting to protect it.
 - c. phone the doctor if you feel dizzy or there is a lot of swelling.

6. you develop a rash on your face after eating strawberries?
 - a. put some cream on your skin.
 - b. put plaster on the area with the rash.
 - c. stop eating strawberries – you may be allergic to them.

2. In pairs, answer the following questions.

1. How often do you visit doctors? What is usually the purpose of your visit to a doctor (e.g. regular examination, seasonal illnesses etc.)?
2. Are there certain specialists you dislike? If yes, which exactly and why?
3. Do you usually follow your doctor's advice or do the way you think to be correct?
4. Do you prefer using traditional medicines or alternative ones? Why?
5. Have you ever practised ethnoscience (folk-medicine)?
6. When you fall ill what do you normally do – visit a doctor or try treating yourself at home?
7. Is there any difference, in your opinion or from your experience, in doctors' treating patients in state and private hospitals? If yes, what is the reason?



VOCABULARY FOCUS

3. Read the text.

Health Care in the UK and the USA

In Great Britain most medical treatment is free but charges are made for drugs, spectacles and dental care. Free emergency medical treatment is given to any visitor from abroad who becomes ill while staying in the country. But those who come to the UK specially for treatment must pay for it.

NHS (National Health Service) provides free medical treatment both in hospitals and outside. It consists of three main parts: the general practitioner

(including dental) services (GPs); the hospital and specialist service; local health authorities service.

People are free to choose any medical service or any doctor. In big cities there are some private hospitals. Many well-off prefer to be private patients. In fact, 97% of the population uses NHS. The practitioner services consist of the Family Doctor Service (FDS), the Dental Service (DS), and the Pharmaceutical Service (PhS). All these services provide the patient with individual medical care that they need.

Besides numerous hospitals there are more than 150 health centres in the UK. They contain all the special diagnostic and therapeutic services which doctors need, such as electrocardiography, X-ray, physiotherapy, good administrative and medical record systems. There are centres which provide consultant services in general medicine and surgery, ear-nose-throat diseases, obstetrics and gynecology, ophthalmology, psychiatry and orthopedics. All consultants in the centre are by appointment only. Each doctor decides for himself how many patients he can examine for an hour. The patient is the most important person in the health centre and all the efforts of doctors are directed to help him as much as possible.

So if the British caught cold, have a splitting headache, cough or a clogged nose, they immediately visit their GP, who can listen to their heart and lungs, check up kidneys, eyesight and hearing, if necessary, they take blood analysis and take blood pressure (BP). If the heart rate is faint or accelerated, the patients can be asked to lie on the examination couch for the doctor to palpate the abdomen. The doctor fills the card (case history) and diagnoses the case or sends to other specialists. In case of immediate diagnosing, the doctor normally writes out a prescription for pills, powder, drops, ointment or mixtures. These typically are not simple over-the-counter (OTC) medicines and require strict doctor's prescription.

The Health Care System in the USA is organized in three levels: family doctor, the medical institution or hospital and the US Public Health Service.

A family or private doctor gives his patients regular examinations and inoculations. In case when professional service and care is needed the family doctor

arranges for the specialist or a hospital for his patients. The family doctor receives pay directly from the patient. Most physicians have private practice.

But many Americans have no family doctor and they come to the hospitals for their medical needs. There are government-financed and private hospitals. The patients are admitted to hospitals or clinics staffed by consulting physicians, residents, interns and highly skilled nurses.

Most hospitals have at least the following major medical departments or units: surgery, obstetrics and gynecology, pediatrics and general medicine. Accident and Emergency (A&E) units are very special in the hospitals.

The cost of medical care in the USA is very high. Most of the population (75%) have their health insurance, life insurance, disability protection and retirement benefits at their place of employment.

The great cost of medical care in the country and a great number of people who couldn't pay for it had forced the federal government to develop two programs – Medicaid and Medicare. Medicaid is a federal-state program providing free medical care for the poor, the blind, disabled and dependent children. Medicare is a federal program providing partially free health care for the elderly people over 65 at the expense of health insurance and government.

4. Look back at the text and answer the following questions.

1. In the UK, should foreign patients pay for their treatment?
2. What are the components of the UK National Health Service?
3. How many patients can a doctor have in the UK health centre?
4. What is the source of financing family doctors in the USA?
5. Where can Americans get health insurance and retirement benefits?
6. Which governmental program provides support for needy children who have been deprived of parental support or care?

5. Fill in the table with the components of the health systems of the UK and the USA. Can you add here the information about the health system in Ukraine? Compare the health systems of the three countries. Which is the most efficient, in your opinion?

the UK	the USA	Ukraine
1.	1.	1.
2.	2.	2.
3.	3.	3.

6. Find in the text English equivalents to the following words and word-combinations.

- стоматологічна допомога
- направити до вузького спеціаліста
- виписати призначення
- система охорони здоров'я
- ліки, що продаються без рецепту
- лікар загальної практики
- зробити аналіз крові
- сімейний лікар
- акушерство
- діагностичні послуги
- рентген
- оглянути хворого
- обстежити зір
- терапевтичне відділення
- мазь
- історія хвороби
- прослухати серце та легені
- медична страховка

діти-утриманці
щеплення
краплі
прощупати живіт
кушетка

7. Fill in the gaps with the words and word-combinations in the correct form from Exercise 6.

1. treat all common medical conditions and refer patients to hospitals and other medical services for urgent and specialist treatment.
2. In, one should first gently examine the abdominal wall with the fingertips.
3. A(an) basically refers to a file containing relevant information pertaining to an individual client or group.
4. In 2007, the immunization programme was enhanced by including the measles-mumps-rubella (MMR) combination vaccine in the plan.
5. A is any person aged 0 to 15 in a household (whether or not in a family) or a person aged 16 to 18 in full-time education and living in a family with his or her parent(s) or grandparent(s).
6. Self-care and self-medication practices are essential components of any health care systems, that's why the use of is a part of the self-medication process.
7. Australia's universal system is primarily funded by Medicare, a program of the Department of Human Services.
8. Sometimes the nose leave an odd taste as they trickle down your throat after you have applied them to your nose.
9. The crux of the free-choice reimbursement system is that a primary health-care physician or general practitioner must, assess his/her condition and refer him/her to a cardiac specialist.

10. We need to return to the idea of the, who takes care of the whole family unit, in a modern context, if we are to improve care and ease the pressure on A&E departments.

8. Match the following minor injuries and illnesses with possible doctor's recommendations.

- 1. flu
- 2. burn
- 3. food poisoning
- 4. concussion
- 5. wound bleeding
- 6. cold
- 7. frostbite

- a. stay home for at least 24 hours after your fever is gone except to get medical care or other necessities;
- b. sip liquids, such as a sports drink or water, to prevent dehydration;
- c. until medical help arrives, keep the injured person lying down and quiet, with the head and shoulders slightly elevated;
- d. hold the skin under cool (not cold) running water or immerse in cool water until pain subsides; use compresses if running water isn't available; cover it with sterile, non-adhesive bandage or clean cloth;
- e. wrap the area in a soft, loose cloth and seek medical care right away; if medical care is not nearby, hold the affected area under warm, but not scalding, water until normal skin color returns; don't soak affected area for prolonged time and don't cause additional tissue damage by rubbing the area affected by frostbite, only try to rewarm the area if you are able to keep the person out of the cold;
- f. drink lots of liquids (hot or cold) to keep nose and throat from drying out, get bed rest, use saline nose drops;

g. apply firm pressure to the wound with sterile gauze or a clean cloth, but don't apply direct pressure to the wound if you suspect a skull fracture.



Track 7

9. Listen to the instructions the doctors give to their patients and write them in note form,

e.g. Could you bend down for me, please? – Bend down.

10. Match the following instructions with a picture.



1. 2. 3. 4.

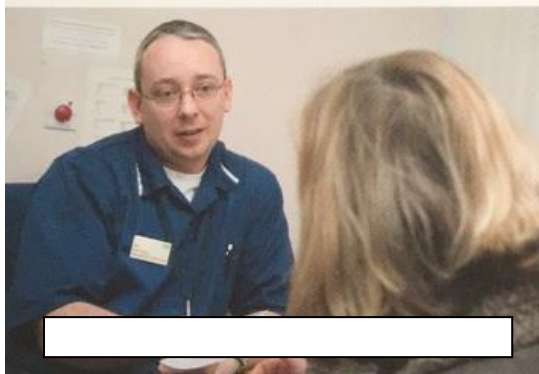
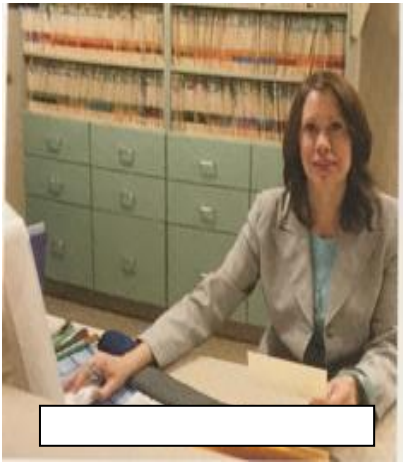


5. 6. 7.

- a. I'd like you to raise your arm above your head.
- b. Now, I want you to just turn over onto your tummy.
- c. Can you just bend your head slightly to the left?
- d. Now roll your sleeve above your elbow.
- e. Could you lean forward a little bit for me?
- f. Would you just pop up on the couch for me?
- g. If you could just move towards the edge of the couch.

11. Match these jobs to the pictures below. What do these people do?

- 1 practice manager 3 general practitioner 5 district nurse 7 practice nurse
- 2 receptionist 4 midwife 6 health visitor



12. Add the job titles of the people in Exercise 11 to the sentences below. You can use singular or plural nouns.

1. A practice is run by a
2. work with individuals, families and groups like the elderly and new-born babies in the community.
3. need very good interpersonal skills because they are the first contact people have with the practice.
4. Ninety-seven per cent of the UK population is registered with a
5. The duties of a include 'traditional' nursing skills and running specialist clinics for immunization, diabetes, and so on.

6. An important link between hospitals, GPs, and other health professionals involved in antental care is the

7. visit those who are housebound or those recently discharged from hospital and / or dress wounds.

13. Some of the words look so much alike that we often confuse them, See if you can get them straight. Check the one correct title that fits the description in each case.

1. They treat children's diseases.

- a. an orthopaedist
- b. a pediatrician
- c. a pathologist

2. They straighten crooked teeth.

- a. a orthodontist
- b. an orthopaedist
- c. a pathologist

3. They make your eyeglasses.

- a. an oculist
- b. an orthopaedist
- c. an optician

4. They treat by electricity.

- a. a pathologist
- b. a physiotherapist
- c. a psychologist.

5. They treat diseases of old age.

- a. a pediatrician
- b. a geriatrician
- c. an obstetrician

6. They bring children into the world.

- a. a gynecologist
- b. an obstetrician
- c. a pediatrician

14. Where can you find these patients? Match the patients with the correct wards of departments.

1. Intensive Care Unit

2. Casualty and Emergency Department

3. Pediatric Ward

4. Maternity Unit

5. Orthopedic Ward

6. Surgical Ward

7. Geriatric Ward

- 8. Ophthalmic Ward
- 9. Gynecological Ward

- a. Mary who has just had a baby;
- b. John who has broken his leg;
- c. My grandmother who is suffering from pneumonia complication;
- d. Peter who will have his appendix removed;
- e. Betty’s mother who is suffering from women’s disease;
- f. My mother who will be operated on for an eye cataract;
- g. Samuel who is unconscious;
- h. Paul who has just been in a car crash;
- i. Your son who has measles.

15. Fill in the blanks with the words from the list. You may need to change the form of the words. You may use each word once only.

- | | | | | |
|-----------------|------------------|------------------|-----------------|------------------|
| <i>acute</i> | <i>apply</i> | <i>case</i> | <i>compress</i> | <i>condition</i> |
| <i>cream</i> | <i>different</i> | <i>disorders</i> | <i>fold</i> | <i>lotion</i> |
| <i>nature</i> | <i>necessary</i> | <i>ointment</i> | <i>part</i> | <i>skin</i> |
| <i>strongly</i> | <i>treatment</i> | | | |

Pimafucort Presentations

The 1) presentations of Pimafucort are especially adapted to the 2)of various skin 3)..... . For treatment of 4)and subacute skin disorders and in the treatment of 5)of the hairy 6)of the skin, and those localized in the skin 7) , Pimafucort 8) and Pimafucort 9)should be used, whereas in the 10)of chronic disorders of the skin with desquamations, dry or fissured skin lesions, Pimafucort ointment will be 11) For acute, very moist skin disorders it may be 12)to use Pimafucort cream or Pimafucort lotion with a 13) In some 14)an “alternating treatment” may be indicated, e.g. an intertriginuous enzema (in this instance Pimafucort 15)

softens the 16)too much, whereas the cream and lotion dehydrate it too 17)

16. Choose the correct variant of answer.

The Sticking Plaster

Nowadays, one of the most 1)items in the home is the sticking plaster.

Protecting a cut by covering the affected area with a piece of material that sticks to the skin may seem a rather 2).....idea, so it is perhaps surprising to learn that the plaster was not 3)until about ninety years ago.

The person who thought 4).....the ideas was Earle Dickson, an employee of the Johnson&Johnson company. Concerned that his wife Josephine sometimes 5).....accidents while cooking and doing other jobs, he used pieces of cotton material places inside strips of sticky tape to cover her injuries. This prevented dirt getting into the 6)and protected it from further harm as she did the 7)

Dickson's boss was impressed, so in 1921 Johnson&Johnson put the new sticking plaster into 8)under the brand name Band-Aid. Sales at first were slow, but somebody at the company came up with the 9)idea of giving free plasters to the Boy Scouts. This created publicity and from then 10)it became a commercial success. Dickson was 11)...within the company, eventually becoming a senior executive.

Although the basic design of the sticking plaster has remained similar to the 12)....., there have been many developments in the materials used and it is now 13)in a variety of shapes, sizes and colours. Total worldwide sales are believed to have exceeded 100 billion.

- | | | | | |
|---|------------|------------|------------|-----------|
| 1 | A common | B frequent | C general | D routine |
| 2 | A clear | B evident | C plain | D obvious |
| 3 | A realized | B imagined | C invented | D dreamt |
| 4 | A up | B forward | C in | D over |

- 5 A did B had C made D took
- 6 A wound B damage C breakage D tear
- 7 A homework B household C housework D homecoming
- 8 A creation B formation C production D construction
- 9 A keen B bright C eager D shining
- 10 A after B to C since D on
- 11 A raised B lifted C advanced D promoted
- 12 A model B original C sample D standard
- 13 A available B achievable C accessible D attainable

17. Revise your knowledge of the following common medical abbreviations.

MMR

NHS

BP

FDS

A&E

GP

OCT

DS

18. Read the following text about the dental care and match the highlighted words with their Ukrainian equivalents.

General Dental Practice

General dental practice includes mouth examination, diagnosis, treatment and prevention of disease. The dentist frequently uses X-rays and other equipment to ensure correct diagnosis and treatment.

Treatment may include filling cavities, removing the nerves of teeth, treating diseases of the gums, removing teeth, and replacing lost teeth with bridges and dentures. Anesthesia is often used in any treatment that might cause pain. Teeth may be filled with amalgam, or cement. After treatment, the tooth is mostly hollow, composite filling is used to fill the crown which strengthens the tooth and seals the crown. Root canal therapy is performed when the pulp which is composed of nerves and blood vessels in the tooth becomes infected or damaged. During root canal therapy, the pulp is removed, and the inside of the tooth is cleaned and sealed. People fear root canals because they assume they are painful.

Perhaps one of the most important parts of a dentist's work is preventive dentistry. If a dentist examines patient's teeth at regular intervals, he may find and treat a disease before it becomes serious.

- a. заповнити порожнину
- b. терапія кореневих каналів
- c. через регулярні проміжки часу
- d. кров'яні суди
- e. ущільнити коронку
- f. зубний міст
- g. превентивна стоматологія
- h. пломба
- i. профілактика хвороби
- j. забезпечити правильне діагностування
- k. зубний цемент

19. Chosse the correct variant of answer.

1. Dentists recommend brushing teeth with a fluoride toothpaste tothem from decay.

- a) arm b) defend c) guard d) protect

2. Have you got toothache? Your face looks

a) big b) enlarged c) expanded d) swollen

3. I had to have twowhen I went to the dentist last week.

a) cavities b) fillings c) paddings d) refills

4. She always paysvisits to the dentist.

a) customary b) habitual c) normal d) regular

5. The dentist told him to open his mouth

a) broad b) greatly c) much d) wide

6. He.....when the dentist touched the bad tooth.

a) alarmed b) dreaded c) laughed d) winced

7. Robert is veryabout the cost of his dental treatment.

a) ashamed b) pained c) sorry d) worried

8. I'mhaving to pay yet another visit to the dentist.

a) afraid b) dreading c) frightened d) terrified

9. Thein one of my teeth has come out, so I'm going to the dentist.

a) cover b) completion c) filling d) replacement

10. He made a note of the appointment with his dentist in his

a) diary b) directory c) journal d) register

11. She phoned her dentist to say she was unable toher appointment.

a) arrive b) hold c) keep d) stand

12. She putgoing to the dentist although her teeth needed attention.

a) away b) in c) off d) out

13. The small girl had to have for teethbecause they were so bad.

a) broken b) pulled c) taken away d) taken out

14. The loss of a front tooth has left an unsightly in her teeth.

a) gap b) hole c) slot d) space

15. In some countries more and more young people now need teeth.

a) false b) spare c) unnatural d) untrue

20. Translate the following words and word combinations into English.

Зробити аналізи, полегшити біль, хірург, акушер, приймати ліки від, краплі, мазі, полоскати горло, терапевт, система охорони здоров'я, сімейний лікар, реанімація, направити до вузького спеціаліста, підніміть рукав вище ліктя, нахиліться до мене, діагностичні послуги, оперувати, кушетка, гірчичник, зробити щеплення, прикласти грілку, палата, лікарняне відділення, натщесерце, зробити ін'єкцію, носилки, шприц, історія хвороби, родильне відділення, терміновий виклик, порцеляновий зуб, бор, запломбувати зуб, міст, коронка, прослухати серце та легені, геріатричне відділення, милиці.

21. Translate the following sentences into English.

1. Пріоритетним напрямком у роботі відділення є хірургічне лікування різних захворювань із застосуванням як традиційних методів оперативних втручань, так і малоінвазивних. 2. Звичайна застуда є інфекційним вірусним захворюванням верхніх дихальних шляхів (носа і горла). 3. Якщо у вас з'явилися симптоми грипу, перше, що треба зробити – звернутися до лікаря та не бігти в аптеку за антибіотиками. Лікар за потреби може призначити препарати для усунення симптомів (парацетамол чи ібупрофен для зниження високої температури, краплі від нежитю чи болю в горлі). 4. Огляд лікаря приймально-діагностичного відділення відбудеться у приймальній лікаря у травні. 5. Болезаспокійливі таблетки є засобами першої необхідності і присутні в кожній домашній аптечці. 6. Сімейний лікар (в Україні – лікар загальної практики – сімейної медицини) – лікар, який отримав спеціалізовану багатопрофільну підготовку з надання первинної медико-санітарної допомоги членам родини будь-якого віку та статі. Кожен українець може вибрати терапевта, педіатра або сімейного лікаря у будь-якому медичному закладі. 7. Людям, які перенесли перелом ноги або травму опорно-рухового апарату, для пересування (і для реабілітації) необхідно використовувати милиці. 8. При виборі жарознижувальних засобів для дітей особливо важливо орієнтуватися на високоефективні препарати з найменшим ризиком виникнення ускладнень. 9. У всіх лікувальних закладах хворим

призначають відповідні дієти (дієтичні столи). 10. Працівник, що захворів, має підтвердити свою відсутність на роботі. Таким підтвердженням слугує лікарняний листок, який виписує сімейний лікар після ретельного обстеження пацієнта та здачі призначених аналізів. 11. Пломбування – це спосіб відновити форму та функцію зруйнованого карієсом зуба. Коли стоматолог пломбує зуб, він спочатку видаляє уражену карієсом тканину зуба, вичищає заражену область, і потім заповнює вичищену порожнину пломбувальним матеріалом. 12. Геріатрія – галузь клінічної медицини, яка вивчає особливості діагностики, профілактики, лікування захворювань, догляду, медико-соціальної та психологічної реабілітації людей похилого віку.



READING FOCUS

Getting Ahead

Pre-Reading Practice

22. Ask and answer the questions in pairs.

1. Do you ever drink energy drinks or eat energy bars? Do you think they work?
2. Do you wear anything (bracelets, crystals, etc.) which has been designed to improve your health?
3. If you hurt your leg running or playing sport, which of the following would you be most likely to do?
a rest it c take painkillers
b put ice on it d nothing

23. Look quickly through the text opposite. Is each section (1–5) about something you (a) wear? (b) eat? or (c) lie in?

Reading

24. Read the following text about alternative means of keeping fit.

Getting Ahead

Professional sportspeople will go to extraordinary lengths to gain an edge over their rivals. Increasingly, this means using a bizarre selection of performance-enhancing tools to boost their speed, strength and stamina. But, for those who want to emulate the pros and boost their performance, what really works?

1 Cashew nuts

Kelly Holmes, Britain's double-Olympic gold medallist, said cashew nuts were her secret weapon in warding off fatigue at the Athens Olympics. 'Cashew nuts are my little secret,' she said, adding that they helped to boost her powers of recovery so she was fully primed for her next race. A 50g serving of cashews provides one-fifth of a woman's daily iron requirements and around one-tenth of a man's size needs.



Expert verdict: 'All nuts are a rich source of dietary protein – needed to enhance the recovery process of muscles after intense activity,' says Jeanette Crosland, consultant dietician to the British Olympic Association. Nuts also provide carbohydrate and essential minerals, including potassium lost in sweat, which makes them a very useful post-exercise snack.

2 Ice Baths



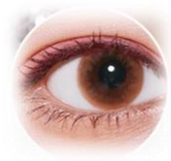
Taking a dip in a bath tub filled with ice-cold water is among the most fashionable therapies in sport at the moment. Believed to alleviate muscle soreness and tissue swelling that occur after hard exercise, it speeds up recovery. Some England rugby players have taken the obsession to extremes by visiting a cryotherapy chamber (essentially a human deep freeze) at an Olympic training centre in Poland. They spend four minutes shivering at minus 120-160 degrees Celsius.

Expert verdict: 'Ice obviously cools the area it is applied to. Once the body senses the drop in temperature, it sends more blood to the area which boosts circulation and speeds up healing,' says sports physiotherapist Jill Hendry. 'Sometimes tiny tears

occur to muscle fibres and ligaments after a hard workout, and ice can help to heal them.’

3 Fancy Contact Lenses

Developed over eight years, the MaxSight contact lens is designed specifically to improve the sharpness of an athlete’s vision. The lenses are currently being tested by AC Milan players and use what the developers call ‘Light Architecture’ optics to filter specific wavelengths of light in order to ‘enhance key visual elements’ – such as a ball – at the same time as reducing sun glare. A vision consultant developed amber lenses for tennis, football and rugby, or grey for running, cricket and golf, which, according to the marketing literature, ‘makes the eye look competitive’ (i.e. freaks out your opponents).



Expert verdict: They have been approved by America’s Food and Drug Administration for daily wear to correct short- and long-sightedness. ‘They could offer an advantage over normal lenses for sport by reducing the glare of light and sun,’ says Louise Sutton, principal lecturer in Health and Exercise Science at Leeds Metropolitan University.

4 Nasal Strips



They look like sticking plaster and were developed to help people with health problems like excessive snoring, but in recent years Breathe Right nasal strips have gained in popularity among sportspeople who believe that they improve airflow through the nose and into the lungs. They can often be seen worn by professional footballers and other athletes.

Expert verdict: ‘Although we breathe mainly through our nose when resting, during exercise we begin breathing harder, the air coming in is predominantly supplied via the mouth,’ says Sutton. ‘It may improve airflow through the nasal passages, but there is no evidence that it reaches the lungs and boosts performance.’

5 Low Oxygen Tent

Exposure to thin, mountain air has long been known to benefit competitors in endurance events like cycling, running and triathlons because it helps the body to adapt to using oxygen more efficiently. A five-year study by the US Olympic Committee confirmed that people who live at high altitude and train for sport at low altitude perform better. Manufactureres have now developed hypoxic (low-oxygen) tents to simulate this effect.



Expert verdict: Stephen Day, an exercise physiologist at Staffordshire University, carried out tests on elite runners to see how effective sleeping in a low-oxygen tent can be. ‘We assessed aerobic capacity improved by a massive 30% during several months of sleeping in a low-oxygen tent,’ he says.

25. For each paragraph (1–5) of text above choose the best summary (A–F). There is one extra summary.

1	2	3	4	5
---	---	---	---	---

- A This can definitely increase the speed of recovery from minor injuries by increasing blood circulation.
- B Test have shown that this can increase and athlete’s ability to use oxygen more efficiently.
- C This product can improve performance partly by making you look more intimidating.
- D Used immediately before exercise, this has been shown to increase stamina and performance.
- E Not only will this aid the recovery of your muscles after exercise, but it will also replace lost nutrients.
- F While this product is intended to boost the amount of oxygen taken in during exercise, there’s little evidence that it works.

26. Find the words below in the text. Use the context to work out the meaning and match them with the correct definitions.

<i>circulation</i>	<i>fibres</i>	<i>ligament</i>	<i>long-sightedness</i>	<i>lungs passages</i>
	<i>short-sightedness</i>	<i>sweat</i>	<i>swelling</i>	

1.: an increase in size of part of the body, often caused by injury
2.: tiny, thin pieces of tissue in your body
3.: moisture which your skin produces when you are hot and / or exercise intensively
4.: a short piece of tissue in your body that connects two bones
5.: a condition in which you cannot clearly see objects which are close to you
6.: the organs which transfer oxygen from the air to your blood
7.: the movement of blood around the body
8.: any tubes in your body for air, food etc. to move through
9.: a condition in which you cannot clearly see objects which are far away

27. Decide whether the following statements are True (T) or False (F).

- 1 Cashew nuts helped Kelly Holmes to speed up recovering her injury..... T / F
2. Ice baths are used to relieve pain after hard exercise T / F
3. Amber lenses were developed to generate competitive look T / F
4. Nasal strips are popular with contestants because they enhance airflow through the nose T / F
5. Sportspeople living in the mountains show better results in contests..... T / F

Post-Reading Practice

28. Choose one technique from the text that you would like to try and one that you wouldn't. What are your reasons for choosing and rejecting those two methods?

29. Discuss your ideas from Exercise 28 with your partner. Use the phrases below to help you.

I would/wouldn't be keen on trying X because ...

X would/wouldn't interest me because ...

I'd rather not try X because ...

X sounds as if it would be ...

I don't think I could be bothered to ...



LISTENING FOCUS

Parents Risk Jail for Raising Children as Vegans

Pre-Listening Practice

30. Who are vegans? Is there any difference between being a vegan and vegetarian?

31. What are the advantages of being vegans? Rank these with your partner. Put the biggest advantages of being a vegan at the top. Share your rankings with the whole class.

- ✓ weight control
- ✓ nutrition
- ✓ lower blood sugar
- ✓ healthier heart
- ✓ better for the planet
- ✓ no animals die

- ✓ less food poisoning
- ✓ reduction of body odor

Are there any disadvantages of being a vegan? Which ones?

32. Match the following words on the left with their explanations on the right.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> 1. unethical 2. offence 3. refrain 4. consuming 5. substance 6. sentence 7. nutrient 8. reacted 9. ruling 10. ignorant 11. codswallop 12. stroke 13. thrive 14. regime | <ul style="list-style-type: none"> a. eating or drinking food or drink; b. the real physical matter a thing consists of; c. not morally correct; d. a substance that provides nourishment essential for growth and the maintenance of life; e. a breaking of a law or rule; an illegal act; f. stop oneself from doing something; g. the punishment given to someone found guilty by a court, or fixed by law for a particular offence; h. a program for the promotion of health; i. responded or behaved in a particular way in response to something; j. a decision made by a judge; k. a sudden disabling attack or loss of consciousness caused by an interruption in the flow of blood to the brain; l. nonsense; m. lacking knowledge or awareness in general; uneducated or unsophisticated; n. grow or develop well or vigorously. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Listening Practice



Track 8 33. You're going to listen to the talk about the law against parent who make their children vegans. Listen carefully.

34. Choose the correct variant of answer.

1. What did doctors say raising children on a vegan diet was?

- a) unethical
- b) healthy
- c) ideal
- d) worrying

2. How long could a prison sentence be for raising children on a vegan diet?

- a) three years
- b) 12 months
- c) two months
- d) up to two years

3. What essential things did the doctors say must be from animal products?

- a) carbohydrates
- b) vitamin C
- c) fatty acids
- d) saturated fats

4. What did the article say hardened arteries could lead to?

- a) headaches
- b) strokes
- c) obesity
- d) an inability to taste

5. What did a vegan say her children thrived on?

- a) cabbage
- b) a balanced vegan diet
- c) three meals a day
- d) restaurant food

6. Whose responsibility did a vegan say it was that children got nutrients?

- a) parents
- b) the government
- c) children
- d) schools

35. State whether the following statements are True (T) or False (F).

- 1. Belgian doctors said raising children as vegans should be a crime..... T / F
- 2. Vegans do not eat meat or fish but milk is OK T / F
- 3. The doctors say veganism is unsuitable for unborn children..... T / F
- 4. The doctors say children need fatty acids from animal products..... T / F
- 5. An animal rights group said the doctors' ruling was ignorant..... T / F
- 6. A spokeswoman said a dairy-based diet helps prevent strokes..... T / F
- 7. A vegan said her children were not thriving on a vegan diet..... T / F
- 8. Over 5% of Belgian children live in vegan families..... T / F

Post-Listening Practice

36. What do you know about these diets? How healthy or unhealthy are they?

Complete this table with your partner(s).

<i>Diet</i>	<i>Healthy</i>	<i>Unhealthy</i>
Vegan		
Fruitarian		
Vegetarian		
Pescatarian		
Pollotarian		
Raw food		

37. Role play in small groups the following discussion.

Role A – Weight Control

You think weight control is the biggest advantage of being a vegan. Tell the others three reasons why. Tell them what is wrong with their reasons. Also, tell the others which is the least advantageous of these (and why): nutrition, no animals dying or environmental benefits.

Role B – Nutrition

You think nutrition is the biggest advantage of being a vegan. Tell the others three reasons why. Tell them what is wrong with their reasons. Also, tell the others which is the least advantageous of these (and why): weight control, no animals dying or environmental benefits.

Role C – No Animals Die

You think no animals dying is the biggest advantage of being a vegan. Tell the others three reasons why. Tell them what is wrong with their reasons. Also, tell the others which is the least advantageous of these (and why): nutrition, weight control or environmental benefits.

Role D – Better For The Environment

You think environmental benefits is the biggest advantage of being a vegan. Tell the others three reasons why. Tell them what is wrong with their reasons. Also, tell the others which is the least advantageous of these (and why): nutrition, no animals dying or weight control.

38. Discuss in small groups the following question. Share your ideas with the class.

1. What images are in your mind when you hear the word 'vegan'?
2. What do you think of a vegan diet? Do we need to eat meat and other animal products? Where can people get proteins from besides animal products?
3. Should governments be making diets a criminal offence?

4. What should children eat? Is a child really “in danger” if it eats no animal products?
5. What are the health benefits of veganism? Do vegans have healthier hearts?
6. Could veganism help protect the planet?
7. Do you agree with PETA that the ruling is “codswallop”?
8. How well-balanced is the food people eat in your country? Are there many vegans in your country?



SPEAKING FOCUS

First Aid

Pre-Speaking Practice

39. What first aid is? Who can give first aid? How important is it to provide first aid before paramedics come? Do you know any example when correct first aid saved somebody’s life?

40. Explain in English what the following words mean. Consult the dictionary if necessary.

- ✓ *bandage*
- ✓ *bleach*
- ✓ *bleed*
- ✓ *drown*
- ✓ *hypothermia*
- ✓ *sting*

41. In pairs, discuss the questions and agree on an answer for each. Check your answers (the correct answers are given below). Who has got most correct answers?

First Aid quiz

- 1 What is normal body temperature?
a 33° b 35° c 37°
- 2 How many heart beats a minute is normal for a healthy adult?
a 40-60 b 60-80 c 80-100
- 3 How many breaths a minute is the normal breathing rate for a healthy adult?
a 16 b 18 c 20
- 4 How do you know if someone is going to faint? They feel faint and their skin is:
a pale, dry and cold
b pale, sweaty and cold
c pale, sweaty and hot
- 5 If you want to know if someone is unconscious, what should you do?
a gently shake their shoulders
b slap their face
c poke them in the stomach
- 6 If someone is stung in the mouth by a bee, what should you give them?
a milk to drink
b ice cubes to suck
c nothing to eat or drink
- 7 To remove an insect from someone's ear, you should sit them down with the affected ear:
a higher b lower c horizontal
- 8 Why are jellyfish stings difficult to avoid?
a Brightly coloured swimming costumes attract them.
b It is difficult to see them in the water.
c They try to attack swimmers.
- 9 Why do people who have just survived nearly drowning still need to see a doctor?
a Hypothermia can develop later.
b Water in the chest or lungs can cause damage later.
c They may have got a disease from the water.
- 10 How can you find out if a bandage is too tight around an arm?
a The person complains about the pain.
b If you press a finger nail, the colour doesn't return when you release.
c The blood goes into the fingers and they swell.
- 11 An accident victim has a badly broken arm and you can see the bone. What should you give them?
a some aspirins for the pain
b several glasses of water or a hot drink
c nothing to eat or drink until they see a doctor
- 12 If someone is bleeding badly, how long should you put pressure on the wound to slow the blood flow?
a 10 minutes
b 20 minutes
c until the bleeding stops
- 13 How long should you hold a burn under cold running water?
a at least 2 minutes
b at least 5 minutes
c at least 10 minutes
- 14 Which of these items should you not use to cover a burn?
a a clean fluffy towel
b clean plastic kitchen film
c a clean sheet
- 15 A child has drunk some bleach. What should you give them?
a a drink of salty water to make them sick
b a piece of dry bread to eat
c sips of cold water or milk

Answer key

1c 2b 3a 4b 5a 6b 7a 8b 9b 10b 11c 12a 13c 14a 15c

Speaking

42. You have situation cards. Shuffle the cards without looking at them. Work in pairs. Student A: hold your card with the quiz answers upside down and don't look at them. Neither show it to your partner. Pretend that there is a medical emergency, and you phone your partner for advice. Use the notes on the card to explain the situation and ask for information about what to do. Use the phrases for complaining from Unit 2, ex. 32-33. Student B: give advice; use the phrases for giving advice below.

(I think/I really think) you need to/must/should ...

It is usually a good idea to ...

Why don't you ...?

You could (try) ...

You probably/definitely/really should ...

I (would) (strongly) suggest/advise that ...

If I was/were you, I'd ...

In my experience, ... works really well.

The best/most important thing (to do) is to ...

... would probably work.

... (always) works for me.

My (main/personal) recommendation is/would be ...

You'd better ...

In this (kind of) situation, I (would) always recommend/advise ...

Have you thought about ...?

Make sure you (don't) ...

The sooner you ... the better.

Your only option is to ...

You have no choice but to ...

..... is worth a try.

It might be an old wives' tale, but ...

<ul style="list-style-type: none"> ● friend fever ● temperature 38° ● high? <p><i>A bit high; usually 37.</i></p>	<ul style="list-style-type: none"> ● you see car crash outside your house ● woman – broken leg ● bone visible ● give sweet tea? <p><i>Give her nothing.</i></p>	<ul style="list-style-type: none"> ● café with friend ● bee in can orange juice ● sting friend's mouth ● what to do? <p><i>Give ice to suck.</i></p>
<ul style="list-style-type: none"> ● you just nearly drowned ● OK now ● what next? <p><i>See doctor immediately.</i></p>	<ul style="list-style-type: none"> ● bleach in lemonade bottle ● child drank it ● drink/food/doctor? <p><i>Give cold water or milk.</i></p>	<ul style="list-style-type: none"> ● cooking chips ● hot oil on arm ● bad burn ● cover with what? <p><i>Smooth cloth or plastic film.</i></p>
<ul style="list-style-type: none"> ● bandage on your leg ● really hurts ● too tight? <p><i>Press a toe nail. The colour should return immediately.</i></p>	<ul style="list-style-type: none"> ● picnic with friend ● ants everywhere! ● ants in friend's ear ● help! <p><i>Ear pointing upwards.</i></p>	<ul style="list-style-type: none"> ● take very hot dish from oven ● burn hand ● under tap? ● how long? <p><i>Under cold tap for at least 10 minutes.</i></p>
<ul style="list-style-type: none"> ● friend unconscious ● breathing 24/minute – slow? ● heart 50 – slow? <p><i>Breathing fast; heart slow.</i></p>	<ul style="list-style-type: none"> ● cutting wood ● deep cut in hand ● press wound or near it? ● how long? <p><i>Press wound for 10 minutes.</i></p>	<ul style="list-style-type: none"> ● friend feels ill ● going to faint? ● pale, dry skin <p><i>Not going to faint.</i></p>

Follow-Up Practice

43. In pairs, use the information from the lesson to write local newspaper reports about an imagined emergency and how it was dealt with by someone with First Aid knowledge. Present your stories to the class.



WRITING FOCUS

Get Well Soon

Pre-Writing Practice

44. When you are ill do your friends send you Get-well-soon e-mails? Do they help you feel friends' support? If your friends / groupmates get ill, do you write them such e-mails?

45. Read the following get-well-soon e-mails. Which one do you like best? Why?

peter2315@gmail.com

Get well soon

12 aug. 2017

Dear Peter,

How are you? Heard that you're suffering from a bad flu.

I am sorry to hear about your illness as I know you hate getting sick. But at the same time I really do advise you to listen to your mom and visit a good doctor as soon as possible. Terrible sickness like the flu cannot be cured at home, it also needs medicines and treatment. I really miss you at school. If you had listened to your mom you could have come to school earlier.

I hope you take my advice seriously. Hoping to see you in a week. GET WELL SOON!

Love,

Alice

rose1718192@gmail.com

Свернуть

Get well soon))))))

Dear Rose,

How are you ? I heard that you fell down the stairs and broke your leg!! Are you ok? Hope you are getting better. But seriously, what really happened ? Your mum told me that you were running and fell, but I want to hear directly from you. I am coming to visit you in an hour. And, yes, because you didn't come to school today you missed a lot of work. Don't be too happy, you'll have to complete the work later. Anyway, what I wanted to tell you is: GET WELL SOON!!! BUT NOT TOO SOON! JUST KIDDING))))))

Lots of love,

Jasmine

Get well soon

Dear Mike,

I am in shock to hear that you are suffering from typhoid for several days. When I heard this news, I felt very sad. Dear friend you are not coming to school but our class teacher is going fast to finish the chapters. But don't worry. I don't want to put you in panic about this. Don't get tensed about the class work. I will send you all the class work, I wish you soon recovery so that you can attend school again. I heard that your treatment is under a good doctor. Follow all his advice and instructions, it's very important for your quick recovery. Also I want to suggest you to get plenty of rest.

So take care of your health and get well soon. We are waiting for your return to school. Send my regards to your uncle and aunt at home. See you soon.

Best wishes,

John

45. Analyze the structure of the e-mails. Which of the following structural components are optional (found not in all e-mails)?

- Greeting
- Saying that you know about his / her problem
- Giving news
- Giving advice
- Asking the details of the illness
- Promising to visit
- Expressing hope for soon recovery
- Final wishes and addresser's name

46. Underline in the e-mails above phrases used to express:

<i>Greeting</i>
<i>How you learnt about his / her problem</i>
<i>Giving advice</i>

<i>Hope for soon recovery</i>
<i>Final wishes</i>

Writing Practice

47. You are going to write a get-well-soon e-mail to your group mate who is ill with flu. Include the following points into your e-mail:

- ✓ Greeting
- ✓ Saying that you sorry to hear what happened to him / her;
- ✓ Giving latest news about the study;
- ✓ Giving advice;
- ✓ Final wishes

Don't forget that it's informal writing, so use informal vocabulary and contracted forms; use of emojis is welcome.

Follow-Up Practice

48. Imagine that your university teacher has fallen ill. If you were to write him / her a get-well-soon e-mail, in what way would it be different from an e-mail to your friend? If necessary, search the Internet. Can you transform the following formal get-well-soon e-mail into an informal one to your teacher?

Subject: Get well letter.

Dear Ms Taylor,

I heard from Nikolas Ostrovsky that you are suffering from a bout of bad flu. I also heard that you are hospitalized with appropriate medical attention. Since this is a serious illness, please do remember to listen to everything the doctor says.

Please do take care of yourself and do let me know if I can be of any assistance. We all miss you in the English classes. The lady who has taken up as your substitute is good, but not as good as you. I look forward to attending your lectures again soon. All the students at the institution wish for your well being. Please take due rest and take care of your health, we all are waiting for our spirited mentor and the gifted teacher back in her health.

I hope for and look forward to your speedy recovery.

Thanking you.

Yours truly,

49. Change your get-well-soon e-mail to your groupmate in the formal one to your English teacher. Mind the following tips.

- ✓ The letter should be concise and short and yet be able to convey your concern and feelings properly.
- ✓ You should use a positive and cheerful language.
- ✓ You should not appear pitying the ailing person or show that he or she is helpless.
- ✓ You need not be formal in your tone which can be relaxed and casual because a get well letter is not absolutely formal letter even if you are writing to a boss.
- ✓ You should also be ready to offer help in some form.
- ✓ Be sure to check for grammatical, punctuation and spelling errors which are not permissible even if it is a comparatively casual letter.



WORK WITH IDIOMS, PROVERBS AND SAYINGS

50. Read the following proverbs and sayings about health and explain in English what they mean.

- Early to bed and early to rise makes a man healthy, wealthy and wise.
- Good health is above wealth.
- Health is not valued till sickness comes.

- Prevention is better than cure.
- Eat to live, not live to eat.
- Diet cures more than lancet.
- One man's meat is another man's poison
- The royal crown cures not the headache.
- Diseases are the interests of pleasures.
- What can't be cured, must be endured.

51. Match the proverbs and sayings given below with their Ukrainian equivalents.

1. Early to bed and early to rise makes a man healthy, wealthy and wise.
2. Good health is above wealth.
3. Health is not valued till sickness comes.
4. Prevention is better than cure.
5. Eat to live, not live to eat.
6. Diet cures more than lancet.
7. One man's meat is another man's poison.
8. The royal crown cures not the headache.
9. Diseases are the interests of pleasures.
10. What can't be cured, must be endured.

- a. Найбільше багатство – здоров'я.
- b. Правильне харчування вилікує краще, ніж скальпель хірурга.
- c. Той здоров'я не знає, хто хворий не буває.
- d. Найкраще лікування – профілактика.
- e. Чого не можна вилікувати, то потрібно витерпіти.
- f. Королівська корона від головного болю не вилікує.
- g. Хто рано встає, тому Бог дає.
- h. Що руському добре, то німцю смерть.
- i. Не кобила для сіна, а сіно для кобили.
- g. Свою хворобу шукай на дні тарілки.

52. Match the proverbs and sayings from Exercise 51 to their explanations below.

1. The phrase, which was first written by the Roman poet Lucretius, was appropriated to refer to any situation where two people disagree over something; things liked or enjoyed by one person may be distasteful to another.
2. It means that sleeping well and not staying up late will help you out physically and financially.
3. If you cannot do anything about a problem, you will have to live with it.
4. The phrase uttered by Benjamin Franklin meaning that governors are not almighty, minor problems can be solved without their intervention.
5. Eat for nourishment, and not as a main source of pleasure. The expression discourages overeating.
6. Better no illness than a cure for illness.
7. There is nothing more important than health.
8. The quote by Thomas Fuller, a churchman and historian; means that you start evaluate your health only when you get ill.

53. Fill in the gaps with proverbs and sayings from Exercise 51.

1. *Alan:* No matter what I do, I can't make the dog stop barking in the middle of the night.
Jane:, then, I guess.
2. and you should look after your health so that you do not become sick.
3. 'All I mean,' she said...
is that I doubt if you'll find it's been worth it, either of you.',
he said out of the darkness.' 'But it's meat and drink to me.'
4. I used to feel bloated all the time, but I'm feeling better now that
5. I try to eat only healthy food, since I'm sure
6. "....." wise people say, because you cannot be good at your studies or work well if you don't take care of your health.

54. Translate the following sentences into English.

1. Потрібно завжди дотримуватися здорового стилю життя, адже здоров'я – найбільше багатство.
2. Всі знають цю народну мудрість, але дуже мало людей замислюються над її змістом – хто рано встає, тому Бог дає.
3. Не можна приймати ліки, які не прописані особисто вам, бо що руському добре, то німцю смерть.
4. Те, що ми їмо, повністю зумовлює стан нашого здоров'я, недарма ж кажуть що свою хворобу шукай на дні тарілки.
5. Не потрібно працювати настільки багато, аби потім витратити зароблені гроші на ліки, б ж не кобила для сіна, а сіно для кобили.
6. Не чекай, допоки влада зробить за тебе те, що тим й сам можеш зробити, бо королівська корона від головного болю не вилікує.
7. Якщо не зможеш змінити свого керівника, то, значить, потрібно просто приймати його, яким він є, адже чого не можна вилікувати, то потрібно витерпіти.



ASSIGNMENTS FOR SELF-GUIDED WORK

Work with the video

7 Facts About Anorexia

**55. Watch the extract from the ABC News. You can find it on:
<https://www.youtube.com/watch?v=vJ6sdBjv2E4>.**

56. Choose the correct variant of answer.

1. Bad breath is the result of...

- a. body's decomposing itself;

- b. poor hygiene;
- c. body's self-cleaning

2. People who suffer from anorexia with the time passing have...

- a. smaller stomach;
- b. bigger heart;
- c. smaller heart

3. If you are diagnosed osteopenia at an early stage of development, you can...

- a. stop it with the help of medicines;
- b. stop it even without medicines;
- c. certain medicines can heal the bones later.

4. One of the consequences of anorexia may be...

- a. a lot of acnes;
- b. a lot of spots;
- c. hair's colour loss.

5. A symptom of cognitive disfunctioning may be ...

- a. memory loss;
- b. constant weakness;
- c. inability to focus.

6. Most people think that anorexia is to greater extent a problem of...

- a. very poor people;
- b. rich people;
- c. young people.

7. In most cases diagnosed and treated anorexia can be...

- a. completely cured;

- b. partially cured;
- c. cured but will have minor life-long lasting effects.

57. Explain what the underlined phrases and words stand for.

1. It can hinder our relationships.
2. It's common for people who have mental disorders to pass away.
3. What you can feel in the beginning is palpitation and arrhythmia.
4. If they can't help, ask for referral to a cardiologist.
5. Our body will start leeching them from the bones.
6. If we are honest with our treatment teams, they will run all these tests.
7. Anorexia doesn't discriminate.

Project Work

58. You are going to make a survey. Ask your friends and relatives about how they understand the notion of healthy lifestyle. What does it include? Prepare statistical report on what your respondents ascribe to a healthy lifestyle. Make a poster demonstrating your findings.

* * *

1. In prescriptions, doctors often use a lot of shortenings which must be comprehensible for their patients. Match the following common abbreviations with their full forms.

BP	a. on examination;
JVP	b. cardiovascular system;
CVS	c. every night;
NAD	d. central nervous system;
O / E	e. by mouth;
CNS	f. four times each day;
PO	g. immediately
prn	h. every day; once a day;
stat	i. blood pressure;
od	j. gram;
g	k. subcutaneous;
ĪĪ	l. jugular venous pressure;
om	m. every morning;
on	n no apparent distress;
bd	o. two times a day;
tds	p. by inhalation;
qds	q. intramuscular;
4-6h	r. three times each day;
IV	s. as needed, when required;
IM	t. through the rectum;
SC	u. 4-6 hours;
PR	v. two tablets;

INH	w. intravenous;
NEB	x. by nebulizer.

2. Read in full the following doctor's case history details / prescriptions.

1.

Pulse 100 min

BP: 100 / 70 mm / Hg

JVP Not elevated

O / E

Widespread early crepitations audible


Abdomen - normal

CNS - NAD

2.

Patient	Dob	Hospital No
Mrs T Hawthorne	04.02.63	18345772
Drug		Date
Tramadol		05/15/2019
Route	Dose	
IM	50 mg	
Max frequency	Max Dose / 24h	
4h	600 mg	
Indications for use		
Prn		
Signature		
<i>A Smith</i>		

3. Read the following doctor's prescription to a pharmacy and answer the questions.

MANITOBA Pharmacy	
204 Manitoba Street Winnipeg MB M2B 2Y2 Canada Store # 0001 Phone: 204-204-2004	
Rx# 2042042 Ref:0 Dr. Manitoba	
Toba Man	
TAKE 1 CAPSULE THREE TIMES DAILY UNTIL FINISHED (ANTIBIOTIC)	
KEEP OUT OF REACH OF CHILDREN	APO-AMOXI 500MG
	AMOXICILLIN 500MG RED/YEL/ELLIP/APO{500}
	30 CAP 14 Oct 2007 Total:21.43
	APX 00628123
	EDS
	Important: Take this medication for the prescribed duration.

Now using the sample label provided, answer the following questions to determine what important information must be included on a prescription drug label.

1. What is the name of the pharmacy?
2. What is the address of the pharmacy?
3. What is the store number of the pharmacy?.....
4. What is the phone number of the pharmacy?
5. What is the prescription number?
6. What is the physician's name?
7. What is the date that the prescription was filled?
8. What is the name of the person for whom the drug is prescribed? (Prescription drugs should be used only by the person for whom the drugs were prescribed)
9. What is the brand name of this drug? (Various manufacturers or companies may make the same generic drug but will call it by their own brand or trade name)

10. What is the name of the medication or the main ingredient?
11. What is the strength of the medication?
12. What do the letters APX mean?
13. What does the number listed below the company code represent?
14. How much is in the package?
15. What are the directions or instructions for taking the medication?
16. Are there any cautions or warnings on the label?
17. Do prescription drug labels often include any additional information that is not on this one?

* * *

CONSOLIDATION

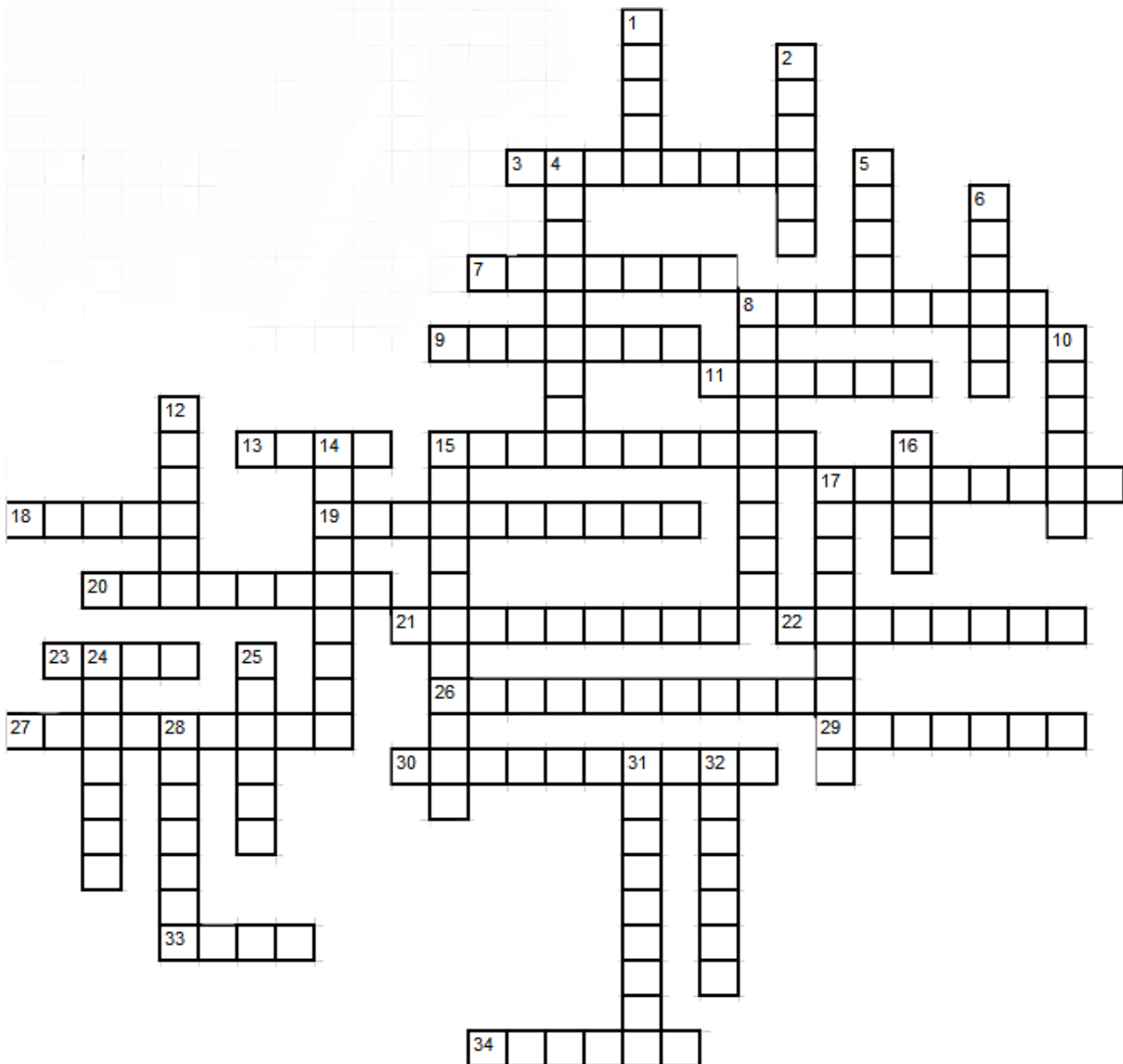
1. Complete the crossword.

Diseases & Traumas

<u>Across</u>	<u>Down</u>
3 a chronic neurological disease characterized by recurrent moderate to severe headaches often in association with a number of autonomic nervous system symptoms	1 an abnormally high body temperature, usually accompanied by shivering and a headache
7 a mosquito-borne infectious disease of humans	2 to send air out from the nose and mouth in an explosive way that you cannot control
8 a pain you feel inside your head	4 a contagious viral infection of the respiratory passages that causes fever and sever aching
9 illness	5 being unable to see
11 an injury to a joint in your body, especially your wrist or ankle, caused by suddenly twisting it	6 a type of inflammatory bowel disease that may affect any part of the gastrointestinal tract
13 a spectrum of conditions caused by infection with the human immunodeficiency virus	8 a medical condition defined by the inflammation of the liver and characterized by the presence of inflammatory cells in the tissue of the organ
15 an illness, injury, or condition that makes it difficult for someone to do the things that other people do	10 an injury or mark where the skin has not been broken but is darker in colour, often as a result of being hit by something
17 a partial or total inability to hear	12 a medical condition that makes breathing difficult by causing the air passages to become narrow or blocked
18 the act of expelling air from the lungs with a sudden sharp sound	14 an illness in which faeces are discharged from the bowels frequently and in a liquid form
19 a progressive, neurodegenerative disease characterized by loss of function and death of nerve cells in several areas of the brain leading to loss of cognitive function	15 excessive loss of body water, with an accompanying disruption of metabolic processes
20 a break or crack in something hard, especially a bone	16 a lot of small red spots on the skin that are usually itchy
21 a form of joint disorder that involves inflammation of one or more joints	17 a temporary feeling that your sense of balance is not good and that you may fall down
22 a group of metabolic diseases in which there are high blood sugar levels over a prolonged period	24 a medical condition in which excess body fat has accumulated to the extent that it may have a negative effect on health, leading to reduced life expectancy and/or increased health problems
23 a common viral infection which causes mucus to run from the nose, gives a sore throat and often includes sneezing	25 a serious disease caused by an
26 the measured amount of heat in the	

- body
- 27 an inflammatory condition of the lung affecting primarily the microscopic air sacs known as alveoli
- 29 when the skin becomes red with inflammation as a result of overexposure to the ultraviolet rays
- 30 a condition of pain in the throat, typically caused by inflammation of it
- 33 a mark left on part of the body after an injury, such as a cut
- 34 damaged, no longer able to work

- uncontrolled division of abnormal cells that kill normal body cells in a part of the body
- 28 an infectious viral disease causing fever and a red rash on the skin. It typically occurs in childhood
- 31 a condition of discharge of mucus from the nose, often a symptom of the common cold.
- 32 a condition that makes a person become sick or develop skin or breathing problems because they have eaten certain foods or been near certain substances



2. Translate the following article from Ukrainian into English.

Інновації, які можуть змінити медицину

Наука завжди вражає своїми відкриттями, особливо медицина, яка розвивається з такою швидкістю, що деякі з тих речей, які ми звикли бачити у фантастичних фільмах, скоро знайдуть свій шлях до системи охорони здоров'я. Давайте розглянемо найцікавіші медичні інновації.

– Бездротовий моніторинг здоров'я

Про користь розумних годинників вже відомо всім. Але в 2013 році команда швейцарських біологів почала розробку девайса, який буде вживатися в організм людини та може стежити за речовинами в крові, а потім надсилати ці дані на телефон.

– Регенерація зубів

Група японських вчених з Університету Токіо продемонструвала регенерацію зуба миші за 36 днів. Вони вважають, що технологія у найближчому майбутньому стане доступною для людей.

– Ліки від діабету, що зменшують розвиток хвороби серця

Десятиліттями діабет був найважливішою проблемою. Люди з діабетом в два рази частіше мають хвороби серця або страждають від інсульту. Однак, випробування двох нових препаратів показало значне зменшення ускладнень, а також зменшення смертності.

– Рідка біопсія

Зазвичай, для того щоб виявити ракові клітини в тілі, використовується технологія, яка включає збір великої кількості тканини органу пацієнта. На щастя, вже готова менш болюча біопсія – тест крові, який покаже ознаки ракової ДНК.

– 3D принтери в хірургії

Медики Бостонської дитячої лікарні, використовуючи комп'ютерні знімки, навчилися створювати 3D-моделі пошкоджених частин тіла, детальне вивчення яких дозволяє уникнути помилок в ході хірургічної процедури.

Китайські лікарі зважилися на більш складну операцію. У медичний заклад надійшов пацієнт із серйозними травмами черепа. Хірурги звернулися в американську компанію, яка практикує друкування металом, і виготовили модель, яку приєднали до черепа пацієнта.

– Вакцина від ВІЛ

Вакцина відома як SAV001 почала фазу тестування в Канаді. Вакцина вводилася жінкам і чоловікам у віці від 18 до 50. Пацієнти не зазнали жодних побічних ефектів і навіть продемонстрували зміцнення імунітету.

Технології в галузі медицини постійно розвиваються, даруючи людству надію на більш тривале життя, в якому будуть відсутні страшні хвороби.

FINAL MODULE TEST

Vocabulary

1. Choose the correct answer.

1. It was a minor illness and he soon got it.
a. around b. on with c. over d. up to
2. The doctor examined him carefully and influenza.
a. concluded b. decided c. diagnosed d. realized
3. My grandmother is very old and is not very good health.
a. from b. in c. on d. with
4. The is the main air passage of the body.
a. intestine b. ear c. windpipe d. kidney
5. The doctor took his temperature and felt his
a. blood b. muscle c. pulse d. vein

	5
--	---

2. Describe the symptoms of the following diseases in English.

- a. bronchitis
-
- b. appendicitis
-
- c. chicken pox
-
- d. allergy
-

	4
--	---

3. Match the following symptoms of disease with their definitions.

- | | |
|-----------------|---------------------------------------------------------|
| 1. dizziness __ | a. weariness from bodily or mental exertion; |
| 2. heartburn__ | b. inability to sleep; |
| 3. hiccups__ | c. a burning sensation in the stomach from indigestion; |
| 4. neuralgia __ | d. feeling as if everything were turning round; |

- | | |
|------------------|---------------------------------------------------------|
| 5. fatigue__ | e. feeling of sickness as caused by bad food; |
| 6. indigestion__ | f. difficulty in digesting food; |
| 7. insomnia__ | g. patch of tiny red spots on the skin; |
| 8. itch__ | h. a spasm of the respiratory muscles; |
| 9. nausea__ | i. a sensation in the skin causing a desire to scratch; |
| 10. rash__ | j. pain in a nerve. |

	5
--	---

4. Explain the idioms in English and use them in sentences of your own.

1. To scratch someone's back
.....
.....
2. The royal crown cures not the headache.
.....
.....

	4
--	---

5. Your friend has a few marks on his body. Match the name of the mark with explanation of its origin.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. This BITE on my leg; 2. These BLISTERS on my feet; 3. This BRUISE on my eyelid; 4. This CUT on my thumb; 5. This SCAR on my belly; 6. This SCRATCH on my arm; 7. These SPOTS on my cheeks; 8. This STING on my chin. | <ol style="list-style-type: none"> a. I got when I was operated on for appendicitis b. I got when I went on walking tour in too tight shoes c. I got when I was hit by my friend during our quarrel d. I got when I suffered from measles e. I got when I was cutting onions with a sharp knife f. I got when I was attacked by a fierce dog g. I got when I was playing with my cat |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

h. I got when I went to take some honey from the beehive

	4
--	---

6. The following are terms referring to some types of illnesses. Match the types with their definitions.

- | | |
|------------------|------------------------------------------------------------------------------------------|
| 1. acute | a. caused by mental stress |
| 2. allergic | b. lasting for a long time |
| 3. chronic | c. spread by bacteria or viruses |
| 4. contagious | d. coming sharply to a crisis |
| 5. infectious | e. indicating hypersensitivity to particular foods, kinds of pollen, insect stings, etc. |
| 6. psychosomatic | f. spreading by physical contact |

	3
--	---

7. Fill in the blanks.

1. He often _ _ _ _ r _ from bronchitis.
2. I am allergic to this kind of pollen. I start _ _ _ e _ _ _ _ any time it gets into my nose.
3. I have a sore _ _ _ o _ _ ; perhaps, I smoked too many cigarettes yesterday.
4. He is a very talented _ _ _ g _ _ _ . All the patients on whom he has operated are in good health now.
5. You can't buy this medicine without a _ _ _ _ _ r _ _ _ _ _ from a doctor.

	5
--	---

8. The following problems and pieces of advice have got all mixed up.

Can you match them correctly?

- | | |
|-----------------------------------------------|--------------------------------------------------------|
| 1. I keep getting headaches. | a. Good, you needn't come back for a month. |
| 2. I can't get into my clothes. | b. You really must stop smoking. |
| 3. I can't sleep at night. | c. Perhaps, you should take a painkiller. |
| 4. My eyes are often sore and I sneeze a lot. | d. You ought to do more exercise – it's very relaxing. |

- 5. I'm going to Nepal on business.
- 6. I've got a bad stomach.
- 7. I feel much better now, doctor.
- 8. I've got a terrible cough.

- e. You'll have to have a few injections.
- f. You shouldn't eat so much fried food.
- g. You really must lose some weight.
- h. You should have some allergy tests.

	4
--	---

9. Translate the sentences into English.

1. В нашій лікарні є відділення реанімації, травматології, ортопедії, хірургії та геріатрії.

.....

2. Дільничний лікар виписав мені мікстуру від кашлю, таблетки від головного болю, знеболююче та мазі.

.....

3. Сімейний лікар оглянув хворого, поміряв пульс, кров'яний тиск, температуру та назначив зробити рентген легенів і кардіограму.

.....

	6
--	---

Reading

10. Read the text.

White hair may be a thing of the past

Worried about getting old? Don't want to get wrinkles? Wondering how to stop going grey, or white, or silver? Well help may be at hand with the last one of these fears. Scientists have discovered the drug the body uses to give our hair its natural colour. They hope they can recreate this drug and use it to prevent people's hair from turning white. The goal is to make a shampoo that contains the drug so that our hair will stay its natural colour throughout our life. This would save us a fortune in hair dyes and treatments, and keep us all looking ten years younger. Unfortunately, the

drug only seems to be for hair colour loss and not hair loss. People going bald will have to wait a little longer for the drug that stops their hair falling out.

The researchers are from the University of Lubeck, Germany, and the University of Manchester, England. The team were researching the causes of hair turning white because of illness or stress. They recreated a molecule that occurs naturally in the body that provides colour to our hair. The scientists conducted tests on the hair of six women aged between 46 and 65. They were able to reverse the process that caused the hair to lose its colour. Lead researcher Dr Ralf Paus said the technique he used could be used as an “anti-greying agent” in the future. However, he warned it was still too early in the testing process to give more details. He was not able to say whether he thought his discovery would make white hair a thing of the past.

11. State whether these sentences are true or false.

- 1. The scientists created some special drugs to prevent people’s hair from turning white. T/F
- 2. The drug can help people not to lose their hair. T/F
- 3. The experiments of the tests held on some women gave positive results.. T/F
- 4. The drug can dye our hair into almost any colour..... T/F
- 5. The invention has been already approved by a lot of scientists and is manufacturing in different countries at the moment. T/F
- 6. The “anti-greying medicine” is produced by our bodies..... T/F
- 7. Scientists were looking at how stress changed the colour of our hair... T/F
- 8. The scientist guaranteed that white hair would not exist in the future... T/F
- 9. Scientists want to make shampoo that stops our hair changing colour..... T/F
- 10. Scientists have discovered white hair from 20 million years ago..... T/F

	10
--	----

Listening

12. You are going to listen about burnout or mental exhaustion. Listen carefully and choose the correct answer.

1) For how long have workers experienced burnout?

- a) more than 20 years
- b) 10 years
- c) centuries
- d) about 20-30 minutes

2) What did the WHO say people have problems finishing with burnout?

- a) tasks in their job
- b) their housework
- c) making a career
- d) earning a lot of money

3) The consequence of burnout may be:

- a) sleeping disorders;
- b) low blood pressure;
- c) heart attacks;
- d) first type of diabetes

4) What did a clinic suggest talking to bosses about?

- a) amount of work
- b) resigning
- c) working overtime
- d) longer lunch breaks

5) Where did a clinic suggest going for a walk?

- a) along a beach
- b) in the garden
- c) somewhere outside town
- d) in some country

Writing

13. You are going to write a letter (up to 100 words) to your groupmate who has been ill for a week. He's got flu and can't attend university lessons. Include the following points:

- **express the sympathy to your friend;**
- **give some recommendations what he should do;**
- **say what you usually do in such situations;**
- **give the latest university news.**

	10
--	----

Total:

	70
--	----

KEYS TO THE FINAL MODULE TEST

Vocabulary

1. 1 c 2 c 3 b 4 c 5 c

2. *Possible answers:* a. cough, running temperature, headache, sore throat;

b acute pain in the abdomen, fever, nausea, vomiting, dizziness

c rash, fever, itch;

c rash, itch, runny or clogged nose, watery eyes, headache

3. 1 d 2 b 3 h 4 j 5 a 6 f 7 b 8 i 9 e 10 g

4. Students' answers

5. 1 f 2 b 3 c 4 e 5 a 6 g 7 d 8 h

6. 1 d 2 e 3 b 4 c 5 f 6 a

7. 1 suffers 2 sneezing 3 throat 4 surgeon 5 prescription

8. 1 d 2 g 3 c 4 h 5 e 6 f 7 a 8 b

9. 1. There are Accidents and Emergency unit, casualty unit, orthopedic ward, surgery ward and geriatric ward in our hospital.

2. The general practitioner prescribed me a cough mixture, pills for headaches, a painkiller and some ointments.

3. The family doctor examined the patient, measured his pulse, took his blood pressure and temperature and arranged for having his lungs X-rayed and his heart checked.

Reading

11 1 T 2 F 3 T 4 F 5 F 6 F 7 T 8 F 9 T 10 F

Listening

12 1 a 2 a 3 a 4 a 5

Writing

Students' answers

SUPPLEMENTARY READING

I.

A VICTIM TO ONE HUNDRED AND SEVEN FATAL MALADIES

by Jerome K. Jerome

THERE were four of us – George, and William Samuel Harris, and myself, and Montmorency. We were sitting in my room, smoking, and talking about how bad we were – bad from a medical point of view I mean, of course.

We were all feeling seedy, and we were getting quite nervous about it. Harris said he felt such extraordinary fits of giddiness come over him at times, that he hardly knew what he was doing; and then George said that HE had fits of giddiness too, and hardly knew what HE was doing. With me, it was my liver that was out of order. I knew it was my liver that was out of order, because I had just been reading a patent liver-pill circular, in which were detailed the various symptoms by which a man could tell when his liver was out of order. I had them all.

It is a most extraordinary thing, but I never read a patent medicine advertisement without being impelled to the conclusion that I am suffering from the particular disease therein dealt with in its most virulent form. The diagnosis seems in every case to correspond exactly with all the sensations that I have ever felt.

I remember going to the British Museum one day to read up the treatment for some slight ailment of which I had a touch – hay fever, I fancy it was. I got down the book, and read all I came to read; and then, in an unthinking moment, I idly turned the leaves, and began to indolently study diseases, generally. I forget which was the first distemper I plunged into – some fearful, devastating scourge, I know – and, before I had glanced half down the list of “premonitory symptoms,” it was borne in upon me that I had fairly got it.

I sat for a while, frozen with horror; and then, in the listlessness of despair, I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever, must have had it for months without knowing it – wondered what else I had got; turned up St. Vitus’s Dance – found, as I expected, that

I had that too, – began to get interested in my case, and determined to sift it to the bottom, and so started alphabetically – read up ague, and learnt that I was sickening for it, and that the acute stage would commence in about another fortnight. Bright's disease, I was relieved to find, I had only in a modified form, and, so far as that was concerned, I might live for years. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I plodded conscientiously through the twenty-six letters, and the only malady I could conclude I had not got was housemaid's knee.

I felt rather hurt about this at first; it seemed somehow to be a sort of slight. Why hadn't I got housemaid's knee? Why this invidious reservation? After a while, however, less grasping feelings prevailed. I reflected that I had every other known malady in the pharmacology, and I grew less selfish, and determined to do without housemaid's knee. Gout, in its most malignant stage, it would appear, had seized me without my being aware of it; and zymosis I had evidently been suffering with from boyhood. There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.

I sat and pondered. I thought what an interesting case I must be from a medical point of view, what an acquisition I should be to a class! Students would have no need to "walk the hospitals," if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I have since been induced to come to the opinion that it must have been there all the time, and must have been beating, but I cannot account for it. I patted myself all over my front, from what I call my waist up to my head, and I went a bit round each side, and a little way up the back. But I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye, and tried to

examine it with the other. I could only see the tip, and the only thing that I could gain from that was to feel more certain than before that I had scarlet fever.

I had walked into that reading-room a happy, healthy man. I crawled out a decrepit wreck.

I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy I'm ill; so I thought I would do him a good turn by going to him now. "What a doctor wants," I said, "is practice. He shall have me. He will get more practice out of me than out of seventeen hundred of your ordinary, commonplace patients, with only one or two diseases each." So I went straight up and saw him, and he said:

"Well, what's the matter with you?"

I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is brief, and you might pass away before I had finished. But I will tell you what is NOT the matter with me. I have not got housemaid's knee. Why I have not got housemaid's knee, I cannot tell you; but the fact remains that I have not got it. Everything else, however, I HAVE got."

And I told him how I came to discover it all.

Then he opened me and looked down me, and clutched hold of my wrist, and then he hit me over the chest when I wasn't expecting it – a cowardly thing to do, I call it – and immediately afterwards butted me with the side of his head. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out.

I did not open it. I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back.

He said he didn't keep it.

I said:

"You are a chemist?"

He said:

“I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you. Being only a chemist hampers me.”

I read the prescription. It ran:

“1 lb. beefsteak, with

1 pt. bitter beer

every 6 hours.

1 ten-mile walk every morning.

1 bed at 11 sharp every night.

And don't stuff up your head with things you don't understand.”

I followed the directions, with the happy result – speaking for myself – that my life was preserved, and is still going on.

In the present instance, going back to the liver-pill circular, I had the symptoms, beyond all mistake, the chief among them being “a general disinclination to work of any kind.”

What I suffer in that way no tongue can tell. From my earliest infancy I have been a martyr to it. As a boy, the disease hardly ever left me for a day. They did not know, then, that it was my liver. Medical science was in a far less advanced state than now, and they used to put it down to laziness.

“Why, you skulking little devil, you,” they would say, “get up and do something for your living, can't you?” – not knowing, of course, that I was ill.

And they didn't give me pills; they gave me clumps on the side of the head. And, strange as it may appear, those clumps on the head often cured me – for the time being. I have known one clump on the head have more effect upon my liver, and make me feel more anxious to go straight away then and there, and do what was wanted to be done, without further loss of time, than a whole box of pills does now.

You know, it often is so – those simple, old-fashioned remedies are sometimes more efficacious than all the dispensary stuff.

1. State whether the following sentences are True (T) or False (F).

1. Every time when the main character read a book about diseases he thought he had exactly the same symptoms. T / F
2. When the main character read just half of the book about hay fever he realized he had it. T / F
3. The protagonist discovered he had an inborn cholera. T / F
4. The doctor immediately wrote out a prescription to the main character T / F
5. Some hit on the protagonist’s head would cure him of his liver “disease” T / F

2. List out all the names of diseases mentioned in the text and translate the unknown ones into Ukrainian.

3. Explain the meaning of the words and phrases from the text listed below.

In an unthinking moment, idly turn the leaves, a fatal malady, premonitory symptoms, complication, to walk the hospitals, to time the pulse, all for nothing, the prescription ran, a family hotel, to follow the directions, his life was preserved.

4. Find in the text synonyms of the following words and phrases and explain how they differ:

illness (4 words), friend, doctor, look quickly, imagine, do a favour to smb., die.

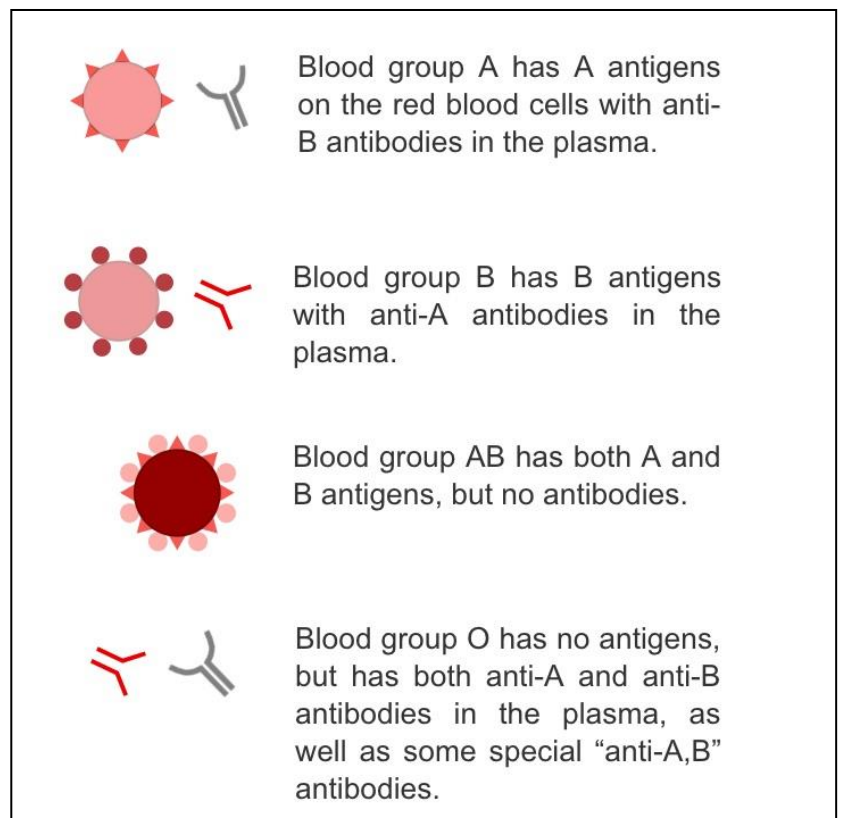
1. ...

If you've ever needed a blood transfusion, or donated blood, you probably would have been asked your blood type. While it was once thought all blood was the same, we now know there are different types of blood, called blood groups. Transfusions between blood groups can be catastrophic, even deadly, so knowing the blood type of donors and recipients is of the utmost importance.

Our bodies contain trillions of red blood cells. Each is covered in an array of proteins and sugars, inherited from our parents, which determine our blood group.

We can all be classified into group A, B, AB or O, based on which sugars coat our red blood cells.

We're also classified as positive or negative, based on whether our blood cells carry a protein called the Rhesus D (RhD) antigen. These two blood group systems (ABO and Rh) give us the eight main blood types: O-, O+, B-, B+, A-, A+, AB-, AB+.



But there are also more than 300 different antigens – proteins and sugars that activate the immune system – expressed on red cells and 36 recognized blood group systems. And they're just the ones we know about.

While most people know they are, for example, A+ or O-, few people will know (and never need to know) what their expression of other red cell antigens are.

2. ...

Transfusion has been practiced intermittently since the 1660s. But blood groups weren't discovered until 1900, before which it was assumed that all blood was of the same type.

This led to some catastrophic transfusions of animal blood into humans in attempts to transfer certain qualities (for example, so the recipient would become meek like a lamb). There were also some fatal transfusions between humans.

For this reason, the practice was banned in the U.K. and France for more than 100 years.

In 1900, physician Karl Landsteiner’s experiments showed that some people’s red cells “reacted” with plasma samples from other people, while others did not. This led to him describing the ABO system, the most important blood group system and the basis of safe modern transfusion.

After receiving the 1930 Nobel Prize for Medicine for this work, Landsteiner was experimenting with the blood of Rhesus monkeys when he discovered what is now known as the RhD antigen.

3. ...

If we need to transfuse blood from one person to another, we want to give donor blood that is compatible with the recipient’s blood to minimize the chance of a transfusion reaction.

Image from “The Conversation”.

So if a person is group A, this means she can receive a red cell transfusion from either a

		Donors							
Type		0-	0+	B-	B+	A-	A+	AB-	AB+
Recipients	AB+	🩸	🩸	🩸	🩸	🩸	🩸	🩸	🩸
	AB-	🩸		🩸		🩸		🩸	
	A+	🩸	🩸			🩸	🩸		
	A-	🩸				🩸			
	B+	🩸	🩸	🩸	🩸				
	B-	🩸		🩸					
	O+	🩸	🩸						
	O-	🩸							

group A or a group O donor. She should not receive group B or AB red cells, as she has naturally occurring antibodies (proteins formed as part of the immune response) that will likely cause a transfusion reaction, which may be serious – even fatal.

Around 31 percent of Australians are A+. It’s the second most common blood group after O+, which make up 40 percent of the Australian population.

Group O negative people are called “universal donors.” Their red cells express neither group A nor B sugars, nor the RhD antigen, and so are unlikely to cause a reaction in recipients.

Emergency departments and some ambulances carry a stock of O negative blood, because in an emergency this is the safest blood to give a critically ill, bleeding patient of unknown blood type. Only 9 percent of the Australian population are O negative.

The Australian Red Cross Blood Service needs a diverse group of blood donors to meet the needs of our increasingly diverse patient population.

4. ...

It is likely all of the molecules that cover the surface of cells serve some purpose – often completely unrelated to transfusion.

One of the 36 blood group systems mentioned above is the Colton blood group. This is interesting because the molecules recognized by the immune system as Colton blood group antigens are actually located on an aquaporin (AQP1) molecule — one of a family of molecules responsible for water passage into and out of cells, and abundant in the red cell membrane. Professor Peter Agre and colleagues described this in 1992 and he received a Nobel Prize for this work.

Another interesting example is the Duffy protein, named after a hemophiliac patient Mr. Duffy. In 1950, he developed an antibody to what we know today as the Duffy “a” antigen, to which he had been exposed by receiving a blood transfusion.

One of the known functions of the Duffy antigens is binding one type of malaria parasite, *Plasmodium vivax*, which grants it entry into the red cell, where it can multiply and then cause the cell to burst.

The red cells of people who lack Duffy antigens are more resistant to infection by this parasite. More than two-thirds of people of African origin lack the Duffy antigens, whereas it is rare for people originating from Europe or Asia to do so.

Many thousands of years ago, in Africa where the *Plasmodium vivax*-bearing mosquitoes flourished, people who lacked Duffy antigens were resistant to this

potentially fatal form of malaria and survived to parent future generations, passing on this particular resilience to their offspring.

Fascinatingly, the normal function of ABO and Rh, the two most important blood group systems, is still essentially unknown. The frequency of ABO antigens varies greatly between different populations, and so it is thought that perhaps particular ABO blood types confers survival advantage in different settings.

Different ABO blood types occur more frequently in some medical conditions. Stomach ulcers, for example, are more common in those with group O blood but stomach cancer is more common in those with group A blood. We don't really know exactly why this occurs, or its consequences.

1. Choose the best name (A-F) to the text parts (1-4)

- A) What is a criteria for blood donation?
- B) Compatibility
- C) What are the conditions for blood storage?
- D) How were blood groups discovered?
- E) Blood transfusion procedure
- F) What are blood groups for?

2. State whether the following sentences are True (T) or False (F).

- 1. Transfusion has been practiced from time to time since the late 18th century. T / F
- 2. Karl Landsteiner conducted experiments which led him to describe the ABO blood system..... T / F
- 3. Group B positive people are called “universal donors”..... T / F
- 4. ABO system knowledge gives opportunity for doctors to predict medical conditions occur more frequently for people of certain blood type..... T / F
- 5. Because transfusions were seen extremely dangerous, they were banned

in the U. K. and France for more than 300 years. T / F

3. Explain the meaning of the words and phrases from the text listed below.

Blood transfusion, catastrophic, donors and recipients, RhD, immune system, plasma, antibodies, universal donors, bleeding patient, proteins and sugars, inherited, fatal transfusions, carry a stock, a critically ill patient, diverse patient population.

3

***THE MEDICAL PRACTITIONER WHO PAVED THE WAY FOR
WOMEN DOCTORS IN AMERICA***

By Jackie Mansky, Smithsonian.com

When Sarah Hunt fell ill in 1830, she was treated with the poisonous “remedies” of her era. Male physicians gave the 20-something Bostonian medical blistering (a concoction of ingredients, usually cantharides, spread onto the skin to produce skin abrasions) and ointments containing mercury (likely rubbed on her uterus, the place most women’s problems were still thought to have stemmed). When these treatments showed no results, the family doctor moved on to leeches. Unsurprisingly, even after months and a revolving door of doctors, Sarah’s condition kept getting worse.

Her older sister, Harriot, was beside herself. “I marveled — all this agony — all these remedies — and no benefit,” she would write in her 1856 autobiography, “Glances and Glimpses: Or Fifty Years Social, Including Twenty Years Professional Life.” In desperation, the sisters decided to do something highly unusual for the time: They began searching through medical texts themselves in hopes of finding a cure.

Unbeknownst to Harriot at the time, she was taking her first step to becoming what cultural historian Ruth J. Abram would call “the mother of the American woman physician.” While Harriot Hunt's name might not be widely known today, throughout her long career in medicine, she used her skills in medicine and politics to

blaze a trail for the inclusion of women in the ranks of professional physicians in the United States.

From the ancient Greek physician Metrodora (the author of the oldest medical text) to Dorothea Bucca (the late 14th-century physician who held a chair of medicine and philosophy at the University of Bologna), there is a well-documented account of women practicing medicine across human history. But by the 17th century, women were increasingly becoming excised from the study of Western medicine.

Though female healers continued to practice home remedies and treatments, men who were allowed into the university system had taken over as authorities in the field. Even midwifery, long considered a women's space, was slowly becoming more male as degree-yielding "man-midwives" entered into the picture in the 1700s.

At the time Sarah fell ill, no American women had access to formal medical training. On a local level, a Boston directory at the time indicated that about 18 percent of white employed women were practicing nurses — alongside occupations that included widow, teacher, librarian and ladies' hairdresser — but doctor was not listed as an option. The few women who did advertise themselves as physicians were largely self-taught.

But the Hunt siblings were uniquely positioned. Their liberal religious parents, Joab and Kezia Wentworth Hunt, strove to give their children a progressive education. Before Sarah had fallen sick, the sisters opened a private school of their own for girls which, as Harriot later explained in "Glances", they modeled off of their own upbringing: offering an education that trained pupils for more than just a good marriage.

"I see no possible reason why young women, unless they are absolutely needed in the domestic circle — even then, self-reliance should be taught them — should not be trained to some healthful remunerative employment," Harriot opined.

That kind of free-thinking sensibility may have been what let Harriot to eventually seek the care of an English naturalist by the name of Elizabeth Mott. To the rest of Boston society, Mott was considered a quack. And it was true that Elizabeth and her husband, Richard Dixon Mott, were unconventional for their time.

The couple were homeopathic practitioners of “botanic medicine”, a movement that revolved around the beneficial properties of herbs, grasses, fungi, shrubs and trees made famous by the 18th-century self-trained herbalist Samuel Thomson.

The Dixons’ splashy newspaper advertisements may have raised eyebrows, but Sarah had been treated with everything conventional medicine had to offer. As Harriot wrote about the Motts’ practice: “Behind all of this, was something new, which offered at least a change of treatment, if not a chance of a cure.”

When Elizabeth entered the Hunt’s Fleet Street residence for the first time, Harriot got her first look at female medical practitioner. She was instantly struck by her sympathetic bedside manner and air of authority. Slowly, under the care of Elizabeth, Sarah’s health began to improve (though the more likely reason was that her body was finally allowed to recover from all the “treatments” she’d been previously subject to).

The sisters were spellbound by Elizabeth’s skills and bedside manner. When Sarah recovered, the siblings decided to give up teaching in exchange for an apprenticeship with her. For the next two years, they would learn anatomy and physiology under Elizabeth’s counsel. In 1835, when Elizabeth left for Europe, Sarah and Harriot took over her Boston practice.

It’s true that, at least by today’s standards, the sisters’ work might not be considered medical. Their treatments, as *American Magazine* noted somewhat snottily in an article published in 1910, “seemed to have been largely the application of sympathy, cheerfulness, common sense and water”.

Yet, at the time, even licensed physicians did not have what we would consider a thorough training (remember the leeches). One didn’t need to go to university to be considered a physician. Formal medical-school training was still in its infancy, and unlike the years that medical students of today must devote to formal study, just two years of schooling was required by the University of Pennsylvania’s Medical School when it opened its doors in 1765.

Moreover, there was more to what the sisters were doing than just providing basic comfort. The two adopted Elizabeth’s practice of looking for insight in their

patients' history, which remains a mainstay of Western medicine today. As "Women and Work: The Labors of Self-Fashioning" points out, the sisters valued "the continuity between past and present, between what is suffered and what is done." As Harriot observed: "The physician must not only be the healer, but often the consoler."

In 1840, Sarah married and left the practice. Harriot continued on alone, practicing in the house that she and her sister had paid for thanks to their medical practice. She felt driven by a mission to offer something that the many physicians who treated Sarah neglected: compassion.

"Medical science, full of unnecessary details, lacked, to my mind, a soul," she wrote. "It was a huge, unwieldy body — distorted, deformed, inconsistent and complicated. Pathology, so seldom taking into consideration idiosyncrasies, temperamental conditions, age or the state of the spiritual body, would have disheartened me, had I not early perceived that the judgement — the genius — of each physician must decide his diagnosis."

Harriot's conviction led her to the activities that would ultimately have more of an influence on the history of medicine than her own practice did. In 1843, she formed a group called the Ladies' Physiological Society. "The formation of this society was one of the events in my life; and gave me the first hint to the possibility of lecturing to my own sex on physical laws," Harriot wrote. The society ultimately evolved into the Ladies' Physiological Institute, which attracted 454 members its first year "in spite of the prevailing view that it was immodest and disgraceful for women to talk about the human body," according to Harvard University's Radcliffe Institute for Advanced Study.

In Maratha Verbrugge's compelling study of 19th-century women and health reform, she sees the Ladies' Physiological Institute as presenting an opportunity for middle-class women to gather and popularize the idea of women in medicine, something the society spells out in the first article of its constitution: "...to promote among Women a knowledge of the HUMAN SYSTEM, the LAWS OF LIFE AND HEALTH, and the means of relieving sickness and suffering."

In 1847, Harriot learned that Elizabeth Mott had returned to the States, and was very ill. She and Sarah had not seen Elizabeth for years, and they went to her bedside. “I found her sick unto death,” Harriot writes. The sisters, unable to do anything, stayed by her side. Elizabeth died shortly after. It was around this time that Harriot decided to apply to Harvard Medical School.

It was a question that many of her patients had been asking her. “These and many similar interrogatories strengthened my purpose,” Harriot wrote, in the aftermath of Elizabeth’s death.

But she felt less confident about her prospects. On one hand, it felt almost laughable that a woman, who had been practicing medicine for years, with a mind “thirsting for knowledge, lavishly bestowed on all sensible and insensible male applicants, might be allowed to share the privilege of drinking at the fountains of science.” On the other hand, no woman had attended Harvard College’s medical school before, and she knew how conservative the board was.

Her initial application was turned down. At a meeting of the president and fellows of Harvard College, they voted it was “inexpedient” to accept her to attend medical lectures. But after learning that another woman had been accepted to practice medicine in Geneva Medical College in New York that same year, Harriot decided to campaign the dean, Oliver Wendell Holmes, to be reconsidered.

In her 1850 letter to the “Gentlemen of the Medical Faculty of Harvard College,” Harriot concluded her application pointedly:

“Shall woman be permitted all the Medical advantages she desires? Shall mind, or sex, be recognized in admission to medical lectures?

An answer will be awaited with deep interest.”

This time, amid growing debate over the role of women in medicine, Harriot was accepted to attend medical lectures. So were three black students: Martin Delany, Daniel Laing and Isaac Snowden, who all planned to practice medicine in Africa. But when the male student body caught wind of what was happening, they were outraged at the prospect of having to study alongside both black men and a white woman.

They jumped into action to stop Harriot's campaign short with two petitions to the faculty:

Resolved, That no woman of true delicacy would be willing in the presence of men to listen to the discussions of the subjects that necessarily come under consideration of the student of medicine.

Resolved, That we object to having the company of any female forced upon us, who is disposed to unsex herself, and to sacrifice her modesty by appearing with men in the lecture room.

In face of the protests, the school's faculty met privately with Harriot to convince her not to attend the lectures. She eventually acquiesced. "The class at Harvard in 1851, have purchased for themselves a notoriety they will not covet in years to come," Harriot later reflected. The event created so much backlash that the Harvard Medical School later created a formal policy against women attending lectures; the school wouldn't open its doors to women until 1945.

Though Harriot never received the formal training she so wanted, in 1853, she was delighted when the Female Medical College of Pennsylvania honored her with an honorary degree. "Courtesy and respect had led many of my patients for many years to address me as Dr., but the recognition of that College was very pleasant after 18 years practice," she wrote of the occasion. Moreover, her ousting from Harvard would prove significant in the longer arc of women's history — it pushed her to see the field of medicine through a political lens.

In 1850, Harriot attended the first National Woman's Rights Convention alongside luminaries like Lucretia Mott, Lucy Stone and Antoinette Brown-Blackwell, to make the case that women should receive a medical education. She soon became a leading voice in the women's movement in her own right.

In the next few years, Harriot began to gain national notoriety for refusing to pay her federal taxes. In an 1853 address to the "Authorities of the City of Boston, and the citizens generally" she announced that she would no longer pay into a system that refused to count her vote. "Taxation without representation is tyranny," she said, echoing the words once aimed at the British crown by Boston politician James Otis.

Linking other women’s reforms to the right of women to the earn an income, Harriot began lecturing widely on the importance of women physicians, and continued to practice herself.

In 1856, she published “Glances and Glimpses,” a documentation of her career, struggles and hard-won successes. But she wasn’t done making a splash. Five years later, to mark a quarter century of practice, Harriot decided to throw herself a “silver wedding”. The Boston abolitionist weekly, the Liberator, reported gleefully on the union of “Miss Harriot K. Hunt and Harriot K. Hunt, M.D.,” in which Harriot gave herself a golden ring — a tongue-in-cheek symbol of her marriage to her profession. According to one account, over 1,500 guests attended the party, including three generations of her patients. Harriot continued to see patients until her death, in 1875.

The history of American women in medicine is not linear. As Hunt’s story shows, it progressed in fits and starts, with disheartening regressions and hard-won triumphs, a pattern that continued long after her death and bleeds into today.

Had Harriot lived just five more years, she would have seen, according to estimates by historian Regina Markell Morantz-Sanchez, some 2,000 women practicing medicine. In 1893, Johns Hopkins Medical School would open its doors to women. And by 1900, according to Marjorie A. Bowman in *Women in Medicine*, somewhere around 6 percent of all physicians would be women. Today, according to data from the Kaiser Foundation, an estimated 34 percent of the nation's physicians are female.

Harriot’s tireless devotion her craft helped paved the way forward. Today, although she was denied a spot in Harvard during her lifetime, her autobiography holds a place of prominence in Schlesinger Library at Harvard University Medical College.

1. State whether the following sentences are True (T) or False (F).

1. The Hunt sisters began searching through medical texts themselves in hopes of finding a cure for their sister Sarah. T / F

2. By the 17th century, women were increasingly accepted for medicine practice in the U.S..... T / F
3. Botanic medicine was a medical movement that revolved around the benefits of herbs, grasses, fungi, shrubs and trees..... T / F
4. Hunt was instantly struck by her sympathetic bedside manner and air of authority..... T / F
5. When Hunt’s sister recovered, the siblings decided to give up learning anatomy and physiology under Mott. T / F
6. In 1843 Hunt formed a group called the Harvard Medical School. T / F
7. Hunt’s initial application for Medical Institution was successfully accepted. T / F
8. In 1853 the Female Medical College of Pennsylvania honored Hunt with an honorary degree. T / F
9. The same year, Hunt announced that she would no longer pay taxes to a system that refused to count her vote. T / F
10. Having attended the first National Woman’s Rights Convention, Hunt decided to become a politician and her sisters continued to practice medicine themselves. T / F

2. Find in the text synonyms of the following words and phrases.

Harmful treatments, swelling of the skin, herbal medicine, to keep trying, the first woman to obtain a medical degree, students found out what was happening, the school did not accept women’s applications, to have opportunity to learn medicine.

SUMMARIZING AN ARTICLE

When Should You Summarize an Article?

There are a few instances when you might want to summarize an article. These are:

- To show how an author's ideas support your argument
- To argue against the author's ideas
- To condense a lot of information into a small space
- To increase your understanding of an article

What Needs to Be Included in a Summary of an Article?

A great summary should include certain important elements that make the reading experience easier on the reader. A good summary will consist of the following elements.

- The main idea of the article is conveyed clearly and concisely
- The summary is written in the unique style of the writer
- The summary is much shorter than the original document
- The summary explains all of the important notions and arguments
- The summary condenses a lot of information into a small space

How Do You Summarize an Article?

Summarizing an article can be boiled down to three simple steps. By following these steps, you should have a thorough, clear, and concise summary in no time.

1. Identify the main idea or topic.
2. Identify the important arguments.
3. Write your summary.

1. Identify the Main Idea or Topic

The aim of an article is to convey a certain idea or topic through the use of exposition and logic.

In a summary, you want to identify the main idea of the article and put this information into your own words. To do this, you must be willing to read the article several times. On the first reading, try to gain a general notion of what the article is trying to say. Once you've done this write down your initial impression. This is most

likely the thesis, or main idea, of the article. Also, be sure to include the author's first and last name and the title of the article in your notation for later reference.

Example: In the article "Why Two Best Friends Doesn't Work," author Cassandra Grimes argues that most teenage girls can't get along in groups of more than two.

When trying to identify the central idea, you should ask yourself, "Why was this article written and published?"

How to Identify the Main Idea of an Article:

- Gather information from the title.
- Identify the place it was published, as this can help you determine the intended audience.
- Determine the date of publication.
- Determine the type of article. (Is it expository, argumentative, literary, scholarly?)
- Take note of the tone of the piece.
- Identify certain notions or arguments that seem to be repeated throughout.

2. Identify Important Arguments

At this point in the preparation process, you should read the article again. This time, read more carefully. Look specifically for the supporting arguments. Some tips on how to identify the important arguments of an article are listed below.

How to Identify Important Arguments in an Article

- Read on a paper copy or use a computer program that lets you make annotations.
- Underline the topic sentence of each paragraph. (If no one sentence tells the main concept, then write a summary of the main point in the margin.)
- Write that sentence in your own words on the side of the page or on another piece of paper.
- When you finish the article, read all the topic sentences you marked or wrote down.

- In your own words, rewrite those main ideas.
- Use complete sentences with good transition words.
- Be sure you don't use the same words, phrases, or sentence structure as the original.
- You may find you need to leave out some of the unimportant details.
- Your summary should be as short and concise as possible.

In short, you want to boil the article down to its main, supporting arguments. Let everything else fall away, and what you are left with is an argument or an opinion, and the arguments that support it.

3. Write Your Summary

Your summary should start with the author's name and the title of the work. Here are several ways to do this correctly:

Introduction Sentence Examples for an Article Summary

In "Cats Don't Dance," John Wood explains ...

According to John Wood in "Cats Don't Dance" ...

As John Wood vividly elucidates in his ironic story "Cats Don't Dance" ...

John Wood claims in his ironic story "Cats Don't Dance" that ...

Combine the thesis of the article with the title and author into your first sentence of the summary. Reference the following sentence as an example.

In "Cats Don't Dance," John Wood explains that in spite of the fact that cats are popular pets who seem to like us, felines are not really good at any activities that require cooperation with someone else, whether that is dancing or sharing.

If possible, your first sentence should summarize the article. The rest of your summary should cover some of the central concepts used to support the thesis. Be sure to restate these ideas in your own words, and to make your summary as short and concise as possible. Condense sentences and leave out unimportant details and examples. Stick to the important points.

How to Quote the Author of an Article

When you refer to the author for the first time, you always use their full name. When you refer to the author after that, you always use their last name. The following

examples show how to use the author's name in an article summary after you have already introduced them.

Johnson comments ...

According to Wood's perspective ...

As Jones implies in the story about ...

Toller criticizes...

In conclusion, Kessler elaborates about ...

You don't need to use an author's title (Dr., Professor, or Mr. and Mrs.), but it does help to add their credentials to show they are an authoritative source. The sentences below show ways to do this.

In "Global Warming isn't Real," Steven Collins, a professor at the University of Michigan, claims that ...

New York Times critic Johann Bachman argues in "Global Warming is the Next Best Thing for the Earth" that ...

If you are discussing the ideas of the author, you always need to make it clear that you are reciting their ideas, not your own.

How to Introduce the Ideas of the Author in an Article Summary:

- Use author tags
- Use mentions of "the article" or "the text"
- Add the page number that the information is found on in parenthesis at the end of the sentence

Using Author Tags

In writing your summary, you need to clearly state the name of the author and the name of the article, essay, book, or other source. The sentence below is a great example of how to do this.

According to Mary Johnson in her essay, "Cats Make Good Pets," the feline domestic companion is far superior to the canine one.

You also need to continue to make it clear to the reader when you are talking about the author's ideas. To do this, use "author tags," which are either the last name

of the author or a pronoun (he or she) to show you are still discussing that person's ideas.

Also, try to make use of different verbs and adverbs. Your choice of author tag verbs and adverbs can contribute to the way you analyze the article. Certain words will create a specific tone. See the tables for a selection of different word choices.

List of Author Tags

Says	Explains	Comments
Persuades	Suggests	Understands
Argues	Reminds	Helps us understand
Elucidates	Presents	Intimates
Concludes	Presents the idea	Creates the impression
Criticizes	Defines	Highlights
Concedes	Shows	States
Thinks	Admits	Lists
Notes	Analyzes	Disagrees
Observes	Points out	Emphasizes
Discusses	Identifies	Implies
Insists	Responds	Shows
Proves	Rejects	Suggests

Adverbs to Use With Author Tags

Conclusively	Expressively	Realistically
Tightly	Angrily	Radically

Conclusively	Expressively	Realistically
Clearly	Dutifully	Evenly
Occasionally	Quickly	Ironically
Honestly	Eagerly	Elegantly
Sharply	Rarely	Loosely
Exactly	Happily	Hastily
Perfectly	Sternly	Unexpectedly
Sometimes	Never	Justly
Devotedly	Finally	Warily
Wearily	Completely	Fully
Doggedly	Iconically	Sarcastically
Seriously	Carefully	Politely

How Long Is a Summary of an Article?

The length of an article summary will depend on the length of the article you are writing about.

If the article is long (say, 10-12 pages) then your summary should be about four pages. If the article is shorter, your summary should be about one to two pages. Sometimes, an article summary can be less than one page.

The length of a summary will also depend on the instructions you have been given. If you are writing a summary for yourself, it's up to you how long or short it will be (but remember, a summary is supposed to be a short regurgitation of the information outline in an article). If you are writing a summary for a class assignment, the length should be specified.

Write a summary of the following articles on health care issues.

1.

Processed foods lead to weight gain, but it's about more than calories

Medical News Today,

Published on 17 May, 2019

By Yella Hewings-Martin PhD



In the first study of its kind, scientists have shown that eating ultra-processed foods leads to weight gain in human volunteers in as little as 2 weeks.

Volunteers put on weight after 2 weeks on an ultra-processed food diet.

There are plenty of studies in mice linking processed foods to problems such as obesity and intestinal inflammation.

But mice are not people, as critics of such studies are quick to point out.

In humans, researchers have reported associations between processed foods and health outcomes, such as an increased risk of developing obesity, cancer, autoimmune conditions, and even death.

Yet, ultra-processed foods make up a staggering 57.9% of energy intake in the United States.

According to the NOVA food classification system, ultra-processed foods include soft drinks, packaged snacks, meat nuggets, frozen meals, and foods high in additives and low in unprocessed ingredients.

“Previous studies have found correlations between ultra-processed food consumption and obesity,” Kevin D. Hall, from the National Institute of Diabetes and Digestive and Kidney Diseases in Bethesda, MD, which is part of the National Institutes of Health (NIH), explained to *Medical News Today*.

Hall and his colleagues now present the results of a controlled clinical trial, comparing the effects of unprocessed versus ultra-processed foods on humans in the journal *Cell Metabolism*.

‘Surprised by the findings’

The research team recruited 10 male and 10 female volunteers who stayed at the NIH Clinical Center for 28 days.

Half of the participants ate ultra-processed food for the first 2 weeks while the others received unprocessed foods. After the 2-week period, the groups switched, allowing each participant to eat both the ultra-processed food and the unprocessed food for 2 weeks.

The volunteers ate three meals per day, and the researchers asked them to eat as much or as little as they wanted. They also had access to snacks and bottled water all day.

“We hypothesized that ultra-processed foods might lead to increased calorie intake because they are often high in sugar, fat, and salt while being low in fiber,” Hall told MNT. “Therefore, when we matched the ultra-processed and unprocessed diets for these nutrients, we expected the ultra-processed diet to result in similar calorie intake and little differences in body weight.”

When the volunteers were on the ultra-processed diet, however, they ate an average of 508 calories more each day than when they were on the unprocessed diet. As a result, they put on an average of 2 pounds (0.9 kilograms) during this time, mostly in the form of body fat.

“I was surprised by the findings from this study because I thought that if we matched the two diets for components like sugars, fat, carbohydrates, protein, and sodium, there wouldn’t be anything magical about the ultra-processed food that would cause people to eat more.” Kevin D. Hall

Participants in the unprocessed food group lost an average of 0.9 kg during the 2 week study period. This group also saw increases in the gut hormone peptide YY, which suppresses hunger, and decreases in the hunger hormone ghrelin.

Speed might be the problem

There are several reasons that Hall and his colleagues think may have led the volunteers in the ultra-processed study group to put on weight.

Although the study participants rated the pleasantness and familiarity of the diets as equal, they ate significantly faster in the ultra-processed group.

In fact, they consumed an extra 17 calories, or 7.4 grams of food per minute, than their counterparts in the unprocessed food group.

“There may be something about the textural or sensory properties of the food that made them eat more quickly,” Hall comments. *“If you’re eating very quickly, perhaps you’re not giving your gastrointestinal tract enough time to signal to your brain that you’re full. When this happens, you might easily overeat.”*

Despite a close match in the macronutrient composition of both diets, the unprocessed diet contained slightly more protein. *“It could be that people ate more because they were trying to reach certain protein targets,”* Hall comments.

Yet the team found that the ultra-processed food group actually consumed more carbohydrates and fat than the unprocessed food group, but not protein.

Finally, the meals in the ultra-processed group had a higher energy density than in the unprocessed group, which Hall proposes “likely contributed to the observed excess energy intake.”

Are ultra-processed foods a social problem?

The authors identify several limitations in their study, which include that “the inpatient environment of the metabolic ward makes it difficult to generalize our results to free-living conditions.”

They also acknowledge that they did not take into consideration how cost, convenience, and skill influence consumers to choose ultra-processed over unprocessed foods.

“Ultra-processed foods contribute to more than half the calories consumed in the USA, and they are cheap and convenient options,” Hall commented to MNT.

“So, I think it may be difficult to substantially reduce consumption of ultra-processed foods,” he continued, *“especially for people in lower socioeconomic brackets who may not have the time, skill, equipment, or resources to purchase and*

safely store unprocessed food ingredients and then plan and safely prepare tasty, unprocessed meals.”

In the paper, Hall concludes, “*However, policies that discourage consumption of ultra-processed foods should be sensitive to the time, skill, expense, and effort required to prepare meals from minimally processed foods – resources that are often in short supply for those who are not members of the upper socioeconomic classes.*”

He is not the first to suggest a connection between socioeconomics and food choices.

A recent, large-scale study in the journal *Nature*, suggests that in high-income countries, such as the U.S., rural populations are putting on weight faster than their city counterparts.

The authors in that study comment that this may, in part, be due to “economic and social disadvantage, including lower education and income, lower availability, and higher price of health [ful] and fresh foods.”

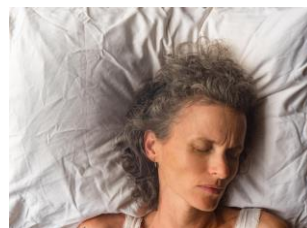
2.

This sleep disorder puts people at ‘very high risk of Parkinson’s

Medical News Today,

Published on 6 March, 2019

By Maria Cohut



Research has linked a particular sleep disorder called rapid eye movement (REM) sleep behavior disorder with a diagnosis of Parkinson’s disease. What characterizes this sleep problem, and can its presence be a good way to predict Parkinson’s risk?

People who experience a sleep disorder that causes them to act out their dreams have a high risk of developing Parkinson’s disease.

Data from the National Institutes of Health (NIH) indicate that every year, approximately 50,000 people in the United States learn that they have Parkinson’s

disease, a neurological condition that affects a person's motor function and exposes them to other neurodegenerative problems, such as Alzheimer's disease.

Researchers still do not fully understand exactly what causes Parkinson's disease, but they have identified a few risk factors that can predispose a person to develop this condition.

These include a person's age and sex as well as some genetic factors. Still, it remains a challenge to establish early on who is likely to develop Parkinson's disease at some point in their life.

However, a team of researchers from McGill University in Montreal, Canada decided to see if one particular factor – a sleep disorder called REM sleep behavior disorder (RBD) – could be a good predictor of risk.

This sleep problem is called RBD because it occurs during the REM phase of sleep, in which a person's body becomes effectively paralyzed. This inability to move prevents the person from physically acting out any dream that they may be experiencing and thus stops them from potentially harming themselves or others.

People with RBD do not have this paralysis, which means that they end up acting out their dreams without any notion that they are doing so.

Research has shown that many people with RBD go on to develop Parkinson's disease, so the McGill University team decided to find out whether an RBD diagnosis could accurately predict Parkinson's risk.

As lead author Dr. Ron Postuma and colleagues explain, establishing that this sleep disorder is a good predictor of Parkinson's could, in the future, allow specialists to identify at-risk people and offer them experimental therapies that could delay or prevent the onset of this neurological condition.

Sleep disorder predicts risk

To establish the strength of the connection between the two conditions, the researchers – whose recent findings appear in *Brain: A Journal of Neurology* – worked with 1,280 people with REM sleep behavior disorder across 24 centers of the International RBD Study Group.

The researchers assessed the participants' motor function, cognitive abilities, and sensory abilities for a number of years. After a 12-year follow-up period, they found that 73.5 percent of the people involved in this study had developed Parkinson's disease.

Moreover, participants who had started experiencing motor function issues in this period had a threefold increase in the risk of developing Parkinson's disease or related conditions, such as dementia with Lewy bodies.

Also at high risk were participants who had developed cognitive impairment or started experiencing problems with their sense of smell.

These findings confirm that the presence of RBD is, indeed, a strong predictor of Parkinson's disease. All the more so, since the researchers conducted the study in centers across North America, Europe, and Asia, which means that the results apply to diverse populations.

A cheaper, quicker form of assessment

Unlike the usual method of assessing the risk of Parkinson's disease, which is called dopamine transporter imaging, the current assessment is inexpensive and easy to apply.

Dopamine transporter imaging, explain Dr. Postuma and colleagues, assesses the integrity of the dopaminergic system, which typically becomes compromised in parkinsonism and Parkinson's disease. However, this test is complex and costly. In contrast, assessing for the risk factors that the current study considers is both quick and cost efficient.

“We confirmed a very high risk of [Parkinson's disease] in people with REM sleep disorder and found several strong predictors of this progression,” notes Dr. Postuma.

“As new disease-modifying treatments are being developed for [Parkinson's disease] and related diseases, these patients are ideal candidates for neuroprotective trials.” Dr. Ron Postuma

TRANSCRIPTS

Recording 1

Unit 1, Ex. 24

Good morning, everybody. Today I'm going to talk about one of the most terrible wars of the twentieth century. Although it took place mainly in Europe, it involved countries from all over the world. I'm talking, of course, about the First World War, from 1914 to 1918, which resulted in the death of about ten million military personnel. Despite the enormous human cost, the war did have some positive consequences. In fact, it was precisely because of the nature and scale of the horrors of the battlefield that many important medical advances were made, as new equipment and techniques had to be developed quickly to cope with the huge number of injuries.

As I said, the scale of the First World War was huge. New weapons were used that were designed to kill on an industrial scale, such as machine guns, tanks and poison gases. These produced brutal results: many deaths and about twice as many injuries. Those injured suffered very severe wounds and this pushed the medical establishment to build on recent discoveries and to come up with solutions for the new problems faced by doctors. I'm going to tell you about a few of these.

You probably know that X-rays were discovered in 1895, and were developed for limited medical use in the following year. But their use became much more widespread during the war, when they helped detect fragments of bombs and bullets buried in tissue. They allowed doctors to extract these elements, which would otherwise have caused serious infections. Stretchers for carrying injured people had also been in use before the war, but the development of rescuing the wounded from the battlefield, by sending in stretcher-bearers to bring them back as quickly as possible, was completely new. The modern concept of a paramedic, who is able to apply first aid in the field, also comes from this time.

Blood transfusion was in its early days at the time of the Great War. It was done person-to-person, that is, with a tube transferring blood from one person to

another. This was extremely impractical and carried a very high risk. The rigours of the war demanded a better solution and by 1917 indirect transfusion had been developed. It was possible to store blood on ice for up to 26 days and deal much better with battle injuries. For many, this was the most significant medical breakthrough of the war.

The war also saw advances in treating wounds which demanded that the patient be unconscious while undergoing procedures. In 1917 the anaesthetist Henry Boyle invented a machine which could provide a steady flow of oxygen, nitrous oxide and ether, and this provided the basis of all the anaesthesia machines that followed. Operations without pain – a wonderful innovation, I'm sure you'll agree.

So the next time you have an X-ray, donate blood or undergo an operation, spare a thought for those doctors, nurses, researchers and patients back at the time of World War 1 – we owe them a lot!

Recording 2

Unit 1, Ex. 29

Friend: Hey, Bob, there's a Health and Fitness quiz in this magazine. Do you fancy having a go?

Bob: No, there's a programme on TV I want to watch.

Friend: Oh, go on. It won't take long.

Bob: No.

Friend: Question 1. Do you eat at least five portions of fruit or vegetables every day?

Bob: Yes.

Friend: You big liar! I'll put Rarely for that. Question 2. Do you smoke?

Bob: Smoke pretty much all the time.

Friend: Yes, ... you're like a chimney. Question 3. Do you exercise at least three times a week? That's easy. Never! Question 4. Do you take time to relax each day?

Bob: The chance would be a fine thing!

Friend: I'll put Rarely. Question 5. Do you eat fast food?

Bob: I can't stand that rubbish.

Friend: OK. Never. Do you eat something healthy for breakfast?

Bob: Well, I always have cereal and toast.

Friend: OK. Question 7. Do you sleep seven to eight hours night?

Bob: Oh yes. Always. I've got to get my beauty sleep.

Friend: Shame it's not working.

Bob: Ha ha.

Friend: Question 8. Do you drink at least a litre of water a day?

Bob: A litre? No way. Unless I've had a curry!

Friend: I'll put Rarely. OK. Last few questions now. Do you enjoy your hobbies and have a good social life?

Bob: No hobbies really, but I go out three or four times a week, so ...

Friend: Hm. I'll put Sometimes for that. Next question. Do you feel stressed?

Bob: Stressed? All the time.

Friend: OK! Now, let's see what your score is ...

Recording 3

Unit 1, Ex. 46

1.

A: Hi! Are you OK?

B: But I can't stop now, I've got to watch Adam on TV.

A: Your friend Adam? With fair hair?

B: Yes. He's on Britain's got talent tonight.

A: You are joking! What he's doing on the talent show?! What can he do?

B: He's dancing. He says he went really well. They recorded the show last night.

A: But Adam can't dance! I've seen him.

B: What do you mean?

A: Ah... He isn't on TV tonight. He was pulling your leg.

B: Really? Do you think so?

A: Yes.

B: Oh... He's always doing that. I'd really believed him this time...

2.

A: What's dad doing in the garden? He's been out there for hours.

B: I think he's building something.

A: Building something? What?

B: I'm not sure, but I saw him carrying lots of wood from the car, it was really heavy. He kept dropping it.

A: Did you give him a hand?

B: I tried to, but he said he could manage on his own. He didn't want me around. I think it's a big secret.

A: I'm going out to have a look.

B: Don't get too close – he's in a really bad mood.

3.

A: I'd better go. It's nearly eight o'clock.

B: Why don't you stay for dinner?

A: Oh, that's very kind of you, but I think I'd better get home. I have a few things I need to do and ...

B: We're having roast dinner...

A: No. No, I really must... Hm, ah... What kind of roast dinner? Chicken?

B: No, roast beef. With roast potatoes and Yorkshire pudding.

A: Oh... OK... You've twisted my arm. I'll stay then.

B: Great!

4.

A: So, anyway, I was in a café with Coasty last weekend. You know that new café in town? Actually, we were sitting at a table outside. And a woman came over to us and said she worked for face magazine.

B: Really? What did she want?

A: She asked if Coasty was a model. When Coasty said no, she asked if she wanted to be on some photos in a magazine.

B: Wow! Coasty must've been totally amazed.

A: Actually, no, she wasn't. She didn't bat an eyelid.

B: What? She didn't look excited for a minute?! But she said Yes, didn't she?

A: She took the woman's mobile number and said she'd think about it.

B: Wow, that's very cool.

A: Well, maybe that sort of things happens to her all the time.

5.

A: Hi, dad!

B: Hey, what's the matter with you?

A: My exams start tomorrow. I'm really worried about them.

B: Why are you worried? You've worked hard, haven't you?

A: I need seventy-five percent to get an A in biology. And I need an A to study medicine at university.

B: Isn't biology your best subject?

A: Yes, but what if I can't answer the questions? I'm terrible in exams. I panic.

B: You'll be fine. You need to keep your head, read the questions slowly and give yourself time to think. And get some sleep tonight.

A: You are right. I know you are right. Thanks, dad.

Recording 4

Unit 2, Ex. 29

Interviewer: Good morning. On the programme this morning we have Dr Sylvia Carpenter, who is a family doctor. Dr Carpenter, you're a great believer in Chinese medicine, aren't you?

Doctor: Yes, I am. When I was a medical student I spent a wonderful month at a hospital in Hong Kong, where they use acupuncture as well as Western medicine, which is, of course, what I was studying. I saw how effective acupuncture could be, especially for people with digestive disorders, asthma, back pain or stress.

Interviewer: Now, you're not qualified to practice acupuncture yourself, are you?

Doctor: Oh, I'm just an ordinary GP or General Practitioner. I work in a small community, with about 3,000 people on my list. In the past we only referred patients

to specialists at the local hospital for treatment – you know, to have their chests X-rayed or have a blood test done. Now I often suggest they see an acupuncturist as well. If I feel it would be of benefit. I can't actually recommend one specifically, but I keep a list of qualified ones.

Interviewer: So, say I go to see an acupuncturist about my backache. What would happen to me?

Doctor: Well, first of all the acupuncturist will ask you for very detailed information, not just about your medical history, but about your lifestyle, what you eat, what sort of exercise you do, how much sleep you get. The treatment you need is then decided and he or she will insert needles in various parts of your body. If you have a back pain, you won't necessarily have a needle in your back, though. It might be in one of your limbs – maybe in a knee or a wrist.

Interviewer: How often would I have to go?

Doctor: It depends on your problems. For some conditions, one or two treatments a week for several months may be recommended. For less acute problems, usually fewer visits are required. There aren't usually any side effects. You might feel worse for a couple of days, but that just means the exhausted after the first treatment, and this can be overcome with a bit of extra rest.

Interviewer: Now. the big question. Does it hurt?

Doctor: When, it'd be wrong to say 'No'. It depends where the needles are inserted. Some areas are more sensitive than others. Once the needles are in place there's no pain at all.

Interviewer: Are any positive benefits all in the mind, do you think?

Doctor: No, not at all, Acupuncture has been successfully used on cats and dogs. 'These animals don't understand or believe in the process that helps them to get better. A positive attitude towards the treatment may reinforce its effects, just as a negative attitude may hinder the effects'.

Interviewer: It's a relatively new type of treatment, isn't it?

Doctor: Only in the West. It was first discovered in China in 2696 BC! In 1671 a French Jesuit priest wrote about his experiences in China and was the first Westerner

to see acupuncture in use. In 1820 acupuncture was actually being used in a Paris hospital! Acupuncture received a lot of publicity in the West when James Reston, a reporter for the New York Times, was covering the visit of President Nixon to China in 1971. Reston developed appendicitis and his appendix was removed using acupuncture as the anesthetic. He felt no pain during or after the operation because of acupuncture. But, in some ways, your question was right. Acupuncture is still a fairly new subject in the West, but growing all the time.

Interviewer: Thank you. Dr Carpenter. Now we're ...

Recording 5

Unit 3, Ex. 32

1) *Doctor:* What's brought you here?

Patient: My wrist is throbbing since I fell in the street.

2) *Doctor:* Can you tell me what seems to be bothering you?

Patient: I've got a really sore throat.

3) *Doctor:* What's brought you here?

Patient: I've been getting a kind of boring pain right here, which goes through to my back.

4) *Doctor:* Can you tell me what seems to be bothering you?

Patient: Well, it feels a bit tender just here on my right side.

5) *Doctor:* Can you tell me what seems to be bothering you?

Patient: I've got this gnawing kind of pain right about here in my stomach.

6) *Doctor:* What can we do for you?

Patient: Well, I've got this sharp pain up and down my leg.

7) *Doctor:* What can we do for you?

Patient: I feel as if there's a tight band squeezing all the way round my head.

8) *Doctor:* What's brought you here?

Patient: I've got this crushing pain right here in my chest.

Recording 6

Unit 3, Ex. 1

1. Well, if you burn yourself on anything, you certainly shouldn't put butter or oil on it – that is the worst thing you can do, because it will make the burn hotter. You want to cool it down, so put it under cold water...under the tap for about five or ten minutes – that's the best thing to do, and certainly don't put a plaster on it – if it's a bad burn and you need to go to hospital, you can cover it loosely with a clean cloth, but certainly no plasters!

2. If you've got a temperature, again you really need to cool down...and the best thing to bring down your temperature is aspirin or paracetamol or something like that. Don't put a lot of warm clothes or blankets on, but of course you can lie down and have a rest if you feel bad.

3. You don't need to take the pills at exactly the same time every day, but you should take them at more or less the same time, because you need to maintain the level of antibiotic in the body, and certainly you should continue taking them until you've finished all the pills, that's really important, even if you feel better. As for alcohol, well it can make you feel ill if you drink alcohol with some antibiotics, but otherwise it's not really a problem – it doesn't stop the antibiotics from working.

4. If someone faints, you certainly shouldn't pour cold water over their face, and you certainly shouldn't shake them and try to wake them up. You should just leave them to come round, and of course, yes...make sure they are comfortable.

5. If a bee stings you, then it's a good idea to do something to take the sting away, so you could put some ice on it, or just put it under cold water. Normally that's all you need to do, certainly you don't need to put a plaster on it! Sometimes, though, people have bad reactions to bee stings, so if you feel dizzy and there's a lot of swelling, you should certainly phone the doctor quickly.

6. If you develop a rash after eating strawberries, yes it may mean you are allergic to them, so stop eating them and the rash should soon disappear. Don't put cream on

it, but if it's getting worse quite rapidly, you should speak to a doctor, you might have a serious allergy.

Recording 7

Unit 3, Ex. 9

1. Can you just bend your head slightly to the left? OK.
2. I'd like you to raise your arm above your head for me.
3. Now roll your sleeve above your elbow. Yes, that's fine.
4. Would you just pop up on the couch for me? That's it.
5. Could you lean forward a little bit for me? Good. That's it.
6. If you could just move towards the edge of the couch. Yes, that's it.
7. Now, I want you to just turn over onto your tummy.

Recording 8

Unit 3, Ex. 33

Doctors in Belgium have stated that raising children on a vegan diet is “unethical” and should be a criminal offence. Vegans refrain from consuming any animal products, including meat, eggs, dairy products and other animal-derived substances. The Royal Academy of Medicine of Belgium has declared that veganism is “unsuitable for unborn children, children, teenagers, and pregnant and lactating women”. Professor Georges Casimir said vegan parenting qualifies as “non-assistance to a person in danger,” which is a criminal offence that carries a prison sentence of up to two years. He said children need “higher requirements for protein and essential fatty acids” and that these nutrients must be from animal products.

The animal rights group PETA reacted angrily to the ruling of the Belgian medical association. It rejected the ruling and called it “ignorant codswallop”. PETA spokeswoman Dawn Carr said: “Nutritionists confirm that while a meat- and dairy-based diet is what strikes people down in adulthood (as it can lead to hardened arteries that cause stroke, brain aneurysms, and heart attacks) a well-planned vegan diet is perfect for babies and children.” She added: “Kids, including my own, thrive

on a balanced vegan diet, but as with any dietary regime, it's the parents' responsibility to ensure their child is getting all the necessary nutrients." Around three per cent of Belgian children live in vegan families.

* * *

Human Body

Systems of the body – Системи тіла

1. circulatory – серцево-судинна
2. digestive – травна
3. endocrine – ендокринна
4. immune – імунна
5. integumentary – шкірний покрив
6. locomotor – локомоторна
7. muscular – м'язова
8. nervous – нервова
9. reproductive – репродуктивна
10. respiratory – дихальна
11. skeletal – кісткова
12. urinary – сечова

Internal Organs – Внутрішні органи

13. adrenal glands – надниркова залоза
14. artery – артерія
15. bladder – сечовий міхур
16. blood circulation – кровообіг
17. blood vessels – кровоносні судини
18. brain – мозок
19. bronchi – бронхи
20. cartilage – хрящ
21. colon – товста кишка
22. esophagus / gullet – стравохід

23. gallbladder – жовчний міхур
24. ganglia – ганглії
25. heart – серце
26. intestine – кишечник
27. joints – суглоб
28. kidney – нирка
29. ligament – зв'язка
30. liver – печінка
31. lungs – легені
32. muscle – м'язи
33. neurons – нейрони
34. pancreas – підшлункова залоза
35. pelvis – таз
36. rectum – пряма кишка
37. salivary glands – слинні залози
38. small / large intestine – тонкий / товстий кишечник
39. spinal cord – спинний мозок
40. stomach – шлунок
41. tendon – сухожилля
42. tissues – тканина
43. thyroid gland – щитовидна залоза
44. ureters – сечовід
45. urethra – уретра
46. vein – вени
47. windpipe – трахея

External Organs – Зовнішні органи

48. Adam's apple – кадик
49. ankle – кісточка
50. arm – рука
51. armpit – пахва
52. back – спина
53. back of the head – потилиця
54. calf – ікра ноги
55. chest – груди
56. elbow – лікоть
57. fist – кулак
58. foot – ступня
59. groin – пах
60. hair – волосся
61. hand – кисть руки
62. head – голова
63. heel – п'ята
64. hip – стегно
65. instep – підйом ноги
66. knee – коліно
67. leg – нога
68. limbs (upper/lower) – кінцівки (верхні / нижні)
69. navel – пуп
70. neck – шия
71. nipple – сосок

- 72. nostrils – ніздрі
- 73. palm – долоня
- 74. shin / shank – гомілка
- 75. shoulder – плече
- 76. sole – підошва ноги
- 77. stomach – живіт
- 78. thigh – стегно
- 79. throat – горло
- 80. toe – палець на нозі
- 81. top of the head – тім'я
- 82. waist – талія
- 83. wrist – зап'ястя

The Skeleton – Скелет

- 84. backbone / spine – хребет
- bones – кістки
- 85. breastbone – грудна кістка
- 86. collar-bone – ключиця
- 87. forearm – передпліччя
- 88. hip-bone – стегнова кістка
- 89. kneecap – надколінник
- 90. ribs – ребра
- 91. shoulder-blade – лопатка skull – череп

The Face – Обличчя

- 92. eye – око
- 93. nose – ніс
- 94. ear – вухо

- 95. mouth – рот
- 96. cheek – щока
- 97. chin – підборіддя
- 98. temple – скронева ділянка
- 99. forehead – чоло
- 100. jaws – щелепи
- 101. tooth (teeth) – зуб(и)
- 102. lip (upper/lower) – губа (верхня / нижня)
- 103. tongue – язик

The eye – Око

- 104. eyeball – очне яблуко
- 105. eyebrow – брови
- 106. eyelid – повіки
- 107. eyelashes – вії
- 108. pupil – зіниця
- 109. iris – райдужна оболонка

Verbs – Дієслова

- 110. blink – блимати
- 111. clench – стиснути
- 112. cross – схрестити
- 113. fold – зігнути
- 114. nod – кивати
- 115. stick out – висунути
- 116. point – вказувати
- 117. shrug – пожимати (плечима)
- 118. snap – клацати
- 119. stamp – хлопнути

- 120. wink – підморгнути
- 121. punch – вдарити (кулаком)
- 122. slap – вдарити, дати ляпаса
- 123. murmur – буркотіти
- 124. squeal – верещати
- 125. lick – облизувати
- 126. sniff – нюхати
- 127. snuffle – шаркати
- 128. wheeze – хрипіти

Health – Здоров'я

- 129. be in good health – бути здоровим
- 130. be in good shape / fit – бути у гарній формі
- 131. be sick – бути хворим
- 132. be in bad state – бути у поганому стані
- 133. be ill / feel ill – хворіти
- 134. be out of order – вийти з ладу
- 135. be in poor / ill health – мати погане здоров'я
- 136. be in a bad / poor share – бути в поганій формі
- 137. be on the mend – йти на поправку
- 138. be out of danger – поза небезпекою
- catch a disease – заразитися
- 139. feel seedy – погано себе почувати
- 140. feel well/be fine / all right – відчувати себе добре
- 141. get better – одужувати
- 142. go down with – захворіти
- 143. healthy – здоровий
- 144. hurt / injured / wounded – потерпілий

145. in-patient – стаціонарний
146. marked improvement in one's condition – значне поліпшення
147. not last more than – не прожити довше
148. one's health gave way – здоров'я сильно погіршилося
149. out-patient – амбулаторний
150. patient – пацієнт
151. recover – видужувати
152. take a turn for the worse – настало погіршення

Complaints – Скарги

153. ache – тупий біль
154. anxiety – тривога / занепокоєння
155. blister – пухирі
156. burn – опік
157. be clogged – закладений (ніс)
158. be low – стрес, пригнічений стан
159. be out of joint – вивихнути
160. be run down – перевтомитися
161. be running high temperature – мати високу температуру
162. bout – напад
163. (a) bout of depression – напад депресії
164. catch a cold – застудитися
165. come to oneself – прийти до тями
166. cough / bad cough – кашель / сильний кашель
167. disorder – розлад
168. disturbance – порушення
169. dizziness – запаморочення

170. faint – втратити свідомість
171. fainting – непритомність
172. fatigue – втома
173. feel limp – сильна слабкість
174. feel stiff – тіло ломить
175. feel pain – відчувати біль
176. feel shivery – озноб
177. fever – лихоманка
178. have a fever – лихоманить
179. fist of coughing – напади кашлю
180. fracture – перелом
181. have a sharp pain – гострий біль
182. have a pain in the stomach – відчувати біль у животі
183. have a pain in the neck – відчувати біль у шиї
184. have a sore back – відчувати біль у спині
185. have a sore throat – болить горло
186. high blood pressure – високий кров'яний тиск
187. high temperature – висока температура
188. hurt (v) – завдати болю
189. hurt (n) – рана
190. hurt – пошкодження
191. headache – головний біль
192. itch – свербіння
193. liver disorder – розлад печінки
194. lose consciousness – знепритомніти

195. nausea – нудота
196. pain – біль
197. rash – висип
198. stomach-ache – біль у животі
199. the pain was gone – біль пропав
200. toothache – зубний біль
201. feel sick at heart – відчувати біль у серці
202. runny nose / cold in the head – нежить
203. sleep disorder – розлад сну
204. sneezing – чхання
205. sore – запалений
206. splinter – скалка
207. spots – плями
208. sweat – потіти
209. visual disturbance – порушення зору
210. vomiting – блювота

Diseases – Хвороби

211. AIDS (Acquired Immune Deficiency Syndrome) – СНІД (Синдром набутого імунodefіциту)
212. allergy – алергія
213. Alzheimer's disease – хвороба Альцгеймера
214. anorexia nervosa – нервова анорексія
215. arthritis – артрит
216. asthma – астма
217. autism – аутизм
218. appendicitis – апендицит

219. attack – напад
220. bad digestion – розлад шлунку
221. bipolar disorder – біполярний розлад
222. bleeding – кровотеча
223. blind / blindness – сліпий / сліпота
224. a black eye / crippe – синець під оком
225. boil – фурункул
226. bronchitis – бронхіт
227. sickness / illness / disease / malady / ailment – хвороба
228. (non)communicable diseases – (не)заразне захворювання
229. (in)curable – (не)виліковна хвороба
230. catching / contagious – заразна(хвороба)
231. cancer – рак
232. chicken pox – вітрянка
233. conjunctivitis / pink eye – кон'юнктивіт
234. constipation – запор
235. Crohn's disease – Хвороба Крона
236. diarrhea – діарея
237. deaf / deafness – глухий / глухота
238. dehydration – зневоднення
239. Down's syndrome – Синдром Дауна
240. dumb / dumbness – немий / німота
241. epidemic – епідемія
242. epilepsy – епілепсія
243. fatal illness – небезпечна хвороба

244. flu (influenza; grippe) – грип
245. inherited sickness – спадкова хвороба
246. heart attack – серцевий напад
247. hepatitis – гепатит
248. HIV-infection (Human Immunodeficiency Virus) – ВІЛ (Вірус імунодефіциту людини)
249. inborn disturbance – вроджене порушення
250. limp – кульгати
251. lump / swelling – пухлина
252. malaria – малярія
253. measles – кір
254. migraine – мігрень
255. mild case – легкий випадок
256. mumps – свинка
256. obesity – ожиріння
257. pain (in) – біль (у)
258. poliomyelitis / polio – поліомієліт
259. pneumonia – пневмонія
260. rheumatoid arthritis – ревматоїдний артрит
261. scarlet fever – скарлатина
262. schizophrenia – шизофренія
263. small pox – віспа
264. tuberculosis (TB) – туберкульоз
265. typhoid – черевний тиф
266. whooping-cough – коклюш
267. yellow fever – жовта лихоманка

Injuries – Травми

- 268. bandage – пов'язка
- 269. bruise – синець
- 270. cut – поріз
- 271. injure oneself – травмувати себе
- 272. injury – травма
- 273. in plaster (BrE) / in a plaster cast (AmE) – у гіпсі
- 274. plaster (BrE) / Band-Aid (AmE) – пластир
- 275. pull a muscle – потягнути м'яз
- 276. scar – шрам
- 277. scratch – подряпина
- 278. sling – підвіска
- 279. sprain – потягнути
- 280. stitches – шви
- 281. suffer minor injuries – мати незначні травми
- 282. twist – вивернути
- 283. walk on crutches – ходити на милицях
- 284. wound – рана

Disabilities - Інвалідність

- 285. amputation – ампутація
- 286. amputee – той, в кого є ампутовані кінцівки
- 287. brain damage – пошкодження головного мозку
- 288. deaf – глухий
- 289. hard of hearing / hearing-impaired – той, що має поганий слух
- 290. intellectually disabled – інтелектуально недієдатний
- 291. mentally handicapped – інвалід через психичне здоров'я

- 292. mute – німий
- 293. paraplegic – параліч
- 294. prosthetic (leg) – протезна (нога)
- 295. visually impaired – той, що має поганий зір
- 296. wheelchair – інвалідний візок

Diagnosis and Treatment – Діагностика та лікування

- 297. be operated on – перенести операцію
- 298. be restricted to a diet – обмежуватися дієтою
- 299. breathe deeply – дихайте глибоко
- 300. check / examine – обстежити
- 301. consult a doctor – проконсультуватися у лікаря
- 302. cure smb of smth –вилікувати від чогось
- 303. cure / treatment – лікування
- 304. do good – допомогти
- 305. do harm – нашкодити
- 306. examine / sound one's lungs – обстежити легені
- 307. feel one's pulse – визначати пульс
- 308. gargle – полоскати горло
- 309. give direction / recommendation – дати призначення / рекомендації
- 310. have the symptoms of – мати всі ознаки
- 311. have smth removed – щось видалити
- 312. have after-effects / complications – ускладнення
- 313. heal – заліковувати
- 314. make a diagnosis – поставити діагноз
- 315. make tests – робити аналізи
- 316. operate – оперувати

317. relieve the pain – полегшити біль
318. take temperature – вимірювати температуру
319. take / measure one's blood pressure – міряти кров'яний тиск
320. take a treatment for – приймати лікування від
321. treat for – лікувати від
322. undergo an operation – лягти на операцію
323. write out a prescription – виписати рецепт
324. make out a medical certificate – виписати довідку
325. prescribe a diet – впризначити дієту
326. stay in bed – дотримуватись постільного режиму
327. strip to the waist – роздягніться до пояса
328. bare your arm – закатайте рукава

Medicines – Ліки

329. after / before meals – до / після їжі
330. apply a mustard plaster – поставити гірчичник
331. apply a medicine – поставити компрес
332. be inoculated against – зробити щеплення
333. chemist's / dispensary / drugstore – аптека
334. drops – краплі
335. every (two) hours – кожні (дві) години
336. for soothing the pain – для зняття болю
337. for reducing the temperature – для зняття температури
338. give a shot / injection – зробити укол
339. make up a medicine / drug – приготувати ліки
340. mixture – мікстура
341. ointment – мазь

342. on an empty stomach – натщесерце
343. pain reliever / killer – болезаспокійливий
344. pills – таблетки
345. powders – порошки
346. put a dressing – зробити перев'язку
347. put a hot-water bottle to – прикласти грілку
348. remove the bandage – зняти пов'язку
349. take a medicine for – приймати ліки
350. (three) time a day – (тричі) на день

Doctors – Лікарі

351. cardiologist – кардіолог
352. dentist – стоматолог
353. general practitioner (GP) – терапевт
354. geriatrician – геріатр
355. midwife – акушерка
356. neonatologist – неонатолог
357. neurologist – невролог
358. nurse – медсестра
359. obstetrician – акушер
360. ophthalmologist – офтальмолог
361. oncologist – онколог
362. pediatrician – педіатр
363. physician – терапевт
364. surgeon – хірург
365. specialists – фахівці
366. speech therapist – логопед

Hospital – Лікарня

- 367. appointments book – журнал реєстрації хворих
- 368. be admitted to a hospital – покласти в лікарню
- 369. be discharged from a hospital – виписати з лікарні
- 370. call an ambulance – викликати швидку
- 371. couch – кушетка
- 372. crutches – милиці
- 373. cure – курс лікування
- 374. emergency case – невідкладний стан
- 375. examination couch – кушетка для обстеження
- 376. family doctor – сімейний лікар
- 377. general practice – кабінет терапевта
- 378. health insurance certificate – свідоцтво про медичне страхування
- 379. health-resort – санаторій
- 380. height gauge – лінійка для визначення зросту
- 381. instrument table – стіл для медичних інструментів
- 382. medical record / card) – медична карта
- 383. over-the-counter medicines – ліки, що відпускаються без рецепту
- 384. patient's file – картотека хворих
- 385. patients with appointments – пацієнт з призначенням
- 386. psychotherapy – психотерапія
- 387. physiotherapy – фізіотерапія
- 388. reception – реєстратура
- 389. sliding-weight scales – медичні ваги
- 390. stretcher – носилки
- 391. syringe – шприц

392. take care / look after – доглядати за хворим

393. take to the hospital – покласти в лікарню

394. urgent call – терміновий виклик

395. waiting room – зал очікування

396. ward – палата

In Doctor's Surgery – В кабінеті лікаря

397. raise your arm above your head – підніміть руку над головою

398. turn over onto your tummy – переверніться на живіт

399. bend your head slightly to the left – нахиліть трохи голову наліво

400. roll your sleeve above your elbow – закатайте рукава до ліктя

401. lean forward a little bit – нахиліться трохи

402. pop up on the couch – сядьте на кушетку

403. move towards the edge of the couch сядьте ближче до краю кушетки

Hospital Units – Відділення лікарні

404. Intensive Care Unit – відділення реанімації

405. Casualty and Emergency Department – травматологічне відділення

406. Pediatric Ward – педіатричне відділення

407. Maternity Unit – родильне відділення

408. Orthopedic Ward – ортопедичне відділення

409. Surgical Ward – хірургічне відділення

410. Geriatric Ward – геріатричне відділення

411. Ophthalmic Ward – офтальмологічне відділення

412. Gynecological Ward – гінекологічне відділення

At the dentist's – У дантиста

413. be loose – хитатися (про зуб)

414. crown – коронка

415. dentures / set of false teeth – змінний протез
416. dental bridge – мостовидний протез
417. drill – бор
418. extraction forceps – щипці для видалення зубів
419. filling – пломба
420. fit on a crown / bridge – поставити коронку
421. for a check-up – на перевірку
422. for a dental care – на стоматологічне лікування
423. have one's tooth treated – лікувати зуб
424. have one's tooth stopped / filed – запломбувати зуб
425. instrument tray – лоток для інструментів
426. make an appointment with a dentist – записатися до зубного лікаря
427. porcelain tooth – фарфоровий зуб
428. pull out / remove / extract a tooth – видалити зуб
429. seat – крісло для хворого

Idioms – Ідіоми

430. the British disease – неможливість або небажання бути максимально продуктивними
431. fit as a fiddle – здоровий як бик
432. take a turn for the better / worse – здоров'я покращується / погіршується
433. a man's health is falling – здоров'я погіршується
434. a man's health is picking up – здоров'я покращується
435. to be over the worst – гірше вже позаду
436. get over thee / an illness – повністю одужати
437. ruin one's health – руйнувати здоров'я
438. feel / be / look washed out – виглядати блідим і втомленим

439. feel /be / look worn out – відчувати стомлення / виглядати виснаженим
440. feel / be / look run down – бути виснаженим
441. run / be running a temperature – мати високу температуру
442. fall ill with a disease / go down with / be down with a disease - захворіти
443. catch a disease – заразитися хворобою
444. pass away (polite) / to depart thus life – піти з життя
445. die a natural death – померти своєю смертю
446. die of heart attack – померти від серцевого нападу
447. commit suicide – накласти на себе руки
448. knock someone for six – хвороба, яка дійсно впливає на когось
449. the worse for wear – бути дуже втомленим, хворим, пораненим або в поганому стані
450. be on the mend – відновлення після хвороби або травми
451. be on one's last leg – перебувати в поганому стані, наприкінці життя
452. shake a disease / illness off – перемогти хворобу
453. be black-and-blue – мати ознаки фізичного пошкодження
454. to black out – втрачати свідомість
455. bring someone to – відновити когось до свідомості після анестезії / гіпнозу / непритомності
456. catch one's death of cold – сильно захворіти на застуду / грип тощо
457. draw blood – змусити кровоточити / отримати кров
458. a flare-up – раптове погіршення стану здоров'я
459. green around the gills – виглядати хворим
460. be in the pink – бути в дуже хорошому стані
461. throw up – рвати

462. a shot in the arm – несподіванка
463. give your right arm – все віддати заради чогось
464. cost an arm and a leg – коштувати дуже дорого
465. behind someone's back – у когось за спиною
466. scratch someone's back – допомогти в обмін на допомогу
467. beat your brains out – ламати собі голову
468. beat your breast/chest – бити себе в груди
469. get smth off your chest – зняти тягар з душі
470. chin up! – тримайся!
471. be all ears – увесь слух
472. elbow room – простір для дій
473. in the blink of an eye – миттєво
474. turn a blind eye – навмисно не помічати, закривати очі
475. put your feet up – розслабитися
476. keep your feet on the ground – міцно триматися на ногах
477. be all fingers and thumbs – бути майстром на всі руки
478. be a dab hand – бути справним у чомусь
479. a heel - негідник
480. pull smb's leg – обманути когось
481. give a hand – допомогти
482. twist smb's arm – переконати, умовити когось
483. not bat an eyelid – і оком не повести
484. keep one's head – тримати себе в руках
485. stick your neck out – ризикувати
486. powder your nose – припудрити носик
487. have thick skin – бути товстошкірим
488. a slip of the tongue – обмовка

Proverbs and sayings – Прислів'я та приказки

489. A sound mind in a sound body – У здоровому тілі здоровий дух.

490. Diet cures more than lancet – Правильне харчування вилікує краще, ніж скальпель хірурга.
491. Diseases are the interests of pleasures – Хвороби – відсотки за задоволення.
492. Diseases must have desperate remedies – При надзвичайних обставинах потрібно приймати надзвичайні заходи.
493. Early to bed and early to rise makes a man healthy, wealthy and wise – Хто рано лягає і рано встає, здоров'я, багатство і ум наживе.
495. Eat to live, not live to eat – Не кобила для сіна, а сіно для кобили.
496. Good health is above wealth – Здоров'я – найбільше багатство.
497. Health is better than wealth – Здоров'я – найбільше багатство.
498. Health is not valued till sickness comes – Здоров'я не цінується, доки воно є.
499. One hour's sleep before midnight is worth two after – Година сну до півночі варта двох після.
500. One's man's meat is another man's poison – Що для одного їжа, для іншого отрута.
501. Prevention is better than cure / an ounce of prevention is worth a pound of cure – Найкраще лікування – профілактика.
502. The royal crown cures not the headache – Королівська корона від головного болю не вилікує.
503. What can't be cured, must be endured – Чого не можна вилікувати, то потрібно витерпіти.

VISUAL SECTION









Навчальне видання

Юмрукуз Анастасія Анатоліївна, Бевз Ольга Андріївна

Навчальний посібник
В здоровому тілі здоровий дух

Авторська редакція

Підписано до друку 30.05.19. Формат 60×90_{1/16}.

Печать офсетна. Папір типографський № 3.

Тираж 300 екз.

Копіювальний центр «Магістр»

М.Одеса, вул.Торгова, 3

тел. 732-18-27