The present revised manual is intended for the first year medical students of all the faculties, who are at the intermediate beginner/advanced beginner level. Necessary changes has been made to make the study of the discipline more efficient. It consists of 20 lessons to be studied during two terms. They include necessary general medical vocabulary, main grammar topics with exercises as well as additional material for self-training and oral skills development. The manual corresponds to the latest demands of the academic process as it is enriched by various assignments. It will be useful not only for junior medical students but also for clinical residents, interns, doctors and all those who are interested in basic medical English.
Preface

Taking into account the recent changes in the educational process the present manual has been revised according to the current demands.

Necessary adaptations have been made to make it more appropriate for the up-to-date needs of the medical students of all the faculties.

This manual contains exercises that give the students practice in both reading and comprehension of medical texts as well as communication skills development, which are introduced in early units and reinforced throughout the manual.

It is our opinion that all these activities will help to conduct the lessons in more efficient, communicative and vivid ways.

And finally we want to thank our colleagues – the members of the English language teaching staff – (Arakelyan L., Gevorgyan A., Ghazaryan M., Gyulyan I., Hayrapetyan A., Malkhasyan A., Mantashyan T., Saroyan L.) for taking part in some material development for enhancing communication skills as well as a number of exercises and activities included in different lessons. Special thanks to Gevorgyan A. for providing up-to-date issues covering “Profile of a student nurse” and “Smoking”. We are very grateful to all our colleagues for providing an atmosphere, which nurtures innovative teaching and creative materials development; and family for their patience and support; our parents and children, for whose pride and enthusiasm we are grateful; our students, whose insightful suggestions made the creation of this manual possible.
Lesson 1

IT’S MY JOB

I am a physician. My name is Fred Smith. I am twenty-nine. All the members of my family are doctors. My father is a surgeon and my mother is a cardiologist. My wife is also a doctor. She is a therapist in the clinic.

I work in a large hospital in the center of the city. It is a children’s hospital. I am a pediatrician and my patients are children. Those children who are not dangerously ill are at home. The patients who have a very high temperature, bad cough and severe pains are in the hospital. There are some wards for babies and a special ward for newborns.

There are two babies in the first ward. One of them at the right window is seriously ill. He is only three and he has pneumonia, i.e. inflammation of the lungs. He has a high temperature and bad cough. Pneumonia is a very dangerous disease, especially for babies. The other boy at the left window is five years old. His temperature is elevated too, but his condition is not very serious. He is ill with bronchitis. Both girls in the second ward are ill with scarlet fever. The third ward is for elder children. There is only one boy ill with grippe. His temperature is not so high but he has very bad cough and sore throat. Both the boys and the girls are my patients.

This elderly woman is our nurse. She is a very kind woman and experienced nurse. She is very busy now. She has some boxes with medicines in her hands. These medicines are for the babies.

Remember
the names of some diseases: pneumonia, bronchitis, scarlet fever, grippe
some symptoms: sore throat
cough: severe / bad / productive
temperature: high / elevated
pain: bad/severe/ mild/ moderate/ acute/dull pain
to have a pain
ache: headache, earache, toothache, stomachache, backache
*(heartache)
some medical specialties: surgeon, cardiologist, therapist, pediatrician=children's doctor
i.e.( id est - Lat.) = that is

Glossary
to be ill with something
to be ill = to be sick
illness=sickness
physician = therapist (therapeutist) = doctor = medical professional = general practitioner (GP)
(but physicist is a specialist in physics)
therapy = treatment, medical procedures
therapeutics - scientific treatment of a disease
therapeutic (therapeutical) – something about the treatment of a disease

<table>
<thead>
<tr>
<th>some types of therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>aromatherapy – treatment by means of aromatic plant oils</td>
</tr>
<tr>
<td>hydrotherapy - treatment of the disease by means of water</td>
</tr>
<tr>
<td>physiotherapy - treatment of the disease by means of electricity, air, massage and exercises</td>
</tr>
<tr>
<td>phytotherapy – treatment of a disease by means of medicinal herbs</td>
</tr>
<tr>
<td>phototherapy - light therapy- heliotherapy - treatment of a disease using lasers, light diodes, different lamps</td>
</tr>
</tbody>
</table>
pneumonia – inflammation of the lungs
bronchitis – inflammation of the bronchi
grippe= influenza =flu
high temperature = fever
hospital=clinic
ward = sick room
ages:
children
newborn (up to 40 days of life)
infant = toddler = tot (under 1 year)
baby= munchkin (1-3 years)
child= kid = pre-teen (10-12 years)
teenager = teen = adolescent (13-19 years)
stripling = youngster = lad (for a man)
gal, lassie (for a girl)
adults = grown-ups
young (up to 35-40 years)
middle-aged (up to 55-60)
elderly (up to 65-70)
old (over 70)
Mind the examples!
He is five. He is five years old.
*but* He is a five-year-old boy

Mind the numerals!
first, second, third, fourth, fifth etc.

<table>
<thead>
<tr>
<th>both = the two</th>
<th>neither...nor...</th>
</tr>
</thead>
<tbody>
<tr>
<td>both.... and....</td>
<td>either ... or</td>
</tr>
</tbody>
</table>

**Exercises**

1. Put the sentences in logical order and fill in the table below.

   a. Some of them are dangerously ill.
   b. I have many patients.
   c. My patients have different diseases.
   d. I am a general practitioner in a therapeutic clinic.
   e. There are some wards for newborns and young children in our hospital.
   f. I am twenty five.
   g. The clinic is in the center of the city.
   h. My name is Liz McCormick.
i. Those whose condition is not very serious are at home.
j. The young man in the second ward is ill with pneumonia.

2. Choose the correct variant.
1. Newton, a great British ........ is famous for his laws.
   a. physicist     b. physician
2. ........ cough is a symptom of pneumonia.
   a. strong        b. severe
3. The boy with scarlet fever is in the ........ ward.
   a. one           b. first
4. He is a ........... young man.
   a. twenty five years old     b. twenty five –year- old
5. Pneumonia, bronchitis and grippe are ........
   a. diseases     b. illnesses
6. Tell your cardiologists about the.....
   a. heartache     b. pain in the heart
7. I think that your answer is....... 
   a. left          b. right
8. Go straight along the street and then turn......
   a. right        b. wrong
9. This boy is in the second ........
   a. ward         b. word
10. They ........ are seriously ill with scarlet fever.
    a. two          b. both

3. Read the text and try to write your profile or a profile of your friend.

Profile of a student nurse
Rossitza Bontcheva is nineteen years old. She’s studying for a diploma in nursing at Vazov Nursing College. She has exams next month, so at the moment she’s studying hard. She wants to be a nurse because she likes working with people and she’s interested in science, but she really doesn’t like doing paperwork. She’d like to be a pediatric nurse, because she really enjoys working with children. She works with on a children’s ward. One day, she hopes to work in a children’s hospital in India, which she saw on television. She’s good at talking to people and making them feel comfortable, and she’s very organized. In her free time she plays the guitar, and goes out dancing most weekends.

1. Complete the sentences

<table>
<thead>
<tr>
<th>I’m interested in…</th>
<th>I work…</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’d like to work</td>
<td>One day, I hope to…</td>
</tr>
<tr>
<td>In my free time I…</td>
<td>I’m studying…</td>
</tr>
<tr>
<td>At the moment…</td>
<td>I’m good at…</td>
</tr>
<tr>
<td>I really enjoy…</td>
<td>Next year, I …</td>
</tr>
<tr>
<td>I really don’t like…</td>
<td></td>
</tr>
<tr>
<td>I’m very…</td>
<td></td>
</tr>
<tr>
<td>I want to be a doctor/dentist because…</td>
<td></td>
</tr>
</tbody>
</table>

2. Write a text about your partner.
Lesson 2

TO BE IN PRESENT SIMPLE

<table>
<thead>
<tr>
<th>I am</th>
<th>am I?</th>
<th>I am not</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>he?</td>
<td>he</td>
</tr>
<tr>
<td>she } is</td>
<td>is { she?</td>
<td>she } isn't</td>
</tr>
<tr>
<td>it</td>
<td>it?</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>we?</td>
<td>we</td>
</tr>
<tr>
<td>you } are</td>
<td>are { you?</td>
<td>you } aren't</td>
</tr>
<tr>
<td>they</td>
<td>they?</td>
<td>they</td>
</tr>
<tr>
<td>There is</td>
<td>There are</td>
<td>There are not</td>
</tr>
<tr>
<td>Is there?</td>
<td>Are there?</td>
<td>Are there not</td>
</tr>
<tr>
<td>There is not</td>
<td>= There isn't</td>
<td>= There aren't</td>
</tr>
</tbody>
</table>

Word combinations and expressions

to be young/old/new/tall/short/big/small/fat/fit/thin/thick/strong/heavy/light/easy/empty/full

to be ill / healthy / sick

to be hungry / thirsty

to be well / weak

to be hot / cold

to be interested in

to be afraid of

to be famous for

to be tired of

to be sick and tired of

to be good at / poor at

to be proud of

to be responsible for

to be angry with

to be late for

to be sure of/about

Words to form special questions

Mind the difference! Who are you? What are you?

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>sudden</td>
<td>suddenly</td>
</tr>
<tr>
<td>easy</td>
<td>easily</td>
</tr>
<tr>
<td>perfect</td>
<td>perfectly</td>
</tr>
<tr>
<td>bad</td>
<td>badly</td>
</tr>
<tr>
<td>! good</td>
<td>well</td>
</tr>
<tr>
<td>fast</td>
<td>fast</td>
</tr>
<tr>
<td>hard</td>
<td>hard</td>
</tr>
<tr>
<td>hardly</td>
<td>hardly</td>
</tr>
<tr>
<td>* lovely</td>
<td>-</td>
</tr>
<tr>
<td>friendly</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>** also</td>
</tr>
<tr>
<td>-</td>
<td>together</td>
</tr>
</tbody>
</table>

* there are some adjectives ending on –ly (lovely day)
** there are some adverbs that don’t have –ly ending
*** there are some adverbs that change their meaning:
late - lately; hard - hardly; near - nearly

Exercises

1. Write full sentences.
   1. (your shoes very dirty) ____________________________
   2. (my brother a teacher) ____________________________
   3. (this house not very big) _________________________
   4. (the shops not open today) ________________________
   5. (my keys in my bag) ______________________________
   6. (Jenny 18 years old) _____________________________
   7. (you not very tall) ______________________________
   8. (this man not American, he Australian) __________

2. Complete the sentences with the correct form of the verb to be.
   1. My sister .... a nurse. 2. They .... my patients. 3. My brother and I .... good tennis players. 4. It .... warm today. 5. I .... too

3. Fill in the missing prepositions.
1. Are you interested .... politics? 2. Who is responsible .... this work? 3. I am afraid ........ death. 4. Why are you angry ..... me? 5. She is really very good … languages. 6. I can't help you. I am poor … physics. 7. What is your country famous …? 8. Why are you again late ..... the lesson? 9. Are you sure .... that? 10. He is actually very proud ... what he is.

4. Complete the sentences with the words from the box. 'Some sentences have more than one possible variants.

| there is | there are | there isn't | there aren't | Is there | Are there |

1. ............ a good film on TV tonight. 2. ............ a hotel near here? No, ..... 3. How many patients ............ in this ward? 4. ........ any problems? 5. ........ a lot of accidents on this road. 6. ........ a bus from the city center to the airport? 7. There is nowhere to sit down. ............ any chairs. 8. What's wrong? – ............ something in my eye. 9. ............ five people in my family: my parents, my two sisters and me. 10. We can't go skiing. ............ any snow.
1. ………. hotel is expensive but it's very comfortable. 2. Do you like ………. umbrella? 3. ………… flowers are for you. 4. Excuse me, are ………… your bags? 5. ……. apples look nice. Can I have one? 6. Are …………. your gloves? 7. …………… medicine is for the patient in the first ward. 8. Who are …………..people over there? 9. Look at ………………. birds in the sky! 10. Which shoes do you like? ……. or ……….

5. Choose the correct variant.
1. That man 's name is ……. Richard ……. Robert.
   a. both … and b. either … or c. neither … or
2. I am ………... tired ……. hungry.
   a. and … and b. either … or c. both … and
3. I'm not sure where he is from. He is ……. Italian ……. Spanish.
   a. neither ... or b. both ... and c. either ... or
4. I have ……. time ……. money to go on holiday.
   a. and … both b. nor … nor c. neither … nor
5. ……. scarlet fever ……. influenza are infectious diseases.
   a. either ... or b. neither ... no c. both ... and
6. Where is she? She is ………... at home ……. at the office.
   a. both … and b. or ……. or c. neither ... nor
7. We can go there ………... today ……. tomorrow.
   a. neither ... not b. and ……. and c. either ... or
8. ………... the students ……. the lecturer are late for the lesson.
   a. either ... or b. both ……. and c. neither ... no

6. Which is correct?
1. Your English is very good / well. You speak very good / well.
3. Can you speak *clear / clearly*, please?
4. Our job is very *hard / hardly*. We work *hard / hardly*.
5. Bill is very *carefully / careful* driver. He never drives *fast / fastly*.
6. I understand you *perfect / perfectly*.
7. Come on, Dave! Why are you always *slow / slowly*?
8. I like all Russian writers, *especial / especially* Tolstoy.
9. Please, listen *attentively / attentive*. It is very important.
10. This patient has *bad / badly* cough.
7. Fill in the missing prepositions of place. Some sentences have more than one possible variants.

1. She walked ______ without saying hello.
2. What have you got _____ your bag?
3. There is somebody _____ the door.
4. The bottle is empty. There is nothing ________ .
5. They got ______ the house _______ the window
6. Why are you looking __________ the bed? Have you lost something?
7. There is one British student ________ us.
8. Last night the temperature was ________ zero.
9. There is a bridge __________ the river.
10. Look __________! It's so beautiful here.
11. Do you live somewhere __________ the University?
12. Please, take your feet ______ the table.
13. My neighbor ______ is very noisy.
14. I feel someone is standing _________ me.
15. He threw the ball __________ the best player in the team
16. Look! The dog is swimming _________ the river.
17. I like to walk _________ the streets with my little daughter.
18. He drove the car ____ the hill to the house.
19. He jumped _________ the wall into the garden.
20. The bank is __________ the supermarket.
21. It's a secret just __________ you and me.
22. She stepped down from the train _____ the platform.
23. Put the money __________ your pocket.
24. Don't take you mobile __________ your bag during the lesson.
25. Don't sit ___ the grass. It's wet.
26. Tom lives __________ me.
27. Be careful! Don't fall __________ the stairs
28. Put the piano there, __________ the wall.
29. We took a taxi ______ the hotel ____ the station.
30. You can park your car __________ the shop.

**PREPOSITIONS OF TIME**

*in* July/ winter / 2008 / in the 18th century

*on* Monday(s) / 25 April

*at* 12 o'clock / 10.30 / night / midnight

We say: *at* Christmas / *at* Easter / *at* the weekend (*but on* weekends)

*at* the moment / *at* the same time

*in* the morning / *in* the afternoon/ *in* the evening
We do not use **at** / **on** / **in with**

- **this** … (this morning/week etc.)
- **last** …. (last August/month etc.)
- **next**…. (next Monday/week etc)
- **every** ...(every day/ week etc)

**8. Write at/on/in.**

1. ___ present
2. ___ the evening.
3. ___ half past two.
4. ___ Wednesday.
6. ___ September
7. ___ 24 September
8. ___ Thursday
9. ___ 11. 45.
10. ____ Christmas Day
11. _____ Christmas
12. _____ the morning
13. ____ Friday morning
14. ____ Saturday night
15. ____ midnight
16. ____ the future
17. ____ the weekend
18. ____ winter

**9. Write at /on/ in, where necessary.**

1. Good bye! See you ____ Friday.
2. Where are you working ____ present?
3. I got up ___ 8 o’clock this morning.
4. I like getting up early ____ the morning.
5. My sister gets married ____ May.
6. I phone Robert ____ every Sunday.
7. Fleming discovered penicillin ____ the 20th century.
8. Did you go out ____ Tuesday evening?
9. Do you often go out ____ the evening?
10. Let’s meet ______ 7.30 tomorrow evening.
11. I often go away _____ weekends.
12. I’m starting my new job ____ 3 July.
13. Will you be at home ____ this evening?
14. Julia’s birthday is ____ January.
15. Do you work ____ Saturdays?
17. I like to look at the stars ____ night.
18. We went to France ____ last summer.
19. I know, we'll meet ____ the future.
20. Shall we play tennis ____ next Sunday?
21. We often go to the beach ____ summer.
22. The telephone and the doorbell rang ____ the same time.

**ON TIME / IN TIME**

**on time** = punctual, not late, at the time, which was planned  
The opposite of **on time** is **late**.

**in time** - (for sth/ to do sth) = soon enough  
The opposite **in time** is **too late**.

10. Complete the sentences with on time, in time.
1. The bus was late this morning but it’s usually ___________.
2. The film was supposed to start at 8.30 but it didn’t begin ___________.
3. I like to get up ___________ to have a big breakfast before going to work.
4. We want to start the meeting ___________ , so please don’t be late.
5. I’ve just washed this shirt. I want to wear it this evening, so I hope it will be dry ___________.
6. The train service isn’t very good. The trains are rarely ___________.

---

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7. I nearly missed my flight this morning. I got to the airport just ______________.
8. I nearly forgot it was Joe’s birthday. Fortunately I remembered ______________.

**AT THE END/ IN THE END**

<table>
<thead>
<tr>
<th>at the end (of something)</th>
<th>= at the time when something ends.</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. at the end of the month, at the end of the film</td>
<td></td>
</tr>
<tr>
<td>The opposite of at the end is at the beginning</td>
<td></td>
</tr>
<tr>
<td>in the end</td>
<td>= finally, the final result of the situation.</td>
</tr>
<tr>
<td>e.g. We had some problems with our car. In the end we sold it.</td>
<td></td>
</tr>
<tr>
<td>The opposite of in the end is usually at first.</td>
<td></td>
</tr>
</tbody>
</table>

**11. Put in at or in.**

1. I’m going away _____ the end of the month.
2. It took me a long time to find a job. _____ the end I got a job in the hotel.
3. Are you going away _____ the beginning of August or _____ the end?
4. I couldn’t decide what to buy Mary for her birthday. I didn’t buy her anything _____ the end.
5. We waited ages for a taxi. We gave up _____ the end and walked home.
6. I’ll be moving to a new address _____ the end of September.
7. I’m going away _____ the end of this week.
8. I didn’t know what to do. Yes, you were in a difficult position. What did you do ___ the end?
Lesson 3

YEREVAN STATE MEDICAL UNIVERSITY
AFTER M. HERATSI

The Yerevan State Medical University has a history of more than 90 years (since 1920). It is the only Armenian State Medical Institution, which is famous throughout the world, as many of its graduates work successfully in many foreign countries.

The head of the University is the Rector. The administrative staff includes the vice rectors, deans and chairmen.

The University has the following faculties: the faculty of General Medicine, the faculty of Stomatology, the faculty of Pharmacy and the faculty of Military Medicine. The Department of International students deals with English-speaking international students from Syria, India, Iran, Lebanon and Russian-speaking students from CIS countries.

The head of each faculty is the dean. Each faculty has a number of departments both theoretical and clinical. The chairman, who is usually a professor, is in charge of a department.

The schedule of junior medical students includes such theoretical subjects as: Biology, Organic and Inorganic Chemistry, Medical Physics, Higher Mathematics and IT, Latin and Foreign Languages, Normal Anatomy, Histology, Normal Physiology etc. During Anatomy classes the students study the structure of the human body and see different organs. Some lessons they have in the Anatomical Museum. The Anatomical Atlas helps to get more detailed information. Later the students can take part in dissecting cadavers in the Anatomical Theatre.

Senior medical students study the following clinical subjects: Therapy, Laboratory Diagnostics, General Surgery,
Obstetrics and Gynecology, Infectious Diseases, Pediatrics, Oncology, Ophthalmology and others in the University clinics.

On their practical classes the students study how to communicate with patients, examine them, make diagnoses, some laboratory analyses and take part in some operations.

The academic year lasts two semesters so the students take tests and exams twice a year in winter and summer sessions.

The students take part in the scientific and research work in different departments, help the lecturers to carry out experiments and make reports on the annual students’ scientific conferences. The students can also take part in the Student Exchange University Program and have their practical training abroad during their summer holidays.

The medical students do the Bachelor's Degree for four years, then the Master's Degree for a year or two and after that they continue their education in the Internship or in the Clinical Residency.

**Remember**
throughout the world = all over the world
foreign countries = abroad
a foreigner / a foreign language
department = chair
chairman = head of the department
stomatology = dentistry
CIS – commonwealth of independent states
theoretical = preclinical
clinical = practical
IT – Information Technologies
therapy = internal Diseases
anatomy / anatomical atlas, museum, theatre
Glossary

institute / institution
graduation / graduation ceremony / graduation party
graduates (BE) = alumni (AE)
to graduate from the university / to finish school / to leave school
success - successful - successfully - to succeed
to be in charge of = to be responsible for = to have a control
to deal with = to do business with
junior students - the first- and the second-year students
the first year student - freshman
the second year student - sophomore
senior students - the third- and the fourth -year students = undergraduates
cadaver = corpse = a dead body
to dissect – to cut up a dead person to study it in detail
a number of = many = a lot
academic year = a period of studies from September to June
schedule = a plan of subjects (according to the text)
part / partly / take part = participate / participant
to pass an exam / to fail an exam
science – scientist – scientific
to make experiment / experimental work
communication / communicable / to communicate = to exchange information, news
to train = to teach
training = practice
carry on = to go on = to continue
carry out = to complete a task
semester = term
annual – taking place every year
education = studies
to do (a course, a degree, a subject) = to study
Exercises
1. Answer the following questions.

1. What is the full name of our University?
   a. Yerevan State University of M. Heratsi
   b. Yerevan Medical University after M. Heratsi
   c. Yerevan Medical State University after Heratsi
   d. Yerevan State Medical University after M. Heratsi

2. How old is our University?
   a. 1920 years old          b. 90 years old
   c. 90 year old             d. since 1920

3. What faculties are there in the University?
   (1) Faculty of Dentistry, (2) F. of General medicine, (3) F. of Therapy, (4) F. of Military Medicine, (5) F. of Pharmacy
   a. 1, 2, 3      b. 1, 2, 4, 5      c. 1, 2, 5      d 1, 3, 5

4. What subjects do the medical students study during the first two years?
   (1) Biology, (2) Organic and Inorganic Chemistry, (3) Infectious Diseases, (4) Latin, (5) Normal Anatomy
   a. 1, 2, 4, 5       b. 2, 3, 5       c. 3, 4, 5       d. 1, 3, 4

5. What subjects do the senior medical students study?
   (1) Normal Physiology, (2) General Surgery, (3) Histology, (4) Therapy, (5) Oncology
   a. 1, 3, 5       b. 1, 2, 4       c. 2, 4, 5       d. all of them

6. What subjects do not the junior students study?
   a. Organic and Inorganic Chemistry
   b. Obstetrics and Gynecology
   c. Histology
   d. Higher Mathematics

7. What subjects do not the senior students study?
   a. Therapy          b. General Surgery
   c. Normal Anatomy    d. Ophthalmology
8. What don’t the senior students do during their practical classes?
   a. study how to communicate with patients
   b. make operations
   c. take part in operations
   d. study how to make diagnoses

9. A period of studies from September till June is
   a. study term                      b. winter and summer sessions
   c. academic year                  d. a schedule

10. “To be in charge of” means:
    (1) to be responsible for, (2) to do business with, (3) to have a control, (4) to deal with, (5) to be famous for
    a. 2, 4              b. 1, 5              c. 3, 4       d. 1, 3

11. “To deal with” means:
    (1) to do business with, (2) to be responsible for, (3) To be in charge of, (4) to have a control, (5) to be famous for
    a. only 1       b. only 2     c. all of them   d. all except 5

2. Match the following adjectives with the nouns given below.
   a. Anatomical    d. Histological
   b. Biological    e. Pathological
   c. Chemical      f. Operating
   1. ______________________________________ museum
   2. ______________________________________ experiment
   3. ______________________________________ theatre
   4. ______________________________________ specimen
   5. ______________________________________ preparation
   6. ______________________________________ atlas
   7. ______________________________________ slide*/section**

* slide - a thin piece of glass with an object on it examined under the microscope.
** section – a very thin flat piece of body tissue examined under the microscope
3. Choose the correct option.
1. One who heads the University is……
   a. the chairman   b. the vice rector   c. the rector   d. the dean
2. One who is in charge of a department is……
   a. the chairman   b. the vice rector   c. the rector   d. the dean
3. The person who is in charge of a faculty is……
   a. the chairman   b. the vice rector   c. the rector   d. the dean
4. Those students who are in their third and fourth years are…
   a. a junior student   b. a senior student   c. a sophomore   d. a freshman
5. A student who is in his first year is a (1) junior student   (2) senior student   (3) sophomore (4) freshman
   a. 2,4           b. 1, 3           c. 1,4         d. all of them
6. The graduates may continue their studies in (1) Internship, (2) Dean’s Office, (3) Clinical Residency, (4) International Department
   a. 1, 2           b.3, 4          c. 2,4          d. 1,3
7. Students participate in (1) research work, (2) scientific work, (3) annual students’ scientific conferences, (4) dissecting cadavers, (5) Student Exchange University Program
   a. 1, 3, 5       b. 2, 4, 5      c. 1, 2, 4      d. all of them
8. Which one is wrong? Students take part in……
   a. scientific and research work   b. the work of vice-rectors   c. practical training abroad   d. annual students’ scientific conferences

4. Complete the sentences with the expressions given below.
1. Surgery deals with______________________________
2. Pediatrics deals with____________________________
3. Dermatology deals with ______________________
4. Traumatology deals with ______________________
5. Psychiatry deals with ______________________
6. Osteology deals with ______________________
7. Histology deals with ______________________
8. Microbiology deals with ______________________
9. Biochemistry deals with ______________________
10. Biology deals with ______________________
    a. treatment of children’s diseases
    b. study of chemical reactions in living organisms
    c. treatment of surgical diseases
    d. origin, reproduction, structures of plant and animal life
    e. causative agent of diseases
    f. treatment of skin diseases
    g. treatment of mental diseases
    h. microscopic structure of tissue
    i. treatment of traumas
    j. structure of bones

5. Answer the question “What do the students do during their classes on….?” and fill in the table choosing from the options given below. You can use more than one option for each subject. Mind! There are more options than necessary.

<table>
<thead>
<tr>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Surgery</td>
</tr>
<tr>
<td>Laboratory diagnostics</td>
</tr>
<tr>
<td>Therapy</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Lectures</td>
</tr>
<tr>
<td>Microbiology</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
</tbody>
</table>

a. solve the problems / sum  
b. examine slides under the microscope  
c. do physical exercises  
d. make experiments  
e. translate articles and texts  
f. examine patients  
g. take part in an operation  
h. make analyses  
i. learn new words  
j. make notes  
k. operate on the patients  
l. take the specimens to the laboratory  
m. clean the laboratory rooms  
n. do lexical exercises  
o. listen to the teacher’s explanations
Lesson 4

PRESENT SIMPLE

<table>
<thead>
<tr>
<th>V₁ (+s)</th>
<th>affirmative</th>
<th>Question</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I speak</td>
<td>I have</td>
<td>Do I speak?</td>
<td>Do I have?</td>
</tr>
<tr>
<td>You speak</td>
<td>You have</td>
<td>Do you speak?</td>
<td>Do you have?</td>
</tr>
<tr>
<td>He/she/it speaks</td>
<td>He/she/it has</td>
<td>Does he/she/it speak?</td>
<td>Does he/she/it have?</td>
</tr>
<tr>
<td>We speak</td>
<td>We have</td>
<td>Do we speak?</td>
<td>Do we have?</td>
</tr>
<tr>
<td>They speak</td>
<td>They have</td>
<td>Do they speak?</td>
<td>Do they have</td>
</tr>
</tbody>
</table>

*Emphatic form*  I do play tennis.  
He does know Chinese.

**Do not use *do/does* in questions if *who, what* is the subject of the sentence.**  
Who knows the answer?  What makes you think so?

<table>
<thead>
<tr>
<th>words used</th>
<th>always</th>
<th>often=frequently</th>
<th>sometimes</th>
<th>usually</th>
<th>every day</th>
<th>generally</th>
<th>seldom=rarely</th>
<th>from time to time</th>
</tr>
</thead>
</table>

*** have = have got  
He has a car. = He has got a car.  
Does he have a car? = Has he got a car?  
He doesn't have a car. = He hasn't got a car.
Exercises

1. Put the verbs in the correct form.
   1. She __________ (to live) in Yerevan. 2. My sister and I __________ (to attend) English classes. 3. My father __________ (to work) in the infection hospital. 4. We usually __________ (to come) to the University at 9 o’clock. 5. My aunt usually __________ (to visit) us on week-ends. 6. My parents often __________ (to leave) for Canada on business. 7. I __________ (to know) that Sue always __________ (to have) dinner at the same time. 8. It is usually dry here at this time of the year. It __________ (not rain) much. 9. Many people __________ (to spend) time on the beach on holiday. 10. Our washing machine __________ (to start) when you press the button.

2. Complete the sentences. Use the verbs from the box.

   | boil      | close      | cost (2) | like (2) | meet    | open (2) |
   | speak     | teach      | wash     | look after |

   1. Margaret __________ four languages. 2. In Britain the banks usually __________ at 9.30 in the morning. 3. The central bank __________ at 9 o’clock. 4. The City Museum __________ at 5 o’clock in the evening. 5. Tina is a teacher. She __________ mathematics to young children. 6. My job is very interesting. I __________ a lot of people. 7. Peter __________ his hair twice a week. 8. Food is expensive. It __________ a lot of money. 9. Shoes are expensive. They __________ a lot of money. 10. Water __________ at 100 degrees Celcius. 11. Julia and I are good friends. I __________ her and she __________ me. 12. Nurses __________ the patients in hospitals.
3. Complete the sentences. Most of them are negative. Use don’t/ doesn’t + one of these words.

<table>
<thead>
<tr>
<th>cost</th>
<th>go(2)</th>
<th>know</th>
<th>read</th>
<th>see</th>
<th>use</th>
<th>wear</th>
<th>eat</th>
<th>grow</th>
<th>make</th>
<th>rise</th>
<th>tell</th>
<th>translate</th>
<th>believe</th>
<th>flow</th>
</tr>
</thead>
</table>

1. I buy a newspaper every day but sometimes I _________ it.
2. Paul has a car but he ______________________ it very often.
3. They like films but they __________ to the cinema very often.
4. Amanda is married but she __________________________ a ring.
5. I __________ much about politics. I’m not interested in it.
6. It’s not an expensive hotel. It ________ much to stay there.
7. Brian lives near us but we _______________ him very often.
8. The sun __________ round the earth.
9. Rice __________ in Britain.
10. The sun __________ in the west.
12. Vegetarians __________ meat
13. An atheist __________ in God.
14. An interpreter __________ from one language to another.
15. A liar is someone who__________ the truth.
16. The River Amazon _________ into Atlantic Ocean.

4. Match the parts of the table and fill in the lines below.

<table>
<thead>
<tr>
<th>Do</th>
<th>Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>she work in the evening?</td>
<td></td>
</tr>
<tr>
<td>your friends live near here?</td>
<td></td>
</tr>
<tr>
<td>he have any problem with German?</td>
<td></td>
</tr>
<tr>
<td>they play tennis?</td>
<td></td>
</tr>
<tr>
<td>it often snow in your country?</td>
<td></td>
</tr>
<tr>
<td>you always have breakfast?</td>
<td></td>
</tr>
<tr>
<td>it cost much to phone New York?</td>
<td></td>
</tr>
</tbody>
</table>
| 1. What | your parents live?  
| 2. Why | Sue have?  
| 3. Where | you get to the University?  
| 4. When | he do that work?  
| 5. How long | this word mean?  
| 6. How many brothers | you usually go to bed?  
| 7. How much | it take you to do your homework?  
| 8. How often | your sisters study at school?  
| 9. How | the students take exams.  
| 10. Which language | this jacket cost?  

5. Fill in the sentences and match the question words and answers.

| 1. What | a. Because I like it.  
| 2. Who | b. At 7 in the morning.  
| 3. Where | c. $5  
| 4. When | d. A sandwich.  
| 5. | e. By bus.  

31 | ENGLISH LANGUAGE MANUAL
<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>How much ..........................?</td>
<td>h. The black one.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>How ................................?</td>
<td>i. It's mine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Whose ...............................?</td>
<td>j. Four</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Which ................................?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Lesson 5

PRESENT CONTINUOUS

to be + V_ing

<table>
<thead>
<tr>
<th>affirmative</th>
<th>Question</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am speaking</td>
<td>Am I speaking?</td>
<td>I am not speaking</td>
</tr>
<tr>
<td>You are speaking</td>
<td>Are you speaking?</td>
<td>You are not speaking</td>
</tr>
<tr>
<td>He/she/it is</td>
<td>Is he/she/it</td>
<td>He/she/it is not speaking</td>
</tr>
<tr>
<td>speaking</td>
<td>speaking?</td>
<td></td>
</tr>
<tr>
<td>We are speaking</td>
<td>Are we speaking?</td>
<td>We are not speaking</td>
</tr>
<tr>
<td>They are speaking</td>
<td>Are they speaking?</td>
<td>They are not speaking</td>
</tr>
</tbody>
</table>

**words used**

- now at the moment
- Hurry up! Look!

*verbs never used in continuous tense:*

**Emotions:** like love hate want need prefer

**Mental abilities:** realize suppose understand believe remember forget know

**State:** belong consist seem mean depend contain

**Senses:** see hear smell taste

**to think:**
1. What are you thinking about? (mental process)
2. What do you think of him? (opinion)

**to have**
1. I have two children. (to possess)
2. I am having dinner now. Call me later. (process)

***Mind!** Indefinite pronouns *everything, everybody* are used with singular verb. e.g. Everybody is waiting for you.

Some word combinations with *to have*

- to have a cold
- to have a nervous breakdown
- to have a headache
- to have a temperature
- to have a sore throat
- to have a (bad) cough
to have difficulty, fun doing, trouble in doing
to have a holiday/ party/ accident
to have a good flight /trip /journey
to have a try/ a go /a look(at)/ chat (with) /conversation
to have breakfast/dinner/coffee
to have a rest /nice time /a day off
to have a bath /shower /a swim

Exercises
1. Complete the sentences with one of the following verbs from the box in the correct form.

<table>
<thead>
<tr>
<th>come</th>
<th>get (2)</th>
<th>happen</th>
<th>go</th>
<th>look</th>
<th>make</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. You ______________ hard today. – Yes I have a lot to do.  
2. I ______________ for Christine. Do you know where she is?  
3. It ______________ dark. Shall I turn on the light?  
4. They haven’t got anywhere to live at the moment. They ______________ with friends until they find somewhere.  
5. Are you ready, Ann? – Yes, I ______________.  
6. Have you got an umbrella? It ______________ to rain.  
8. Why are all these people here? What ______________?  
9. How is you English? ______________ better?  
10. Jenny is a student at University. – Is she? What ____ she ______________?

2. Put the verb into the correct form, present continuous or present simple.

1. boil  
   a. Water ______________ at 100° C.  
       b. Water ______________. Turn it off.  
2. do  
b. What ............ you ............ under the table?

3. work  a. Please, don't make so much noise. He ............
            b. He .................. at the bank.

4. go a. I ................. to bed now. Goodnight!
            b. I always ................. to bed before midnight.

5. speak  a. What language ........ the Brazilians ........?
            b. Listen to those people. What language ........ they ........?

6. rain(not)  a. It ................. very much in summer.
              b. Let's go out. It ................. now.

7. have  a. We are enjoying our holiday. We ................. a nice room in the hotel.
            b. We ................. a great time here.

8. think  a. You look so sad. What ............ you ...... about?
            b. What ............ you ............ of our new boss?

9. try  a. Look! That man ................. to open the door of your car.
            b. He ................. hard to help.

             b. Where ........ you ........ from? – From the hospital. My Mom is ill.

3. Put the verb into the correct form, present continuous or present simple.

1. Are you hungry? ............... something to eat? (you/want)

2. Jill is interested in politics but she ................. to a political party. (not/belong)

3. Don't put the dictionary away. I ................. it. (use)

4. Don't put the dictionary away. I ................. it. (need)

5. Who is that man? What .................? (he/want)

6. Who is that man? Why ................. at us? (he/look)
7. George says he’s 80 years old but nobody ________ him. (believe)
8. She told me her name but I ______________ it now. (not/remember)
9. I ___________ of selling my car. (think) Would you be interested in buying it?
10. I __________ you should sell your car. (think) You __________ it very often (not/use).
11. I used to drink a lot of coffee but these days ____________ tea. (prefer)
12. Air ____________ mainly of nitrogen and oxygen. (consist)
13. Why are those people here? - We ____________ a party. (have)
14. Where is Tom? – He ____________ a rest. (have)

4. Choose the correct verb form (continuous or simple) from the box and complete the sentences.

<table>
<thead>
<tr>
<th>try</th>
<th>hate</th>
<th>use</th>
<th>smell</th>
<th>go</th>
<th>know</th>
<th>work</th>
</tr>
</thead>
<tbody>
<tr>
<td>remember</td>
<td>do</td>
<td>like</td>
<td>write</td>
<td>repair</td>
<td>wait</td>
<td></td>
</tr>
</tbody>
</table>

1. Please, be quiet. I ___________ to read the paper.
2. This is a very quiet town. Where _______ people _________ in the evenings?
3. I ____________ in a factory until I can find a better job.
4. What _______ you__________ with all that paper and glue?
5. I_____________ (not) the computer at the moment, so you can work on it.
6. _______ Karen and John ever _______ to you?
7. She always ________________ my birthday.
8. Those flowers ________________ nice. What are they?
9. Jane _________ the car in the garage now. She _________ how to do it.
10. I _________ (not) him, I just ______________(not) him very much at the moment.
11. ___________ you ___________ how to say this in French?
12. Hurry up! Everybody ______________ for you.

5. Here are some exchanges from an interview between an American journalist a French film star. Complete them with the correct tenses.
1. – How do you start working on a film?
   – I ___________ (read) the script and ___________ (make) notes.
2. – I ___________ (make) notes of our interview. I hope you don't mind. – No, that's OK.
3. - What languages _______________ (you speak)?- English, French and Spanish.
4. - I am glad we _______________ (do) this interview in English. My French isn't very good.
5. - Who ___________ (play) that guitar? – My son when he has time.
6. - Who ___________ (play) the piano upstairs? – My sister. She's got a concert tomorrow.
7. - What ___________ (she play)? – I think it's the piece by Chopin.
8. ___________ (she play) anything else? – The violin. She is very musical.
9. - Your daughter's very keen on sport, isn't she? - She ___________ (play) tennis.
10. - Where is she now? – She ___________ (play) tennis as usual.
11. - What’s that delicious smell? – My husband ________ (cook).
12. - Is that usual? – Yes, normally I ________ (shop) and my husband ________ (cook).
13. - What a lovely clock! – It ________ (not work). I’m afraid, it’s been broken for years.
14. - Could I use your phone? - I’m afraid, it _________ (not work) at the moment.

6. **Use the correct form of the verb to have.**
   1. I don't want ice cream. I ________________ a sore throat.
   2. - What's that noise? – The neighbours ________ a party.
   3. - How is Tom? – He _____________ bad cough and high temperature.
   5. Don't disturb him. He _____________ a rest.
   6. Turn off that music. I _____________ bad headache.
   7. They are on holiday in France. They ______________ a comfortable room in the hotel. They ___________ a nice time there.
   8. - Where is Kate? She ______________ a chat on Skype with her boyfriend.
   9. - I can't find Paul in the house. – He _____________ a swim in the pool in the back yard.
  10. We ______________ difficulty with this translation. Can you help us?
Lesson 6

THE STRUCTURE OF THE HUMAN BODY

part I

The human body consists of 3 main parts: the head, the trunk and the limbs. The head is connected with the trunk by the neck. The head has a front part: the face. On the face we can see forehead, temples, eyes, eyebrows, nose, cheeks, mouth, lips and chin. The top and the back of the head are covered with hair and there are ears on both sides of the face.

The trunk consists of the chest, abdomen and the back.

We have four limbs - 2 upper limbs and two lower limbs. The main parts of the upper limb are shoulder, arm, elbow, forearm, wrist, hand and fingers. Each hand has four fingers (index f., middle f., ring f. and little) and the thumb. The lower limb consists of the thigh, knee, shank, ankles, foot and toe.

Remember

limbs = extremities
upper limbs = arms
lower limbs = legs
index finger = point finger
toe – big/second/third/fourth/little

consist of
to be connected with
to be covered with

PARTS OF THE HUMAN BODY

<table>
<thead>
<tr>
<th>Face</th>
<th>forehead, temples, nose, eyes, eyebrows, eyelids, eyelashes, cheeks, mouth, lips, ears, chin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trunk</td>
<td>chest, abdomen, back</td>
</tr>
<tr>
<td>upper limb</td>
<td>shoulder, arm, forearm, elbow, wrist, hand, palm, fingers, thumb, nails</td>
</tr>
<tr>
<td>lower limb</td>
<td>thigh, knee, shank, ankles, foot, heel, sole, toe</td>
</tr>
</tbody>
</table>
Exercises
1. Label the parts of the body. Choose from the following. Some have been done for you.

<table>
<thead>
<tr>
<th>Part</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>forehead</td>
<td>_</td>
</tr>
<tr>
<td>calf</td>
<td>27</td>
</tr>
<tr>
<td>big toe</td>
<td>_</td>
</tr>
<tr>
<td>knee</td>
<td>_</td>
</tr>
<tr>
<td>cheek</td>
<td>_</td>
</tr>
<tr>
<td>palm</td>
<td>_</td>
</tr>
<tr>
<td>ear</td>
<td>_</td>
</tr>
<tr>
<td>back</td>
<td>_</td>
</tr>
<tr>
<td>thigh</td>
<td>_</td>
</tr>
<tr>
<td>hip</td>
<td>23</td>
</tr>
<tr>
<td>thumb</td>
<td>_</td>
</tr>
<tr>
<td>stomach</td>
<td>_</td>
</tr>
<tr>
<td>mouth</td>
<td>_</td>
</tr>
<tr>
<td>head</td>
<td>_</td>
</tr>
<tr>
<td>ankle</td>
<td>_</td>
</tr>
<tr>
<td>elbow</td>
<td>_</td>
</tr>
<tr>
<td>neck</td>
<td>_</td>
</tr>
<tr>
<td>waist</td>
<td>17</td>
</tr>
<tr>
<td>chin</td>
<td>_</td>
</tr>
<tr>
<td>throat</td>
<td>_</td>
</tr>
<tr>
<td>shoulder</td>
<td>_</td>
</tr>
<tr>
<td>arm</td>
<td>_</td>
</tr>
<tr>
<td>foot</td>
<td>_</td>
</tr>
<tr>
<td>wrist</td>
<td>_</td>
</tr>
<tr>
<td>armpit</td>
<td>13</td>
</tr>
<tr>
<td>chest</td>
<td>_</td>
</tr>
<tr>
<td>breast</td>
<td>___</td>
</tr>
<tr>
<td>buttocks</td>
<td>___</td>
</tr>
<tr>
<td>eyes</td>
<td>___</td>
</tr>
<tr>
<td>jaw</td>
<td>_____</td>
</tr>
<tr>
<td>nose</td>
<td>_____</td>
</tr>
<tr>
<td>fingers</td>
<td>_____</td>
</tr>
</tbody>
</table>

![Diagram of the body with labeled parts](image)

40 | ENGLISH LANGUAGE MANUAL
2. **Guess what it is.**
   1. Without opening it we can’t eat.
   2. What part of the human body is situated on both sides of the nose?
   3. It’s on your neck.
   4. Without them you can’t listen to music.
   5. It’s between your head and your body.
   6. Without them day and night are the same for you.
   7. They are in your shoes.
   8. It’s in the middle of your face.
   9. You have 4 of these.
   10. They are above your eyes.
   11. Two parts of your body that you regularly cut.
   12. We have ten on our feet.

3. **Read the text and do the following exercises**

   **Smoking kills more Americans than AIDS, drug abuse, car accidents and crime.**

   Did you know that 390,000 Americans die each year from cigarette smoking? Smoking tobacco causes 1 out of 6 deaths. Smoking can also cause some very serious diseases. Some people become addicted to smoking.

   Lung cancer has caused more deaths in women than breast cancer. If a pregnant woman smokes, she has a greater chance of medical problems with her baby.

   Cigarette smoking is the number one cause of cancer death in men. Male smokers over the age of 35 are more likely to die from smoking-related diseases like lung cancer.

   Many children start smoking before they reach high school. They run the risk of smoking most of their lives. They could die of smoking-related diseases.
A. Study the following words and expressions
Drug abuse / alcohol abuse/ tobacco abuse/ child abuse/ animal abuse/ physical abuse/ sexual abuse
To be addicted to-when you can’t stop taking or using sth
Become addicted to drugs/ alcohol/ tobacco/ coffee
Addict (n) - TV/football addict
To cause (v) = to be the cause of sth; to make sth happen
a cause (n) = a reason for sth / Smoking is one of the main causes of heart disease
Is likely to = probably or expected / The pain is likely to get severe.
Over the age of 35 = more than/ He’s over fifty. He is over two metres tall.
Under the age of =below; younger than
To run the risk = to put in danger
Smoking-related – e.g. family related; drug-related, alcohol-related

B. Find the correct option

If a _____ woman smokes, she has a greater chance of medical problems with her baby.

☐ pregnant
☐ old
☐ small

What is the best way not to get addicted to smoking cigarettes?

☐ smoke a lot when you are young
never start smoking cigarettes
only smoke a few cigarettes
Lung cancer has caused more deaths in woman than ______ cancer.

stomach
brain
breast

Many ______ start smoking before they reach high school.

children
families
parents

Many people become ______ smoking and can't stop.

dead from
sick of
addicted to

4. Look at these questions:
a. What does she like?
b. What is she like?
c. What does she look like?
d. How is she?
Say which answer goes with each question. Learn the underlined words.
1. She is not very well, actually. She’s got a bad cold.

2. She’s really nice. Very friendly and open and good fun to be with.

3. She likes swimming and skiing, and she is a keen football fan.

4. She is quite tall, average build, with straight brown hair.

5. She is very nice actually. You’d really like her. She is a kind of person you can always go to with a problem.

6. She is not too good. Still got a temperature and a cough that she can’t shake off.

7. Her greatest passion is horse-riding. She lives for horses from morning till night.

8. I can’t stand her. She’s everything I don’t like in a woman. She’s bossy, she’s superior, and she thinks she can do everything better than other people.


10. She’s fine. Very happy since she met Bernard, and she seems to be very well, too.

11. Mmm…. A bit like you, actually. Same build, same height, and similar colour eyes.

12. She’s quite good-looking. The kind of girl you go for. But she’s a bit too serious for me. You know. Politics, literature, human rights, things like that.

13. Gardening, cooking, and sailing, just in that order.

14. The doctors say she’ll be in hospital for at least another week.
5. Write a suitable question for each situation.
1. You are going to meet a friend of your sister at the airport. You have never met her before. What do you ask your sister?

2. A friend has just been to visit Alice in hospital. What do you ask?

3. “There was a new student in our class today. She is Japanese”, says your friend. What question do you ask?

4. You have invited some friends to come to your house for a meal. You want to make sure that you don’t give them food they don’t like.

5. You were in a bank when it was robbed by three men. What question do the police ask you?

6. A friend is reading a letter from his friend You want to know if she is well. What do you ask?

7. A friend has just come back from two weeks in the Bahamas. You know nothing about these islands. What do you ask?

5. Answer these questions
1. What sort of things do you like doing?
2. How are your parents?
3. Who do you look like in your family?
4. What are you like as a person?
5. What’s your school like?
6. What does your teacher look like?
THE STRUCTURE OF THE HUMAN BODY

part II

The smallest elements of the human body are cells. The combination of cells and the product of their secretion form tissues. A system is a group of organs performing the same functions and having identical tissues.

In the human body there are the following main systems: respiratory, circulatory, digestive, muscular, osseous, nervous, and sensory.

Bones, ligaments and joints form together the motive and supporting apparatus, the skeleton. It has a number of cavities, e.g. the pelvis, the skull, and the spinal column, which is the principal support of the trunk of the body. These cavities support and protect viscera. We can move the parts of our body by contraction of the muscles.

Muscles consist of a number of fibers. The fibers can contract spontaneously with the help of the sinew. The muscles take great part in the formation of cavities for viscera. The thoracic case consists partly of muscles, partly of ribs. It is the cavity for the heart, lungs, bronchi, trachea and esophagus. The lungs consist of alveoli. They exhale carbon dioxide and inhale oxygen.

The muscles of the abdominal wall together with the lumbar spine form a cylinder. In the cylinder there are the following inner organs: the stomach, liver, intestines, kidneys, spleen, gall-bladder, etc.

Remember
the same = identical = similar
perform = to do
principal = main
viscera = inner organs
testines = bowels
case = cavity
abdomen = belly, tummy
spontaneously = by itself = on its own
with the help of = by means of = with the aid of
sinew = tendon

**Glossary**
to respire – respiration – respiratory – respirator (a special mask that protects against gas, smoke, etc.)
to respire = to breathe
respiration = breathing
to inspire = to breathe in = to inhale
to expire = to breathe out = to exhale
to inhale - inhalation – inhaler (a small device with medicine for inhalation used by people who have problems with breathing)
to circulate – circulation – circulatory
blood circulation
to digest – digestion – digestive
indigestion = dyspepsia = digestion disorders
digestive tract/canal/diseases = gastrointestinal tract /canal/
diseases = alimentary tract/canal/diseases
spinal column = the spine = vertebral column = backbone
lumbar spine/cervical spine/thoracic spine
to protect – protection – protective – protector – protégée
to support – a support – supporting – supporter
to move – movement – motive
to contract – contraction
SYSTEMS AND INNER ORGANS

<table>
<thead>
<tr>
<th>Systems</th>
<th>respiratory, circulatory, digestive, muscular, osseous, nervous, sensory</th>
</tr>
</thead>
<tbody>
<tr>
<td>thoracic cavity</td>
<td>heart, lungs, bronchi, esophagus, trachea</td>
</tr>
<tr>
<td>abdominal cylinder</td>
<td>stomach, intestines (bowels), liver, spleen, kidneys, gall-bladder, urinary bladder, pancreas</td>
</tr>
<tr>
<td>skull</td>
<td>brain</td>
</tr>
</tbody>
</table>

Exercises

1. Which body system are the following medical terms connected with?

   1. movement, bone, rib  \( S \_ \_ \_ \_ \_ \_ \_ I \) system
   2. bronchus, nose, lungs \( R \_ \_ \_ \_ \_ \_ \_ Y \) system
   3. contraction, tendon, fiber \( M \_ \_ \_ \_ \_ \_ \_ R \) system
   4. vein, blood, artery \( V \_ \_ \_ \_ \_ \_ \_ R \) system
   5. stomach, bowels, esophagus \( D \_ \_ \_ \_ \_ \_ e \) system
   6. nerves, brain, receptors \( N \_ \_ \_ \_ \_ s \) system
   7. eyes, tongue, ear \( S \_ \_ \_ \_ \_ y \) system

2. a. Match the organs and senses:

   a. smell  b. touch  c. hearing  d. taste  e. vision

   

   1. _  2. _  3. _  4. _  5. _

   b. Match the verbs and parts of the body.

   \textit{head  eyebrows  lips  fingers  hands}

   1. You raise \______________\ when you are surprised.
   2. You hang \______________\ when you are ashamed.
3. You shake _____________ when you greet somebody.
4. You bite _____________ when you are nervous.
5. You click ________________ when you are trying to remember something.

<table>
<thead>
<tr>
<th>Noun</th>
<th>adjective</th>
<th>noun</th>
<th>adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>abdomen</td>
<td>abdominal</td>
<td>bone</td>
<td>osseous</td>
</tr>
<tr>
<td>bronchus</td>
<td>bronchial</td>
<td>brain</td>
<td>cerebral</td>
</tr>
<tr>
<td>Cell</td>
<td>cellular</td>
<td>cheek</td>
<td>buccal</td>
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<tr>
<td>esophagus</td>
<td>esophageal</td>
<td>chest</td>
<td>thoracic</td>
</tr>
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<td>intestines</td>
<td>intestinal</td>
<td>eye</td>
<td>ocular</td>
</tr>
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<td>muscle</td>
<td>muscular</td>
<td>heart</td>
<td>cardiac</td>
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<td>Nerve</td>
<td>nervous</td>
<td>kidney</td>
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<td>Nose</td>
<td>Nasal</td>
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<td>hepatic</td>
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<td>Pelvis</td>
<td>Pelvic</td>
<td>lung</td>
<td>pulmonary</td>
</tr>
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<td>peritoneal</td>
<td>mouth</td>
<td>oral</td>
</tr>
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<td>skeleton</td>
<td>skeletal</td>
<td>neck</td>
<td>cervical</td>
</tr>
<tr>
<td>Spine</td>
<td>Spinal</td>
<td>rib</td>
<td>costal</td>
</tr>
<tr>
<td>Spleen</td>
<td>Splenic</td>
<td>skin</td>
<td>dermal</td>
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<td>temples</td>
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<td>skull</td>
<td>cranial</td>
</tr>
<tr>
<td>vertebra</td>
<td>vertebral</td>
<td>stomach</td>
<td>gastric</td>
</tr>
<tr>
<td>Vessel</td>
<td>vascular</td>
<td>tongue</td>
<td>lingual</td>
</tr>
<tr>
<td>Viscera</td>
<td>Visceral</td>
<td>tooth</td>
<td>dental</td>
</tr>
<tr>
<td>Urine</td>
<td>Urinary</td>
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<td></td>
</tr>
</tbody>
</table>
Remember

<table>
<thead>
<tr>
<th>These words are frequently used in the following word combinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>bone fracture</td>
</tr>
<tr>
<td>bone softening</td>
</tr>
<tr>
<td>bone cancer</td>
</tr>
<tr>
<td>brain tumor</td>
</tr>
<tr>
<td>brain concussion</td>
</tr>
<tr>
<td>heart failure</td>
</tr>
<tr>
<td>liver cells</td>
</tr>
<tr>
<td>hepatic diseases</td>
</tr>
</tbody>
</table>

* cardiac face – a face typical of a patient with a cardiac disease

3. Choose the correct word.

1. In the *abdomen*/*abdominal* cylinder there are some inner organs.
2. The *abdomen*/*abdominal* wall protects the organs of the belly.
3. Bad *muscle*/*muscular* pain is typical of this disease.
4. Sportsmen often have the rupture of the leg *muscle*/*muscular*.
5. After a serious *nerve*/*nervous* breakdown he needs some rest at the seaside.
6. Stressful work may sometimes result in different *nerve*/*nervous* disorders.
7. The patient got the injury of the *nose*/*nasal* as a result of fight.
8. Young children often have *nose*/*nasal* bleeding when they bump their head.
9. Some *intestines*/*intestinal* bacteria may cause indigestion.
10. “Varicose veins” is a *vessel*/*vascular* disorder of the lower extremities.
11. Peritonitis is the inflammation of the peritoneum/peritoneal wall.
12. The urinary bladder is in the pelvis/pelvic cavity.

4. Insert the missing names of the parts.

1. The trunk consists of the ....... .
   a. bones, ligaments and joints  
   b. muscles, fibers and nerves  
   c. chest, back and spine   
   d. abdomen chest and back  
2. The skeleton consists of ...... .
   a. bones, ligaments and joints  
   b. a number of fibers  
   c. a number of cavities   
   d. heart, lungs and bronchi  
3. The spinal column consists of ..... .
   a. a number of cavities  
   b. a number of vertebrae  
   c. a number of muscles   
   d. a number of fibers  
4. The alimentary canal consists of the .... .
   a. heart, lungs and bronchi 
   b. brain and nerves  
   c. esophagus, stomach and bowels 
   d. muscles and fibers  
5. The upper extremities *don’t* include .... .
   a. shoulder, arm, forearm  
   b. elbow, wrist and hand  
   c. hand, palm and fingers 
   d. knee, thigh, and heel  
6. The lower extremities *don’t* include the ..... .
   a. shank, ankles, foot   
   b. thigh, knee, toe  
   c. heel, sole, ankles  
   d. elbow, uncle, wrist  
7. The thoracic cavity *doesn’t* involve..... .
   a. heart, lungs 
   b. trachea, bronchi  
   c. pancreas, kidney   
   d. esophagus, trachea
5. Complete the sentences using the words from the box. The number of words is given in the brackets.

bones(×2) appendix, esophagus, lungs (×4) liver, nasal cavity, throat(×2), bowels, stomach(×2), skin, urinary bladder, bronchi(×3), kidneys, nose, trachea(×2)

1. In diseases of the respiratory tract the_________________ are involved (5).
2. In the gastrointestinal tract diseases the organs involved are the ___________________ (3).
3. In acute appendicitis the ________________ is involved (1).
4. In hepatitis the ________________ is involved (1).
5. In nephritis the organs involved are the _____________ (1).
6. In acute bronchitis the main organs involved are the ___________ (1).
7. Cancer may involve such organs as the ______________ (5).
8. An upper respiratory infection usually involves such organs as the ________________ (2).
9. Tuberculosis may involve the following organs: __________________ (2).
10. Pneumonia involves ________________ (3).
Lesson 7

PAST SIMPLE

<table>
<thead>
<tr>
<th>affirmative</th>
<th>question</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spoke</td>
<td>Did I speak?</td>
<td>I didn’t speak.</td>
</tr>
<tr>
<td>We</td>
<td>Did you open?</td>
<td>We</td>
</tr>
<tr>
<td>you } opened</td>
<td>They</td>
<td>You } didn’t open.</td>
</tr>
<tr>
<td>they</td>
<td></td>
<td>They</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
<td>He</td>
</tr>
<tr>
<td>She } had</td>
<td>Did she has?</td>
<td>She } didn’t have.</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>It</td>
</tr>
</tbody>
</table>

*Mind regular (+ ed) and irregular verbs (see the table)*

**Emphatic form** I did tell him.

***Do not use did in questions if who, what is the subject of the sentence.***

Who gave you the answer? What happened?

words used

yesterday, the day before yesterday, 
........ ago, last .......

Exercises

1. Put the verbs in the Past Simple tense.

1. A few days ago my father___________ (to leave) for Moscow. 2. I __________ (to know) about that incident only yesterday. 3. The nurse ____________ (to take) the patients’ temperature an hour ago. 4. ____ you _________ (to send) for a doctor? 5. He ______ (to see) his dog at the corner of the street and ________ (to run) to catch it. 6. The doctor ___________ ( not to say) anything about the operation. 7. The patient _________ ( to sleep) deeply the whole night. 8. He _________ (to think) that it was a mild case, but after the examination he ____________(to change) his opinion. 9. My
friend __________(to buy) nice flowers for me on my last birthday. 10. Dr. Smith __________ (to operate) on this patient a few days ago. 11. Last year we ________ (to be) schoolchildren. 12. A little girl __________ (to come) to me and __________(to ask) for help. 13. The doctor first __________ (to examine) the woman and then __________(to make) the diagnosis. 14. The children __________ (to find) a puppy and __________(to feed) it with milk.

2. Complete the sentences, using one of these verbs in the past simple negative.

<table>
<thead>
<tr>
<th>disturb</th>
<th>have</th>
<th>open</th>
<th>want</th>
<th>sleep</th>
<th>put on</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>start</td>
<td>be(2)</td>
<td>enjoy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. I __________ my homework yesterday.
2. It wasn’t hot in the room, so I __________ the window.
3. The concert __________ at 7.30 as the musicians were late because of the traffic. 4. When I was a child, I __________ to be a doctor. 5. It was warm so I __________ my coat. 6. We spent nice time in the country though the weather __________ fine. 7. We __________ holiday last year. We had to volunteer all summer. 8. The bed was very uncomfortable so I __________ very well. 9. I __________ the film because it __________ very interesting. 10. I knew Sarah was very busy so I __________ her.

3. Read the text, complete the questions.

1. Last Tuesday Lisa flew from London to Madrid. 2. She got up at 6 o’clock in the morning and had a cup of coffee. 3. At 6.30 she left home and drove to the airport. 4. When she arrived, she parked the car at the parking lot and then went to the airport.
cafe where she had breakfast. 5. Then she went through passport control without any problem and waited for her flight for half an hour. 6. The plane departed on time and landed in Madrid airport two hours later. 7. Finally she took a taxi from the airport to her hotel in the center of Madrid

1. When _______ Lisa _______ to Madrid?  
2. What time _______ she _______ up?  
   What _____ she _____ when she got up?  
3. When ___ she __________ home?  
   _____ she _____ to the airport or _____ she ________ a bus?  
4. Where______ she _______ her car?  
   Where ______ she _______ breakfast?  
5. ____ she _______ through passport control quickly?  
   How long _______ she_________ for her flight?  
6. _____ the plane ________ on time?  
   When ____ it ________ in Madrid airport?  
7. _______ she_______ a taxi from the airport to the hotel?  

4. Put one of these verbs in each sentence.

<table>
<thead>
<tr>
<th>buy</th>
<th>catch</th>
<th>cost</th>
<th>drink</th>
<th>fall</th>
<th>hurt</th>
<th>sell</th>
<th>spend</th>
<th>teach</th>
<th>throw</th>
<th>win</th>
<th>write</th>
</tr>
</thead>
</table>

1. Mozart _________ more than 600 pieces of music. 2. How did you learn to drive? My father _____________ me. 3. We couldn’t afford to keep our car, so we ___________ it. 4. I was very thirsty. I___________ the water very quickly. 5. Paul and I played tennis yesterday. He’s much better than me, so he _______ easily. 6. Don ___________ down the stairs this morning and _______ his leg. 7. Jim____________ the ball to Sue, who ______________ it. 8. Ann _____ a lot of money yesterday. She ______ a dress which _____ 100$.  

55 | ENGLISH LANGUAGE MANUAL
5. A friend has just come back from holiday. You ask him about it. Write your questions.
1. (where / go?) ______________________
2. (go / alone?) ________________________
3. (how / travel?) ______________________
4. (how long / stay there?) ______________
5. (stay / at a hotel?) __________________
6. (food / good?) _______________________ 
7. (the weather / fine?) __________________
8. (hotel / expensive?) __________________
9. (there / many places / to go?) __________
10. (what / do in the evenings?) __________
11. (meet anybody interesting?) ___________
12. (take / any photos?) 

USED TO
The construction used to shows a regular, habitual action in the past which is not or is rarely done at present.
e. g. I used to drink a lot of coffee (it means that now I don't drink it or I drink it very seldom).
I used to smoke a lot (it means that I don't smoke any longer)

6. Complete the sentences with used to + a suitable verb.
1. This building is now a furniture shop. It ____________ a cinema. 2. Liz ______________ a motorbike, but last year she sold it and bought a car. 3. We came to live in London a few years ago. We _______________ in Manchester. 4. I rarely eat ice cream now, but I _______________ it when I was a child. 5. Jim _______________ my best friend, but we aren't friends any longer. 6. Janet _______________ very long hair when she was a child. 7. It only takes me about 40 minutes to get to work since the new road was opened. It _______________ more than an
hour. 8. There ______________ a hotel opposite the station, but it closed a long time ago.

7. Choose at least 7 word combinations for each specialist (movie producer, senator, hockey-player) and fill in the table, using the following word combinations.

<table>
<thead>
<tr>
<th>Florence Hunt Smith Age 86 US Senator</th>
<th>Jacques Lebron Age 83 / Professional Hockey player/ Bruisers</th>
<th>David O. Selznof Age 80 Movie producer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to …..</td>
<td>I used to …..</td>
<td>I used to …..</td>
</tr>
<tr>
<td>I used to …..</td>
<td>I used to …..</td>
<td>I used to …..</td>
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<tr>
<td>I used to …..</td>
<td>I used to …..</td>
<td>I used to …..</td>
</tr>
</tbody>
</table>

score a lot of goals practise every day
give orders manage lots of money
have a secretary know all the famous politicians
work in Washington make commercials for razor blades
wear a yellow shirt wear ice skates
play for the Bruisers play hockey in my free time
ride a studio limousine be the captain of my team
shake hands kiss babies
make speeches sometimes get upset with actresses
live in Hollywood answer a lot of letters
work in Europe
PAST CONTINUOUS

to be + V-ing

<table>
<thead>
<tr>
<th>affirmative</th>
<th>Question</th>
<th>negative</th>
</tr>
</thead>
<tbody>
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<td>I was speaking</td>
<td>Was I speaking?</td>
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</tr>
<tr>
<td>You were speaking</td>
<td>Were you speaking?</td>
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</tr>
<tr>
<td>He/she/it was speaking</td>
<td>Was he/she/it speaking?</td>
<td>He/she/it was not speaking</td>
</tr>
<tr>
<td>We were speaking</td>
<td>Were we speaking?</td>
<td>We were not speaking</td>
</tr>
<tr>
<td>They were speaking</td>
<td>Were they speaking?</td>
<td>They were not speaking</td>
</tr>
</tbody>
</table>

**words used**
while, when, at that time, at the time when….. at 5 o’clock yesterday

*We often use Past Continuous together with Past Simple to say that something happened in the middle of something else.

e.g. I hurt my back while I was working in the garden.

Tom burnt his hand when he was cooking the dinner.

Exercises

8. Match the parts to complete the sentences.

1. Tom burnt his hand while he...
   a. I was cycling home.
2. The doorbell rang while I …
   b. was watching TV.
3. We saw an accident while we ...
4. Mary fell asleep while...
5. The radio was on but nobody...
6. Ann was waiting for me…
7. A man stepped out in front of me when…
8. We were driving fast…
9. I was dreaming about you…
10. I met Dave when…

d. was having a shower.
e. was cooking the dinner.
f. when I was waiting for a bus.
g. when I arrived.
h. when the police stopped us.
i. were walking home.
j. when the alarm clock went off.

1. Jane _______ (wait) for me when I _______ (arrive).
2. “What ______ (you/do) this time yesterday?” “I was asleep”.
3. “______ (you/go) out last night?” “No I was too tired”. 4. “Was Carol at the party last night?” “Yes, she ______( wear) a really nice dress”.
5. How fast ______ (you/drive) when the accident ______ (happen)? 6. John ______ (take) a photograph of me while I ______ (not/look).
7. We were in a very difficult position. We ______ (not/know) what to do. 8. I haven’t seen Alan for ages. When I last ______ (see) him he ________ (try) to find a job in
London. 9. I _______ (walk) along the street when suddenly I _______ (hear) footsteps behind me. Somebody _______ (follow) me. I was frightened and I _______ (start) to run. 10. When I was young, I _______ (want) to be a bus driver. 11. I _______ (see) Sue in town yesterday but she _______ (not see) me. She _______ (look) the other way. 12. I _______ (meet) Tom and Ann at the airport a few weeks ago. They _______ (go) to Berlin and I _______ (go) to Madrid. We had a chat while we _______ (wait) for our flights. 13. I _______ (cycle) home yesterday when suddenly a man _______ (step) out into the road in front of me. I _______ (go) quite fast but fortunately I _______ (manage) to stop in time and _______ (not hit) him.

10. Read the story and put in the right form of the verbs in brackets.

I _______ (walk) along the street one day when I _______ (see) something very strange. I _______ (notice) a man the same height as me who _______ (have) a beard like mine. He _______ (wear) a blue skirt and old pair of jeans and he _______ (carry) a bag with some books in it. As he _______ (cross) the road I _______ (follow) him. I _______ (wonder) whether or not to stop him and ask him whether he had noticed something strange too. I _______ (still /think) about it when he _______ (turn) round suddenly and we _______ (look) at each other. He _______ (look) amazed. “It is unbelievable, isn’t it?” I _______ (say) as I _______ (stare) at his face which _______ (be) just like mine and at his hair which also _______ (be) just like mine. “You are my double. You look exactly the same as me”.

60 | ENGLISH LANGUAGE MANUAL
# TABLE OF IRREGULAR VERBS

<table>
<thead>
<tr>
<th>V₁</th>
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<th>V₃</th>
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Lesson 8

HOSPITALS

There are many different hospitals in Yerevan both general and specialized. General hospitals have various departments: therapeutic, surgical, gynecological, neurological, cardiologic etc.

Specialized hospitals admit patients with one definite disease. There are many such hospitals and centers in Yerevan, e.g. centers of traumatology, surgery, oncology, cardiology, perinatology and obstetrics, maternity homes, mental (psychiatric) hospitals, etc. These hospitals are well-equipped with modern apparatus.

Each hospital is directed by the head physician who is responsible for that hospital affairs. Each department has its chief of the clinic (chief clinician) who supervises its work. Ward physicians, interns and residents work under the guidance of the chief of the clinic. Laboratory assistants and technicians work at the laboratory and X-ray department. The paramedical staff consists of matron, nurses (senior nurse, theatre sister), orderlies and scrub nurses.

When a patient comes to the hospital the receptionist in the reception room takes down particulars about him/her (name, age, address, occupation, etc.). The orderlies take the people injured in the accident to the emergency unit/casualty department where A&E doctors take care of them and if necessary immediately take the victims to the operating theatre. The doctor on duty examines the patient, measures the blood pressure (B.P.), takes the temperature, feels the pulse and decides to what department to send him.

On admission to the hospital the ward/attending doctor fills in the patient’s case history which includes his/her past medical history, family medical history, present complaints, the blood
group and sensitivity to antibiotics. Later, the doctor who manages the patients, examines them thoroughly, sends them to the laboratory to make the analyses of blood, urine, stool, to make electrocardiogram (ECG) or X-ray if needed and administers a proper treatment or additional procedures. He sometimes recommends a strict bed regimen and a special diet to some patients.

The working day in the hospital begins with daily rounds. During the daily rounds the attending/ward doctors present their cases to the chief clinician, make changes in the treatment process, if necessary, may administer different procedures or ask the patient to make additional analyses.

Information on the results of all the laboratory tests and X-ray examination, the course of the disease with any changes in the symptoms and the condition of the patient, as well as the prescribed medicines in their exact doses, and the effect of the treatment are also added in the patient’s case history in the process of treatment.

After the complete recovery the doctor discharges the patient from the hospital.

**Remember**

etc (*et cetera – Lat*) = and so on

e.g. (*example gratia - Lat*) = for example

hospital (medical) staff (personnel) : head physician, chief clinicians, ward/attending doctors, duty doctors (doctors on duty), A&E doctors, interns, residents.

paramedical staff: matron, nurse, theatre sister, scrub nurse, orderly, laboratory assistant, technician.

B.P. = blood pressure

A&E = accident and emergency

ECG = electrocardiogram

to take care of = to look after
to take the temperature / medicine
to make analysis / X-ray / ECG / diagnosis
to measure (take, check) the blood pressure
to feel the pulse
to keep a bed regimen/ a diet
to administer treatment / diet / regimen/medicines/ procedure
to prescribe medicine
to manage the patient = to treat the patient
accident and emergency unit = casualty department
casualty = the injured person = victim

Glossary
hospital = in-patient department = clinic
   an in-patient – a patient, treated in a hospital
local medical centre = out-patient department
   an out-patient - a patient treated in a local medical center
surgery – surgical – surgeon
gynecology – gynecological – gynecologist
obstetrics – obstetrical – obstetrician

* Gynecology and obstetrics are twin subjects that deal with the female reproductive system. While obstetrics deals with pregnancy and its associated procedures and complications, gynecology involves treating women who are not pregnant.

   The field of obstetrics thus deals with the well-being of the pregnant mother as well as the delivery (= child birth) and healthy outcome.

perinatology – perinatological – perinatologist

* concerned with the care of the fetus and complicated, high-risk pregnancies. Perinatology is also known as maternal-fetal medicine.
oncology – oncological – oncologist
traumatology – traumatological – traumatologist
cardiology – cardiologic – cardiologist
psychiatry – psychiatric* – psychiatrist
   *psychiatric hospital, department, methods, etc.
   but psychic diseases, state
neurology – neurologic – neurologist
equipment (n) - apparatus, devices
to be well/poorly/badly-equipped
to supervise = to guide
supervision = guidance
a supervisor = a guide
under supervision = under the guidance
to admit a patient - to receive
admission (n) e.g. - on admission, admission hours of the
doctor
operating theatre - a place where the surgeon operates on the
   patient
theatre sister - a nurse who helps during operations
X-ray examination / department / film = picture
sensitivity = susceptibility
thoroughly - in detail, carefully (e.g. to examine the patient
   thoroughly)
daily/ morning/ evening/ professor’s round
to administer - administration
exact = proper - correct in every detail - e.g. exact treatment,
   doses, results
recovery = convalescence,
recovering patient - convalescent patient
complete / uneventful = without complications = smooth /
   partial recovery
# Exercises

1. Match the parts and fill in the table below.

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<td>3</td>
<td>the attending doctor</td>
<td>c.</td>
</tr>
<tr>
<td>4</td>
<td>the head physician</td>
<td>d.</td>
</tr>
<tr>
<td>5</td>
<td>the laboratory assistant</td>
<td>e.</td>
</tr>
<tr>
<td>6</td>
<td>the patient</td>
<td>f. is responsible for the equipment of the department</td>
</tr>
<tr>
<td>7</td>
<td>the matron</td>
<td>g. helps during operations</td>
</tr>
<tr>
<td>8</td>
<td>the senior nurse</td>
<td>h. goes to a local medical center</td>
</tr>
<tr>
<td>9</td>
<td>the orderly</td>
<td>i. supervises the work of the department</td>
</tr>
<tr>
<td>10</td>
<td>the nurse</td>
<td>j. supervises the work of the nurses</td>
</tr>
<tr>
<td>11</td>
<td>theatre sister</td>
<td>k. looks after the patient</td>
</tr>
<tr>
<td>12</td>
<td>out-patient</td>
<td>l. administers a proper treatment</td>
</tr>
</tbody>
</table>

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>1</td>
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<td>3</td>
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<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

2. Match the words logically and fill in the table below.


<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>uneventful</td>
<td>b. victim</td>
</tr>
<tr>
<td>b.</td>
<td>victim</td>
<td>c. detailed</td>
</tr>
<tr>
<td>c.</td>
<td>detailed</td>
<td>d. apparatus</td>
</tr>
<tr>
<td>d.</td>
<td>apparatus</td>
<td>e. admit</td>
</tr>
<tr>
<td>e.</td>
<td>admit</td>
<td>f. personnel</td>
</tr>
<tr>
<td>f.</td>
<td>personnel</td>
<td>g. out-patient department</td>
</tr>
<tr>
<td>g.</td>
<td>out-patient department</td>
<td>h. susceptibility</td>
</tr>
<tr>
<td>h.</td>
<td>susceptibility</td>
<td>i. different</td>
</tr>
<tr>
<td>i.</td>
<td>different</td>
<td>j. convalescence</td>
</tr>
<tr>
<td>j.</td>
<td>convalescence</td>
<td>k. to provide with necessary</td>
</tr>
<tr>
<td>k.</td>
<td>to provide with necessary apparatus</td>
<td>l. guidance</td>
</tr>
<tr>
<td>l.</td>
<td>guidance</td>
<td>m. to involve</td>
</tr>
<tr>
<td>m.</td>
<td>to involve</td>
<td>n. proper</td>
</tr>
<tr>
<td>n.</td>
<td>proper</td>
<td>o. additional</td>
</tr>
</tbody>
</table>
3. Fill in the missing words.
1. hospitals where the children are born
   M___________ H___________
2. patients from accidents are in
   A_________ and E____________ D__________
3. doctors present cases during
   D__________R ______________
4. patients with heart diseases go to the
   C___________ D___________
5. patients who need operations go to the
   S_____________ D________________
6. patients with mental diseases go to
   P___________ H____________________
7. patients with cancer go to the
   O___________ C____________________
8. hospitals with a lot of equipment are
   W________-E________________
9. patients with nervous diseases go to the
   N_____________ D________________
10. after the complete recovery the doctor
    D_________ the P______________
11. a place where the surgeon operates on the patient
    O___________ T____________
12. a nurse who helps during operations
    T__________ S________________

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4. Fill in the table below.

<table>
<thead>
<tr>
<th>speciality</th>
<th>adjective</th>
<th>Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>oncological</td>
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<td>Surgeon</td>
</tr>
<tr>
<td>gynecology</td>
<td></td>
<td>Perinatologist</td>
</tr>
<tr>
<td>pediatrics</td>
<td></td>
<td>Obstetrical</td>
</tr>
<tr>
<td>neurology</td>
<td></td>
<td>Traumatologist</td>
</tr>
<tr>
<td>psychiatric, psychic</td>
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Lesson 9

PRONOUNS

<table>
<thead>
<tr>
<th>personal</th>
<th>possessive</th>
<th>reflective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>object</td>
<td>+ noun</td>
</tr>
<tr>
<td>I</td>
<td>me</td>
<td>My</td>
</tr>
<tr>
<td>You</td>
<td>you</td>
<td>Your</td>
</tr>
<tr>
<td>She</td>
<td>her</td>
<td>Her</td>
</tr>
<tr>
<td>He</td>
<td>him</td>
<td>His</td>
</tr>
<tr>
<td>It</td>
<td>it</td>
<td>Its</td>
</tr>
<tr>
<td>We</td>
<td>us</td>
<td>Our</td>
</tr>
<tr>
<td>They</td>
<td>them</td>
<td>Their</td>
</tr>
</tbody>
</table>

*by myself = alone= on my own

Study the examples

I know Tom.       Tom knows me.     It’s my car.     It’s mine.
We know Tom.      Tom knows us.     It’s our car.     It’s ours.
You know Tom.     Tom knows you.    It’s your car.    It’s yours.
<table>
<thead>
<tr>
<th>He knows Tom.</th>
<th>Tom knows him.</th>
<th>It's his car.</th>
<th>It's his.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She knows Tom.</td>
<td>Tom knows her.</td>
<td>It's her car.</td>
<td>It's hers.</td>
</tr>
<tr>
<td>They know Tom.</td>
<td>Tom knows them.</td>
<td>It's their car.</td>
<td>It's theirs.</td>
</tr>
</tbody>
</table>

1. Put in the necessary pronoun.
1. Do you like _____ job? 2. I know Mr. Watson but I don’t know _____ wife? 3. Mr. and Mrs. Baker live in London. _____ son lives in Australia. 4. We are going to have a party. We are going to invite all _____ friends. 5. Ann is going out with _____ friends this evening. 6. I like tennis. It’s _____ favorite sport. 7. Is that _____ car? No, I haven’t got a car. 8. I want to phone Ann. Do you know _____ phone number? 9. Do you think most people are happy in _____ jobs? 10. This is a beautiful tree. _____ leaves are of a beautiful color. 11. John has a brother and a sister. _____ brother is 25 and _____ sister 21. 12. They live with ______ parents. 13. I saw Liz and Philip with ____ son Bill. 14. Sally is married. _____ husband works in a bank. 15. Our neighbor had a dog but I don’t remember ____ name.

2. Complete the sentences.
1. I gave him _______ address and he gave me _______.
2. I gave her______ address and she gave me _______.
3. He gave me _______ address and I gave _______ _______.
4. We gave them _______ address and they gave _______ _______.
5. You gave us ____ address and _____ gave _______ _______.
6. She gave him _____ address and ___ gave _____ _______.
7. They gave you _____ address and you gave _______ _______.

3. Finish the sentences with myself/ yourself/by myself/ by yourself etc.
1. He looked at ___________ in the mirror. 2. I’m not angry with you. I’m angry with ___________. 3. I went on

4. Choose the correct variant.

1. Steve introduced ________ to the other guests at the party.
   1) himself, 2) us, 3) myself, 4) them, 5) your
   a. 1, 2, 4 b. 2, 4, 5 c. 1, 3, 5 d. all of them

2. Bill fell down but fortunately _____ didn’t hurt _____.
   a. he /herself c. his/ himself
   b. she/ herself d. he/ himself

3. Which one is not correct? It isn’t Sue’s fault. She really shouldn’t blame ______
   a. he b. herself c. us d. you

4. The children had a great time at the beach with ______ friends. 1) their, 2) our, 3) they, 4) me, 5) his
   a. 2, 3, 4 b. 1, 2, 5 c. 3, 4, 5 d. all of them

5. Be careful. You mustn’t go there with _____
   1) them, 2) her, 3) him, 4) our, 5) by yourself
   a. 1, 2, 3 b. 3, 4, 5 c. 1, 3, 4 d. all of them

6. Which one is not correct? Julia lives in that big flat _____.
   a. alone b. on her own c. by herself d. by her own

7. We have got a problem. I hope you can help _____ to solve it.
   a. our b. us c. ourselves d. me
8. It’s _____ problem, not _____.
   a. their/ ours  b. theirs/ours  c. their/ our  d. their/us

9. Can we use your washing machine? _____ is broken.
   a. Our  b. Ours  c. Your  d. Its

10. Liz invited some friends to ___ birthday party.
    1) her, 2) our, 3) my, 4) him, 5) your
    a.2,4,5  b.1,2,4  c.1,3,5  d. 3,4,5

11. _____ room is bigger than _____

12. Whose books are there? _____ or_____?
    a. Your/my  b. Yours/mine  c. You/me  d. Your/mine

**DEFINITE, INDEFINITE, NEGATIVE PRONOUNS**

<table>
<thead>
<tr>
<th>SOME +</th>
<th>ANY - ?</th>
<th>NO -</th>
</tr>
</thead>
<tbody>
<tr>
<td>somebody</td>
<td>anybody</td>
<td>nobody</td>
</tr>
<tr>
<td>something</td>
<td>anything</td>
<td>nothing</td>
</tr>
<tr>
<td>someone</td>
<td>anyone</td>
<td>none</td>
</tr>
<tr>
<td>somewhere</td>
<td>anywhere</td>
<td>nowhere</td>
</tr>
</tbody>
</table>

*Mind!*

**SOME ?**
1. request  Can I have some sugar in my coffee, please?
2. suggestion Would you like to eat something?
3. “Yes” answer Are you waiting for somebody?

**ANY +**
1. after “if”  If anyone has any questions I’ll answer them.
2. “it doesn’t matter which” You can catch any bus. They all go to the center.

**NO/NONE**

- NO + a noun  There are no students in the room.
- NONE – noun  How many students are there in the room? – None.
Exercises
1. Complete these conversations using the following words.
a) anything/something/everything/nothing
A. I’m looking for __________ for my son. It’s his birthday next week. __________ is very expensive. Have you got __________ cheaper?
B. I’m sorry, sir. __________ is cheap nowadays.
b) nobody/somebody/everybody/anybody
A. I went to Norman and Pamela’s wedding last Saturday. __________ from the office was there.
B. Oh, I love weddings. Did __________ cry?
A. No, __________ cried.
B. What about the reception?
A. Oh it was so funny. __________ danced on the table.
B. Who was it?
A. I don’t know.
c) everywhere/nowhere/somewhere/anywhere
J. Let’s go __________ romantic tonight, Peter!
P. Do you have __________ special in mind, Jenny?
J. No, __________ in particular.
P. __________ is romantic with you!
J. TV at my place?
P. Terrific!

2. Complete the sentences with some or any.
1. We didn’t buy _________ flowers. 2. This evening I’m going out with__________ friends of mine. 3. ”Have you seen _________ good films recently? “ “No, I haven’t been to the cinema for ages. 4. I didn’t have _________ money, so I had to borrow _________. 5. Can I have _________ milk in my coffee,
please? 6. I was too tired to do ________ work. 7. You can cash these traveler’s cheques at _______ bank. 8. Can you give me _________ information about places of interest in the town? 9. With the special tourist train ticket, you can travel on _______ train you like. 10. If there are _______ words you don’t understand, use a dictionary.

3. Complete these sentences with some- or any- + -body/-thing/-where.

1. I was too surprised to say _________. 2. There’s _______ at the door. Can you go and see who is it? 3. Does __________ mind if I open the window? 4. I wasn’t feeling hungry, so I didn’t eat ___________. 5. You must be hungry. Would you like ___________ to eat? 6. Quick, let’s go! There’s ________ coming and I don’t want _______ to see us. 7. Sally was upset about __________ and refused to talk to ___________. 8. This machine is very easy to use. _________ can learn to use it in a very short time. 9. There was hardly _________ on the beach. It was almost deserted. 10. "Do you live __________ near Jim? “No, he lives in another part of the town. 11. We slept in a park because we didn’t have _________ to stay. 12. "Where shall we go on holiday?" “Let’s go __________ warm and sunny.” 13. They stay at home all the time. They never seem to go _______. 14. I’m going out now. If _______ phones while I’m out, can you tell them I’ll be back at 11.30? 15. Why are you looking under the bed? Have you lost ________? 16. ________ who saw the accident should contact the police. 17. Sue is very secretive. She never tells ________. ________ (2 words).
4. Complete these sentences with *no, none or any*.
1. It was a public holiday, so there were _____ shops open. 2. I haven’t got _____ money. Can you lend me some? 3. I couldn’t make an omelets because there were ___ eggs. 4. I couldn’t make an omelets, because there weren’t ______ eggs. 5. “How many eggs have we got?” “_______. I’ll go and buy some from the shop if you like.” 6. We took a few photographs but _____ of them were very good. 7. What a stupid thing to do! _____ intelligent person would do such a thing. 8. I’ll try and answer _____ question you ask me. 9. I couldn’t answer ____ of the questions they asked me. 10. We cancelled the party because _____ of the people we invited were able to come.

5. Complete these sentences with *no- or any- + -body,/- thing,/-where*.
1. I don’t want ______ to drink I’m not thirsty. 2. The bus was completely empty. There was _____ on it. 3. “Where did you go for your holidays?’ “______ I stayed at home”. 4. I went to the shops but I didn’t buy ______ . 5. “What did you buy?” “______ . I couldn’t find ______ I wanted”. 6. The town was still the same when I returned years later. ______ had changed. 7. Have you seen my watch? I’ve looked all over the house but I can’t find it ______. 8. There was complete silence in the room. ______said ______.
Lesson 10

AT THE DOCTOR’S CONSULTING ROOM

Intern: Good morning, Mrs. Stone. You are our recently admitted patient, aren’t you? I’m Doctor Brown. What brings you to the clinic today?

Patient: Last week I went to one of the local medical centres and the nurse told me that my blood pressure was very high. It was one-forty over eight-five. But I don’t have any headache or dizziness.

I. It’s quite usual that most people with hypertension don’t have any symptoms whatever. How often do you take your B.P.?
P. Not regularly.
I. Let me check your pulse rate and BP. OK, the pulse rate is accelerated, 85/min and not regular. BP is 140/80mmHg. What else do you complain of?
P. Well, actually I’m healthy but I’m overweight.
I. It would be good for you to lose some weight.
P. Every time I start a diet I get nervous and worried. So I put on more weight.
I. Was there a family history of heart disease?
P. My father died of a stroke because of delayed medical aid, my mother is living and well and my younger brother has angina.
I. Did you notice that your vision is any worse?
P. I think. When I read the words run together.
I. You mean they seem blurred?
P. Yes, just that what I mean.
I. Do you ever feel dizzy, as if you or the room is moving?
P. No, never.
I. Do you have trouble on physical exertion?
P. Well, climbing up the steps at home I am always out of breath and have to stop to catch my breath.
I. Did you previously have a kidney infection? Do you have any pains in your back?

P. Yes, sometimes, but it doesn’t last long.

I. Do you have chills and fever at the same time?

P. Yes. For a couple of days I felt feverish.

I. All right. I’m going to examine you today and then ask you to return with the results of blood and urine analyses, because we can’t explain the whole clinical picture only by physical findings.

**Remember**

The doctor begins his consultation with the following words:
What brings you to the clinic today?
What’s the matter with you? What’s the problem?
What troubles you? What bothers you? Where is the pain?
Does it hurt/bother here (when I press)?

- high blood pressure = hypertension
- low blood pressure = hypotension

**blood pressure** 90/60 (mm Hg) – ninety over sixty

**temperature** 37.5°C - thirty seven point five degrees Centigrade (Celsius)

**pulse rate** 74/min – seventy four beats per minute

accelerated=rapid (pulse rate, heart beat)

to have a weight problem / to lose weight / to put on weight/

to gain weight/ to be overweight/to be underweight

living and well = to be alive and healthy

some cardiac diseases and disorders: angina pectoris (stenocardia), myocardial infarction, tachycardia, heart failure/attack/arrest

previously = earlier, before
Glossary

to gain knowledge/practice/experience/entrance

to be overweight – to have more weight than normal

to be underweight – to have less weight than normal

vision disorders: blurred vision, double vision, to be shortsighted, to be farsighted

to start/keep/follow/to be on a diet

da diet – healthy/balanced/vegetarian

<table>
<thead>
<tr>
<th>limited in</th>
<th>salt</th>
<th>low -</th>
<th>sugar</th>
<th>-free</th>
<th>vitamins</th>
</tr>
</thead>
<tbody>
<tr>
<td>oil/fat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>proteins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>minerals</td>
</tr>
</tbody>
</table>

delayed medical aid – not immediate medical aid
delayed reaction / injury / effect

blurred – not clear
blurred vision/image

to have dizziness - to feel/to be dizzy
to feel feverish = to have chills and fever at the same time
to get nervous/ excited/ better/worse = to become nervous/ excited/better/worse
to get/ to catch/ pick up a disease e.g. measles/flu/scarlet fever etc.
exertion = effort

physical/mental/emotional/psychological exertion
to be out of breath = to be short of breath= to be breathless
breathlessness = dyspnea = difficulty in breath
to catch one’s breath = restore breathing
blood analysis = blood test = blood count
analysis of urine = urinalysis
results = findings = data (sing. datum) of analysis, examination, study
Exercises
1. Complete the sentences choosing the best variant.

1. A therapist is
   a) a person who treats inner organ diseases
   b) a person who investigates the life of microorganisms
   c) a person who gives injections to the patient in due time.

2. A neurologist is
   a) a physician who treats ear, nose and throat diseases
   b) a physician who treats the diseases of the nervous system
   c) a physician who understands the patient’s inner world.

3. A physician is
   a) a person who protects and restores the health of people
   b) a person who is very kind to patients
   c) a person who performs complicated operations.

4. A nurse is
   a) a person who treats diseases of the inner organs
   b) a person who gives injections to the patient in due time.
   c) a person who investigates the life of microorganisms

5. A microbiologist is
   a) a person who treats diseases of the inner organs
   b) a person who investigates the life of microorganisms
   c) a person who gives injections to the patient in due time.

6. An E.N.T. doctor is
   a) a physician who treats ear, nose and throat diseases
   b) a physician who treats the diseases of the nervous system
   c) a physician who understands the patient’s inner world.

7. A psychiatrist is
   a) a physician who treats ear, nose and throat diseases
   b) a physician who treats the diseases of the nervous system
   c) a physician who treats mental disorders.
8. A surgeon is
   a) a person who protects and restores the health of people
   b) a person who is very kind to patients
   c) a person who performs complicated operations.

9. An A&E doctor is
   a) a person who protects and restores the health of people
   b) a person who deals with accident victims
   c) a person who performs complicated operations.

10. A general practitioner is
    (1) a doctor who treats most common diseases, (2) a specialist in women’s health, (3) a specialist in bones, (4) a G.P. who takes care of the whole family, (5) a doctor who takes care of the teeth
    a. 2, 5  b. 1, 4  c. 3, 5  d. all of them

11. A gynecologist is
    (1) a doctor who treats most common diseases, (2) a specialist in women’s health, (3) a specialist in bones, (4) a specialist who the pregnant woman goes to, (5) a doctor who takes care of the teeth
    a. all of them  b. 1, 3  c. 2, 5  d. 2, 4

12. A gastroenterologist is
    (1) a specialist for the ear, the nose and the throat, (2) a stomach specialist, (3) a specialist in children’s health, (4) a specialist who cures digestive problems, (5) a skin specialist
    a. 1, 3  b. only 5  c. 2, 4  d. all of them

2. Match the questions with the cases below.
   Which of the patients
   - is able to go to the local medical centre by himself? □
   - should consult a general practitioner? □
   - has the symptoms of food poisoning? □
   - has signs of heart attack? □
a. A little boy spent the whole day outdoors and as a result he couldn't sleep at night because of high temperature and profuse perspiration. He complained of general weakness and a splitting headache. He was not even able to move his head.

b. A middle-aged white female looks pale. She has no temperature but can't eat anything. She is complaining of constant acute pains in the stomach and suffers from nausea and diarrhea. She had some attacks of vomiting last night.

c. A five year old girl fell down while playing in the garden. She hurt her right wrist. It was swollen and tender. The pain was getting worse and the parents thought that the wrist could be dislocated or broken as she couldn't move her fingers.

d. An elderly black male suffered from a persistent dull radiating pain in the chest about two weeks. On admission he was pale and short of breath. His lips and nails were cyanotic and from time to time he had to stop to catch his breath.

3. Match the symptoms given below with the following specialists.

<table>
<thead>
<tr>
<th>specialists</th>
<th>symptoms</th>
</tr>
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<tbody>
<tr>
<td>cardiologist</td>
<td></td>
</tr>
<tr>
<td>general practitioner</td>
<td></td>
</tr>
<tr>
<td>Neurologist</td>
<td></td>
</tr>
<tr>
<td>ophthalmologist</td>
<td></td>
</tr>
<tr>
<td>surgeon</td>
<td></td>
</tr>
<tr>
<td>dermatologist</td>
<td></td>
</tr>
</tbody>
</table>
vomiting, blurred vision, difficulty in breath, insomnia (sleeplessness), anorexia (lack of appetite), eruption (rash), itching, irritation of the skin, itching and watering of the eyes, sneezing, attacks of aggression, nervous breakdown, elevated temperature, fatigue, high blood pressure, bleeding, dull abdominal pain, internal hemorrhage, cuts and bruises, productive cough, edematous legs, chest pain, radiating pain, splitting headache, sickness, cyanosis, spots (patches).

Lesson 11

ADJECTIVES

DEGREES OF COMPARISON

<table>
<thead>
<tr>
<th>1 , 2 syllables</th>
<th>3 and more syllables</th>
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<tbody>
<tr>
<td>- er, - est</td>
<td>- more , - the most</td>
</tr>
<tr>
<td>big – bigger – the biggest</td>
<td>difficult - more difficult - the most difficult</td>
</tr>
<tr>
<td>nice - nicer - the nicest</td>
<td>interesting – more interesting – the most interesting</td>
</tr>
</tbody>
</table>

Exceptions

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<tr>
<td>many</td>
<td>more</td>
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</tr>
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</tr>
<tr>
<td>far</td>
<td>farther</td>
<td>the farthest</td>
</tr>
<tr>
<td>further</td>
<td></td>
<td>the furthest</td>
</tr>
</tbody>
</table>

*Mind! the sooner - the better
the more - the better
### Comparative Constructions

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>as . . . as</td>
<td>She is as nice as her mother.</td>
</tr>
<tr>
<td>not so . . . as</td>
<td>She is not so clever as her brother</td>
</tr>
<tr>
<td>more/less . . . than</td>
<td>This book is more/less interesting than the first one.</td>
</tr>
</tbody>
</table>

### English Saying

- The more we learn, the more we know
- The more we know, the less we remember
- The less we remember, the less we know

### Exercises

1. Complete the sentences. Use a comparative.

   1. Helen’s car isn’t very big. She wants ________ one.
   2. My job isn’t very interesting. I want to do something ________.
   3. You are not very tall. Your brother is ________.
   4. David doesn’t work very hard. I work _____.
   5. My chair isn’t very comfortable. Yours is ______.
   6. Your plan isn’t very easy. My plan is ______.
   7. These flowers aren’t very nice. The blue ones are ______.
   8. My bag isn’t very heavy. Your bag is ______.
   9. I’m not interested in art. I’m ____________ in history.
   10. It isn’t very warm today. It was ________ yesterday.
   11. These tomatoes don’t taste very good. The other ones tasted ______.
   12. London isn’t very beautiful. Paris is ________.
   13. This knife isn’t very sharp. Have you got a ________ one?

2. Choose the correct variant.

   1. We stayed at **the cheapest/cheaper** hotel in the town.
   2. Our hotel was **the cheapest/cheaper** than all the others in the town.
   3. Mr and Mrs Brown have got three daughters. **The oldest/the eldest** is 14 years old.
   4. What is **the quickest/quicker** way to get from here to the station?
   5. It was an awful day. It was **the**
worse/the worst day in my life. 6. Everest is higher/the highest mountain in the world. It is higher/the highest than any other mountain. 7. What is longer/the longest river in the world. 8. This house is the oldest/the eldest building in the city. 9. Let’s wait for further/the further information. 10. I live far from the university, Tom lives farther/the farthest but you live farther/the farthest.

3. Choose the correct variant.

1. __________ the weather, __________ I feel.
   a. the warmer/ the better            b. the warmest/the best
   c. warmer/ better                        d. the warmest/better

2. Can you send me the money ______________ possible?
   a. the sooner then                 b. as soon
   c. as soon as                        d. more soon as

3. _________ you are, ___________ it is to learn.
   a. younger/ the easiest         b. younger/easier
   c. the younger/ easier           d. the younger/the easier

4. I don’t watch TV as much __________ you.
   a. as          b. so            c. than                d. then

5. It is becoming ______________ to find a job.
   a. difficult and difficult                        b. more and more difficult
   c. the more and the more difficult     d. most difficult

6. You got up earlier than me. I didn’t get up as __________ you.
   a. early as     b. early so       c. early         d. early than

7. The city center was ___________ usual.
   a. less crowded than b. more crowded then
   c. less crowded as    d. more crowded as

8. It was a very bad mistake. It was __________ mistake I’ve ever made.
   a. the best   b. the worst    c. the worse  d. the better
9. She is a __________singer in the country.
   1) very popular, 2) popular, 3) the most popular, 4) more popular, 5) more popular than
   a. 2,3,4       b. 1,4,5       c. 2,3,5       d. 1,2,3
10. Which one is not correct? It is still cold but it was __________ yesterday.
   a. colder       b. not so cold       c. very cold       d. the coldest

Lesson 12
NOUN

SINGULAR & PLURAL FORMS

+s - table-tables, bus-buses  day-days*  city-cities*
+es - after words ending on -ss, -sh, -ch, -tch, -x, -o.
class-classes, bush-bushes, bench-benches
match-matches, box-boxes, potato-potatoes
*Mind the changes in the spelling: day - days, country – countries

<table>
<thead>
<tr>
<th>Ending</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ en</td>
<td>child-children, ox-oxen</td>
</tr>
<tr>
<td>a → e</td>
<td>man-men, woman-women</td>
</tr>
<tr>
<td>oo → ee</td>
<td>tooth-teeth, goose-geese, foot-feet</td>
</tr>
<tr>
<td>ou → i</td>
<td>mouse-mice, louse-lice</td>
</tr>
<tr>
<td>f → v (+es)</td>
<td>life-lives, wife-wives, leaf-leaves, wolf-wolves</td>
</tr>
<tr>
<td>no change</td>
<td>fish – fish (if many)</td>
</tr>
<tr>
<td></td>
<td>fishes (if different kinds of fish),</td>
</tr>
<tr>
<td></td>
<td>fruit – fruit (if many)</td>
</tr>
<tr>
<td></td>
<td>fruits (if different kinds of fruits),</td>
</tr>
<tr>
<td></td>
<td>sheep-sheep, deer-deer, swine-swine</td>
</tr>
</tbody>
</table>

*But: handkerchief – handkerchiefs, chief – chiefs, roof - roofs
Exceptions of *Latin/Greek* Origin

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>um</em> → <em>a</em></td>
<td>bacterium-bacteria, atrium-atria, ovum-ova, serum-sera, datum – data</td>
</tr>
<tr>
<td><em>us</em> → <em>i</em></td>
<td>bacillus-bacilli, alveolus-alveoli, focus-foci, fungus – fungi, bronchus – bronchi,</td>
</tr>
<tr>
<td><em>a</em> → <em>ae</em></td>
<td>formula-formulae, vertebra-vertebrae</td>
</tr>
<tr>
<td><em>on</em> → <em>a</em></td>
<td>phenomenon-phenomena, criterion-criteria</td>
</tr>
<tr>
<td><em>is</em> → <em>es</em></td>
<td>diagnosis-diagnoses, crisis-crises, basis-bases, analysis-analyses</td>
</tr>
<tr>
<td><em>x</em> → <em>ces</em></td>
<td>apex-apices, index-indices</td>
</tr>
</tbody>
</table>

**Mind! The following nouns are used**

<table>
<thead>
<tr>
<th>only in singular</th>
<th>Abstract nouns: knowledge, information, news, weather, snow, wind, health, headache, bleeding, happiness, fun, advice, help, work, music, homework etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences: mathematics, physics, politics, economics etc.</td>
<td></td>
</tr>
<tr>
<td>Substances: bread, cheese, cream, coffee, oil, paper, hair, blood, grass etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>only in plural</th>
<th>Tools: scissors, forceps, glasses, Clothes: trousers, pants, jeans (but I need a new pair of jeans), shorts, tights, pyjamas etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind! <em>Police</em> is always used only with plural verb. <strong>The plural of person is people.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Exercises**

1. Put in the nouns and the correct form of the verbs (singular or plural) in Present Simple to complete the sentences.

   Nouns: grass, policy, forceps, headache, clothes, news, glasses, scissors, police, work

---

87 | *ENGLISH LANGUAGE MANUAL*
Verbs: spend, grow, be(x3), start, have, need(x2), deal with
1. All the _____ on television _____ bad again. 2. _______ she got any clean ________ to change?  3. These _____ ______ sharpening. 4. If the _______ _____ broken they can’t be used any more. 5. The new economical ______ ______ small business development. 6. The _______ ______ a lot of time trying to prevent crime. 7. My ______ ______ on the table in that red glasses case. 8. This ______ ______ special attention. 9. The ______ often ______ suddenly during the day. 10. In Britain the ______ ______ fast because of frequent rains.

2. Choose the correct form of the verb, singular or plural.
1. Gymnastics is/are my favorite sport. 2. The trousers that you bought for me doesn’t/don’t fit me. 3. The police want/wants to interview two man/men about the robbery last week. 4. Physics was/were my best subject at school. 5. Can I borrow your scissors? Mine isn’t/aren’t sharp enough.6. Fortunately the news wasn’t/weren’t as bad as we expected. 7. I can’t find my pajamas. Do you know where it is/they are? 8. Do you think most people is/are happy with their jobs? 9. The laboratory data are/is very important to make a correct diagnosis. 10. Which criteria are/is used to describe the condition? 11. These/this bacteria cause/causes diarrhea.12. X-ray examination revealed a single focus/foci of inflammation. 13. In some cases it is necessary to make many analyses/analysis. 14. It is not always easy to make a correct diagnoses/diagnosis. 15. The human heart has two atrium/atria.

3. Some of these sentences are right but most are wrong. Correct them.
1. It’s a lovely park with a lot of beautiful tree. 2. There was a woman in the car with two mens. 3. Sheep eat grass. 4. David
is married and has three childs. 5. Most of my friend are students. 6. He put on his pajama and went to bed. 7. We went fishing but we didn't catch many fish. 8. Do you know many persons in this town? 9. I like your trouser. Where did you get it? 10. The town center is usually full of tourist. 11. I don't like mice. I'm afraid of them. 12. This scissor isn't very sharp.

POSSESSIVE CASE

We normally use ‘s for people, animals and time

* e.g. my sister’s room, horse’s tail, yesterday’s concert

** Mind! For plural we use only ’my sisters’ room

In case there are more than one noun we use ’s only after the last one Mr. and Mrs. Brown’s house

We use “of” for things, ideas

* e.g. the roof of that building, the result of the exam

But we use both ‘s and “of” for organizations, places

* e.g. city’s biggest bookshop or the biggest shop of the city

the company’s success or the success of the company

4. Join the nouns. Sometimes you have to use ‘s or s’; and sometimes you have to use “of” or both variants are possible.

1. the owner / that car ___________________________.
2. the mother / Ann ______________________________.
3. the top / the page ______________________________.
4. the daughter / Charles __________________________.
5. the jacket / that man __________________________.
6. the cause / the problem ________________________.
7. the newspaper / yesterday ______________________.
8. the birthday / my father ________________________.
9. the name / this street __________________________.
10. the toys / the children ________________________.
11. the new manager / the company ____________.
12. the result / the football match ______________.
13. the garden / our neighbors ________________.
14. the ground floor / the building ____________.
15. the children / Don and Mary ________________.
16. the economic policy / the government ____________.
17. the husband / Catherine ____________________.
18. the car / my uncle ________________________.
19. the bedroom / my aunt ____________________.

5. Are these sentences OK? Correct the sentences where necessary.
1. I stayed at the house of my sister.
2. What is the name of this village?
3. Do you like the colour of this coat?
4. Do you know the phone number of Bill?
5. The job of my brother is very interesting.
6. Write your name at the top of the page.
7. For me the morning is the best part of the day.
8. The favourite colour of Paula is blue.
9. When is the birthday of your mother?
10. The house of my parents isn’t very big.
11. The walls of this house are very thin.
12. The car stopped at the end of the street.
13. Are you going to the party of Silvia next week?
14. The manager of the hotel is on holiday at the moment.

6. Read each sentence and write a new sentence beginning with the underlined words using possessive case.
1. The meeting tomorrow has been cancelled. 2. The storm last week caused a lot of damage. 3. The only cinema in the town has closed down. 4. Exports from Britain to the United States
have fallen recently. 5. Tourism is the main industry in the region. 6. The population of the world is constantly rising. 7. The story that happened last year shocked everybody. 8. The theater of the city has a new cast of actors. 9. Rome is the largest city in Italy. 10. The exam today is very important.

Lesson 13. 1. General Medicine

A CASE

The ambulance took a 30-year-old male, badly wounded in a car accident, to the London St. Thomas hospital.

He was in unconscious condition and didn’t respond to the doctor’s commands. He suffered from constant jaw and nose bleeding as the nose and jaws were broken. The upper jaw was fractured in at least three places. There were many cuts and bruises all over the body. The X-ray showed a fracture of both legs. The patient lost a considerable amount of blood and was very pale and worn out. The A&E doctors managed to stop the bleeding immediately, sutured the wounds and applied a Paris bandage on the lower limbs but there were some signs of internal hemorrhage. The surgeon on duty operated on him under the general anesthesia. The patient was sent to the ICU.

The patient regained his consciousness on the second day after the accident, but his face was greatly swollen and distorted.

Ten days later the attending surgeon removed the sutures, but the cast still remained. The recovery was slow but without complications. In a month the doctor who was managing him discharged the young man from the hospital under the observation of the district doctor.
Remember
constant = persistent = permanent; antonym – temporary, episodic
a fracture / fractured = broken
a considerable amount = a significant amount = a lot of = much
to be worn out = to be exhausted = to be very weak and tired
distorted = deformed (face, fingers, legs)
edematous = swollen
anesthesia general / local = topical
ICU – intensive care unit

Glossary
wound / the wounded = the injured = the victim / badly
wounded= badly injured
to be conscious / to be unconscious
to regain / lose consciousness = to faint
to respond to the doctor’s commands = to react
to apply a Paris bandage (a cast) / to remove a Paris bandage (a cast)
to suture, to put the sutures in the wound
to remove = to take the sutures out of the wound
to manage the patient - to keep the patient under control
to manage = to be able to do, to cope with

Exercises
1. Paraphrase the expressions given in italics.
1. The patient suffered from the **persistent** pain in the chest.
   ____________________.
2. The ambulance brought the **injured** to the hospital.________
3. The patient was **very weak and tired**, lost **a lot of** blood, and suffered from **persistent** pain in the right leg.
   _______________________________________
4. The **victim** was badly **injured** in a car accident and the doctor applied a **cast** on his **broken** leg.

5. On the tenth day the surgeon **removed** the **sutures**.

6. The **recovery** was slow but **without** complications.

7. The patient was **unconscious** and didn’t **react** to the doctor’s commands.

8. Because of the disease the patients feet were greatly **swollen** and **distorted**.

9. The A&E doctors **managed** to stop the **bleeding** and **sutured** the wounds.

10. This operation is **performed** under the **local** anesthesia.

### 2. Match the words with opposite meanings and fill in the table below.

<table>
<thead>
<tr>
<th>1. a considerable amount</th>
<th>a. general</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. to be worn out</td>
<td>b. delayed</td>
</tr>
<tr>
<td>3. to lose consciousness</td>
<td>c. to remove the sutures</td>
</tr>
<tr>
<td>4. to be conscious</td>
<td>d. dry cough</td>
</tr>
<tr>
<td>5. to put the sutures in the wound</td>
<td>e. to fail</td>
</tr>
<tr>
<td>6. to apply the cast</td>
<td>f. with complications</td>
</tr>
<tr>
<td>7. topical</td>
<td>g. to regain consciousness</td>
</tr>
<tr>
<td>8. persistent</td>
<td>h. to remove the Paris bandage</td>
</tr>
<tr>
<td>9. to manage</td>
<td>i. to be unconscious</td>
</tr>
<tr>
<td>10. immediate</td>
<td>j. a little amount</td>
</tr>
<tr>
<td>11. uneventful</td>
<td>a. episodic</td>
</tr>
<tr>
<td>12. productive cough</td>
<td>b. to be full of energy</td>
</tr>
</tbody>
</table>
3. Complete the sentence with the words in the box using their correct tense forms. Mind, there are two more than necessary!

| cuts and bruises, pale, deformed, a significant amount, exhausted, internal hemorrhage, under the observation, immediately, uneventful, signs, apply a cast, to manage, doctor’s commands, wound |

1. After a long work in the garden I felt very ___________.
2. The doctors decided to discharge the patient ___________ of the district doctor.
3. The postoperative period was ___________.
4. The wounded didn’t respond to ___________, was _______ and had numerous _______ all over the body.
5. Because of profuse ____________ the surgeon decided to operate on him ___________.
6. Because of the _______ in the abdominal cavity the injured man lost a ____________ of blood.
7. The X-ray showed a fracture of the right leg and the surgeon had to ___________.
8. The A&E doctors ___________ to stop the bleeding and the patient was sent to the ICU.

4. What do these abbreviations stand for?

1. ECG _______________________________________
2. EEG _______________________________________
3. USI _______________________________________
Lesson 13.2 Stomatology

AT THE DENTIST’S

Everyone should regularly undergo a routine dental inspection and treatment at the dentist’s. In stomatological centres there are the department of dental therapy, surgery, orthodontics and prosthetic dentistry, as well as a laboratory and an X-ray room.

If you have some trouble with your tooth or a bad toothache you should consult a dentist. He/she will examine your teeth and if the aching tooth is not far gone the dentist will stop it. The doctor will clean and drill your tooth and then put in a filling. He/she sometimes asks the patients to make the X-ray. The films may reveal carious cavities in other teeth as well. They can vary in size from small beginning caries to those involving the pulp.

In case the tooth is too bad to be stopped or treated, the dental surgeon will pull it out. Before extracting the tooth he/she usually applies some anesthetic or gives an injection to deaden the pain.

If you have some inflammation or an abscess in your mouth, if your teeth become loose and gums bleed or if any
surgical procedure must be performed in your mouth cavity, you should consult a dental surgeon and he/she will diagnose your case and operate on you.

If you need artificial dentures, bridges, some false teeth or crowns you must consult a prosthetist and dental technician will do everything you need.

If you have instanding or outstanding teeth, overcrowded teeth or malocclusion, you go to an orthodontist.

After the treatment the dentist usually recommends to clean the teeth twice a day, change your usual toothpaste and the toothbrush from time to time. Besides it is highly recommended to rinse the mouth cavity with a special anti-caries and anti-plaque mouth-wash liquids after each meal, if possible. All these procedures will help the patient to maintain good oral hygiene and prevent the development of caries and tartar. Regular visits to a dentist, proper oral hygiene and good eating habits (a limited consumption of sweets in the first place) will protect you from many dental diseases.

**Remember**

<table>
<thead>
<tr>
<th>parts of the tooth</th>
<th>crown – the upper part of the tooth root – the part of the tooth in the gum root canal – the part of the tooth for nerves and blood vessels neck – the border between the crown and the gum</th>
</tr>
</thead>
<tbody>
<tr>
<td>substances of the tooth</td>
<td>enamel – the outer hard layer dentin – tooth bone pulp – soft inner part cement</td>
</tr>
</tbody>
</table>
**tooth pathologies**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>instanding, outstanding, overcrowded teeth, malocclusion</td>
<td></td>
</tr>
</tbody>
</table>

**types of teeth**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>incisors— cutters</td>
<td></td>
</tr>
<tr>
<td>canine – fang</td>
<td></td>
</tr>
<tr>
<td>pre-molars– cuspids</td>
<td></td>
</tr>
<tr>
<td>molars – bicuspid, grinders</td>
<td></td>
</tr>
<tr>
<td>the third molar - wisdom tooth</td>
<td></td>
</tr>
</tbody>
</table>

---

**Some dental procedures**

to inspect/examine the mouth cavity

to stop the tooth = to treat the tooth = to put in a filling = to insert a filling = to fill the tooth

to drill the tooth

to pull out = extract = remove the tooth

to remove the pulp tissue

to remove the remnants of food

to cleanse the cavity

to wash the mouth = to rinse the mouth

---

**Some dental conditions**

tartar – hard substance formed on the teeth

caries – decay in teeth

plaque = dental deposit – soft substance formed on the teeth

---

**good eating habits**

limited consumption of sweets

not eating too solid food

not using hot and cold meal or drinks together

not cracking nuts with your teeth

chewing food carefully
Glossary
undergo surgery/operation/inspection/examination/procedure
routine = usual=everyday=regular
routine procedures/examination/analyses
inspection = examination=observation
bad tooth = rotten =decayed tooth
neglected =far gone tooth
to vary = to differ
anaesthetic = painkiller
to deaden= to kill the pain, to anesthetize
to die, death, dead
dead = not alive dead tooth/ man/ flowers
denture – device, fixed on the gums, with artificial teeth
artificial dentures = false teeth=prosthesis
to neglect –to pay no attention
to neglect health/ studies/duties
to hurt – to cause pain
loose =not fixed= free to move
consumption = use
to reveal = find out
to maintain – to keep on the same level

Exercises
1. Choose the correct variant.
1. What departments are there in a dental clinic?
   (1) surgery department (2) dental surgery department (3) orthodontics and prosthetic dentistry dental therapy (4) a laboratory (5) an X-ray room
      a. all except 4    b. only 4,5    c. all except 1     d. 2, 3
2. What shouldn’t a person do if he has a bad toothache?
   a. to consult a specialist in dentistry    b. consult a dentist
c. to see a dental clinic d. to see his stomatologist
3. What does a dentist begin his examination with?
   a. inspecting mouth cavity  
   b. treating the teeth 
   c. extracting bad teeth  
   d. asking patient about his family
4. What does a dentist do if a tooth can be treated?
   a. He/she immediately extracts the tooth. 
   b. He/she attentively inspects the mouth cavity 
   c. He/she removes the remnants of food out of the tooth cavity. 
   d. He/she stops the tooth. 
5. What does a dentist do in case a tooth is far gone?
   a. He/she immediately extracts the tooth. 
   b. He/she attentively inspects the mouth cavity 
   c. He/she removes the remnants of food out of the tooth cavity. 
   d. He/she stops the tooth. 
6. What conditions need surgical treatment?
   (1) inflammation in the oral cavity, (2) abscess in the mouth, 
   (3) teeth become loose, (4) gums bleed (5) any surgical procedure in the mouth is necessary 
   a. all except 3  
   b. all of them 
   c. 1,2,3  
   d. 4,5 
7. People have to consult an orthodontist in case they have 
   (1) instanding teeth, (2) outstanding teeth, (3) overcrowded teeth, (4) malocclusion (5) a neglected tooth 
   a. all except 4  
   b. all of them 
   c. all except 5  
   d. 2, 3, 4 
8. What is the primary cause of many dental diseases?
   a. rinsing the mouth after each meal 
   b. regular visits to a dentist 
   c. poor oral hygiene 
   d. good eating habits 
9. Mouth-wash liquids are (1) anti-caries, (2) anti-hygienic, (3) anti-plaque, (4) anti-dental, (5) anti-rinsing. 
   a. 1, 2  
   b. all except 5 
   c. only 4  
   d. 1, 3
2. Match suitable words in the box with the following.

| tooth(x2), man, false teeth, health, studies, duties, surgery, operation, inspection, examination(x2), procedure(x2) examination, to treat the tooth, to kill the pain, prosthesis, to put in a filling, to anesthetize, the remnants of food, flowers, to insert a filling, to fill the tooth, to extract, analyses to remove the tooth, the pulp tissue, observation |

1. to neglect __________________________________________.
2. to undergo ________________________________________.
3. routine ____________________________________________.
4. dead _____________________________________________.
5. artificial dentures __________________________________.
6. to deaden the pain __________________________________.
7. inspection ________________________________________.
8. to stop the tooth ___________________________________.
9. to pull out ________________________________________.
10. to remove _________________________________________.

3. Match the expressions given in A and B column logically.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to stop a tooth</td>
<td>a. rotten tooth</td>
</tr>
<tr>
<td>2. a tooth is far gone</td>
<td>b. free to move</td>
</tr>
<tr>
<td>3. a dental examination</td>
<td>c. to reveal</td>
</tr>
<tr>
<td>4. to wash the mouth</td>
<td>d. neglected tooth</td>
</tr>
<tr>
<td>5. not alive</td>
<td>e. inspection of the oral cavity</td>
</tr>
<tr>
<td>6. loose</td>
<td>f. canine</td>
</tr>
</tbody>
</table>
4. Fill in the following table with the words given below.

to stop the tooth, crown, cement, root canal, to remove the remnants of food, outstanding teeth, neck, to cleanse the teeth caries, pre-molars, drilling of the tooth, enamel, rinsing the mouth overcrowded teeth, dentin, tartar, molars, pulp, canine, tooth extraction, plaque, root, to put in a filling, instanding teeth, malocclusion, incisors the third molar, mouth cavity inspection, to remove the pulp tissue

<table>
<thead>
<tr>
<th>Parts of the teeth (5)</th>
<th>Dental conditions (3)</th>
<th>Dental pathologies (4)</th>
<th>Tooth substances (4)</th>
<th>Dental procedures (8)</th>
<th>Types of the teeth (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 13.3 Pharmacy.

HERBS, FLOWERS AND FRUITS USED IN MEDICINE

Many entire organisms are used as remedial agents in pharmaceutical practice, among them:

**Belladonna Herb** (*Belladonnae folium*) consists of the dried leaves and the flowering tops. Belladonna acts as a local **anesthetic** and **anodyne**. It is used externally to relieve pain. To check sweating in phthisis it is used internally. It is also used as a sedative to the respiratory nerves to relieve spasmodic cough. Overdoses of belladonna cause poisoning which requires an **emetic**, an **antidote** and sometimes even artificial respiration.

**Foxglove leaves** (*Folia Digitalis*). It is cultivated both as a garden plant and for medicinal use. Acting as a cardiac stimulant, it increases the activity of muscular tissue especially that of the heart and arterioles. Preparations may be in form of powders, tablets and tincture.

**Bearberry leaves** (*Folia uvae ursi*) is a small evergreen bush. Bearberry leaves are used as a **stimulant**, **diuretic** and **antiseptic** in the diseases of the urino-genital tract.

**Lilly of the Valley** flowers (*Flores Convallariae*) is a small herbaceous perennial with white bell-shaped flowers. It has a slight agreeable odour and a bitter taste. Lilly of the valley flowers are used as a cardiac **tonic**.

**Chamomile flowers** (*Flores Arthemidis*) have an aromatic bitter taste and pleasant, strong aromatic odour. They improve gastro-intestinal function. The oil is used in pills as a **carminative**.

**Valerian Rhizome** (*Rhizoma Valerianae*) consists of dried rhizome roots of *Valeriana officinalis*, yellowish-brown in
colour. The drug has an unpleasant odour and slightly bitter taste. It is used as a stimulant and antispasmodic and a powerful carminative. It is given in hysteria, palpitation of the heart, etc.

Dandelion root (Radix Taraxaci) is a simple and mild laxative. It is often given in atonic dyspepsia attended by habitual constipation. The drug has no odour, but a bitter taste.

Linseed (Semina Lini - Linum). The whole linseed is used to make a demulcent drink by boiling the seed with water, which extracts the mucilage. The seeds are also used in constipation. Crushed linseed is used externally, in the form of a poultice, to convey heat and moisture to certain parts. Linseed oil is used as an anticeptic and disinfectant.

Anise Fruits-Aniseed (Fructus Anisi). The anise (Pimpinella anisum) is an annual plant. Aniseed is one of the oldest medicines and spices. The drug consists of the ripe dried fruits. Anise fruits have a sweet aromatic taste. Anise is used in medicine as an aromatic, carminative and expectorant. It is also used as a condiment.

Prunes (Prunus) are the dried ripe fruits of Prunus domestica. Prunes are both nutrient and gentle laxatives.

Lemon (Fructus Limonis). The lemon juice is used as a source of ascorbic acid and the fresh juice as an antiscorbutic. The peel is used as an agreeable flavouring agent and is used medicinally as a tincture or fluid extract, as a tonic.

Remember
anaesthetic – an agent that causes the loss of sensation
anodyne – a drug that relieves pain or mental distress, such as opium, belladonna, bromide
emetic - an agent that makes a person vomit
antidote – an agent neutralizing the action of a poison on an organism
tonic - an agent that increases vitality, i.e. - liveliness and energy
agreeable odour- pleasant odour
phthisis - tuberculosis
carinative – an agent that causes the release of gases from the body
diuretic- an agent causing an increase in the flow of urine
annual- every year
perennial - growing many years
poultice - soft substance spread on a cloth used to relieve pain or swelling
demulcent – an oily or mucilaginous drug which soothes or protects an inflamed tissue
expectorant - a drug which helps to cough up mucus from the respiratory tract
condiment - seasoning for food, spice
nutrient - nutritious substance, containing nutrition

Ex.1 .Choose the sentences which are true to the text
1. An overdose of belladonna causes poisoning._______
2. Foxglove leaves increase the activity of muscles. _____
3. Lilly of the valley flowers are used as a cardiac tonic.___
4. Valerian has an unpleasant odour and slightly bitter taste.

5. Dandelion root is used as a cardiac tonic.___________
6. Linseed oil is used as an antiseptic and disinfectant. ____
7. The anise is used in medicine as a tincture. __________
8. Prunes are both nutrient and a gentle laxative. ______
9. The lemon juice is used as a source of ascorbic acid. ______
10. Chamomile flowers worsen gastric function. ____
Ex.2. Match the name of the medical plant and its effect

<table>
<thead>
<tr>
<th>Medical plant</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foxglove leaves</td>
<td>a. local anaesthetic and anodyne, used externally to relieve pain, used internally to check sweating in phthisis, used as a sedative to respiratory nerves to relieve spasmodic cough</td>
</tr>
<tr>
<td>2. Lilly of the valley flowers</td>
<td>b. stimulant, diuretic and antiseptic in the diseases of uro-genital tract</td>
</tr>
<tr>
<td>3. Linseed</td>
<td>c. used as an aromatic carminative and as expectorant</td>
</tr>
<tr>
<td>4. Belladonna</td>
<td>d. are both nutrient and a gentle laxative</td>
</tr>
<tr>
<td>5. Chamomile flowers</td>
<td>e. used as a source of ascorbic acid</td>
</tr>
<tr>
<td>6. Bearberry leaf</td>
<td>f. increases the activity of muscular tissues, especially that of the heart and arterioles</td>
</tr>
<tr>
<td>7. Valerian rhizome</td>
<td>g. used as a cardiac tonic, an agent that increases vitality</td>
</tr>
<tr>
<td>8. Anise fruits</td>
<td>h. used as an antiseptic, improve gastric function, the oil is used in pills as a carminative</td>
</tr>
<tr>
<td>9. Prunes</td>
<td>i. used as a stimulant and antispasmodic given chiefly in hysteria, palpitation of the heart, as a powerful carminative</td>
</tr>
<tr>
<td>10. Lemon</td>
<td>j. simple and mild laxative, given in atonic dyspepsia attended by habitual constipation</td>
</tr>
<tr>
<td>11. Dandelion root</td>
<td>k. seeds used in constipation used externally in the form of the poultice</td>
</tr>
</tbody>
</table>

1.  2.  3.  4.  5.  6.  7.  8.  9.  10.  11.
Ex. 3. Complete the sentences using the following words
demulcent, antiseptic, mild, vitality, gastric, antispasmodic,
spices, expectorant, laxatives, flavouring

1. Whole linseed is used to make a _______ drink by boiling the
seeds with water.
2. Linseed oil is used as an __________ and disinfectant.
3. Dandelion root is a simple and _________ laxative.
4. Tonic is an agent that increases___________.
5. Chamomile flowers improve __________ function.
6. Valerian Rhizome is used in medicine as a stimulant and
___________.
7. Aniseed is one of the oldest medicines and ___________.
8. Anise is used in medicine as an aromatic, carminative and
as _________.
9. Prunes are both nutrient and a gentle ___________.
10. Lemon peel is used as an agreeable ________agent.

Ex.4. What other food used in medicine do you know?
Try to match the following. Add more if you know.

<table>
<thead>
<tr>
<th>Food</th>
<th>Good for</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carrots</td>
<td>a. keeps you from getting colds</td>
</tr>
<tr>
<td>2. Fish</td>
<td>b. settles your stomach</td>
</tr>
<tr>
<td>3. Milk and cheese</td>
<td>c. strengthens your bones and teeth</td>
</tr>
<tr>
<td>4. Garlic</td>
<td>d. for the eyes</td>
</tr>
<tr>
<td>5. Yogurt</td>
<td>e. a day keeps the doctor away</td>
</tr>
<tr>
<td>6. An apple</td>
<td>f. for the brain</td>
</tr>
<tr>
<td>7. Apricots</td>
<td>g. for the heart</td>
</tr>
</tbody>
</table>

1. 2. 3. 4. 5. 6. 7.
Ex. 5. Match the columns.

<table>
<thead>
<tr>
<th>1. Tonic</th>
<th>a. An agent that causes the loss of sensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Diuretic</td>
<td>b. An agent that has a calming effect</td>
</tr>
<tr>
<td>3. Sedative</td>
<td>c. An agent inducing vomiting</td>
</tr>
<tr>
<td>4. Anaesthetic</td>
<td>d. Seasoning for food, a spice</td>
</tr>
<tr>
<td>5. Antiseptic</td>
<td>e. An agent that causes the release of gases from the body (intestines)</td>
</tr>
<tr>
<td>6. Ematic</td>
<td>f. An agent causing excretion of urine</td>
</tr>
<tr>
<td>7. Antidote</td>
<td>g. A substance that opposes sepsis or decay by arresting the growth of microorganisms</td>
</tr>
<tr>
<td>8. Carminative</td>
<td>h. An agent that increases vitality</td>
</tr>
<tr>
<td>9. Condiment</td>
<td>i. An agent counteracting or neutralizing the action of a poison on an organism</td>
</tr>
<tr>
<td>10. Stimulant</td>
<td>j. An oily or mucilaginous drug which protects an inflamed tissue</td>
</tr>
<tr>
<td>11. Laxative</td>
<td>k. An agent inducing the discharge of mucus from the respiratory tract</td>
</tr>
<tr>
<td>12. Antispasmodic</td>
<td>l. Nutritious, containing nutrition</td>
</tr>
<tr>
<td>13. Demulcent</td>
<td>m. A substance that retards or completely stops the growth of bacteria</td>
</tr>
<tr>
<td>14. Expectorant</td>
<td>n. A drug that relieves pain</td>
</tr>
<tr>
<td>15. Antiscorbutic</td>
<td>o. A substance producing greater activity</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16. Antibiotic</td>
<td>p.</td>
</tr>
<tr>
<td>17. Anodyne</td>
<td>q.</td>
</tr>
<tr>
<td>18. Nutrient</td>
<td>r.</td>
</tr>
<tr>
<td>19. Disinfectant</td>
<td>s.</td>
</tr>
<tr>
<td>20. Analgetics</td>
<td>t.</td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>4.</td>
<td>5.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>12</td>
</tr>
<tr>
<td>14.</td>
<td>15.</td>
</tr>
<tr>
<td>17.</td>
<td>18.</td>
</tr>
<tr>
<td>20.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 14

PRESENT PERFECT

have
has + V₃

<table>
<thead>
<tr>
<th>affirmative</th>
<th>question</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have spoken</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>We have spoken</td>
<td>we</td>
<td>We</td>
</tr>
<tr>
<td>You have spoken</td>
<td>Have you spoken?</td>
<td>You haven’t spoken</td>
</tr>
<tr>
<td>They have spoken</td>
<td>They</td>
<td>They</td>
</tr>
<tr>
<td>He has spoken</td>
<td>he</td>
<td>He</td>
</tr>
<tr>
<td>She has spoken</td>
<td>Has she spoken?</td>
<td>She hasn’t spoken</td>
</tr>
<tr>
<td>It has spoken</td>
<td>It</td>
<td>It</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>words used</th>
<th>already</th>
<th>ever</th>
<th>never</th>
<th>just</th>
<th>yet</th>
<th>for</th>
<th>since</th>
<th>recently</th>
<th>lately</th>
<th>so far</th>
</tr>
</thead>
</table>

Mind! * Verbs to die and to be born are used not in Perfect but in Past Simple.
** Historical events and biographic facts are used only in Past Simple.
*** When…? (+ Past Simple) and How long…? (+ Present Perfect)

Exercises

1. You are writing a letter to a friend. Use the given words to make sentences in present perfect.
   Dear Chris,
   Lots of things have happened since I last wrote to you.
   1. I/buy/a new car __________________________
   2. my father/start /a new job __________________________
   3. I/give up /smoking __________________________
4. Charles and Sarah /go/to Brazil_______________________
5. Susanne/have/a baby_______________________

2. Read the situations and write sentences. Choose from the box.

<table>
<thead>
<tr>
<th>go out</th>
<th>arrive</th>
<th>have</th>
<th>break</th>
<th>post</th>
<th>go up</th>
<th>grow</th>
</tr>
</thead>
<tbody>
<tr>
<td>forget</td>
<td>improve</td>
<td>lose</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Mike is looking for his key. He can’t find it. He ___________ it. 2. Margaret can’t walk and her leg is in plaster. She ___________ it. 3. Maria’s English wasn’t very good. No it is much better. She ___________ it. 4. Tim didn’t have a beard last month. Now he has a beard. It ___________. 5. This morning I was expecting a letter. Now I have it. It ___________. 6. Last week the bus fare was 80 pence. Now it is 90. It ___________. 7. He told me his name but I ___________ it. 8. I have written the letter but I ___________ it yet. 9. Alice is not here at the moment. She ___________. 10. I am not hungry. I _____ just _____ dinner.

3. You are asking somebody questions about things he or she has done. Ask questions from the words in brackets.

1. (ever/ride/horse?) __________________________
2. (ever/be/California?) __________________________
3. (ever/run/marathon?) __________________________
4. (ever/speak/famous person?) __________________________
5. (live/in this town/ for many years?) __________________________
6. (ever/be/abroad?) __________________________

4. Make sentences from the words in brackets. Use the present perfect and past simple.

1. it / not/ rain / this/ week . It hasn’t rained this week.
2. the/ weather/ be / cold/ recently.
3. it / cold / last/ winter.
4. I / a newspaper/ not/ read/ yesterday.
5. I / a newspaper/ not/ read/ today.
6. Ann /a lot of / money/ earn/ this year.
7. You / a holiday/ nice/ have/ ever?

5. Put the verbs in brackets in the correct form, present perfect or past simple.
1. Where’s your key?” “I don’t know.____________.” (lose)
2. I ______very tired, so I lay down on the bed and went to sleep. (be)
3. Mary __________ to Australia with her family last summer. (go)
4. “Where’s Ken?” “He __________ out. He’ll be back in about an hour” (go)
5. I did German at school but I __________ most of it. (forget)
6. I meant to phone Diane last night but I __________. (forget)
7. I __________ a headache earlier but I feel fine now. (have)
8. Look! There’s an ambulance over there. There ________ an accident. (be)
9. They’re still building the new road. They __________ it. (not/finish)
10. “Is Helen still here?” “No, she ________ out.” (just/go)
11. The police ________ three people but later they let them go. (arrest)
12. Ann ________ me her address but I’m afraid I ________ it. (give, lose)
13. Where’s my bike? It ________ outside the house. It ________! (be, disappear)

6. Put the verb into the correct form, present perfect or past simple.
1. I don’t know where Amy is.__________ (you/see) her?
2. When I ________ (get) home last night, I ________ (be) very tired and I ________ (go) straight to bed.
3. Your car looks very clean. ________ (you/wash) it?
4. George ________ (not/be) very well last week.
5. Mr. Clark ________ (work) in a bank for 15 years. Then he gave it up.
6. Molly lives
in Dublin. She _______ (live) there all her life.  
7. “__________ (you/go) to the cinema last night?” “Yes, but it _____(be) a mistake. The film ________ (be) awful”.  
8. My grandmother ________ (die) 30 years ago. I _______ (never/meet) her.  
9. I don’t know Carol’s husband. I__________ (never/meet/him).  
10. A: Is your father at home? B: No, I’m afraid he _________(go) out. A: When exactly ________ (he/go/out)?  

7. Correct the underlined parts in the sentences that are wrong.  
1. Do you know about Sue? She has given up her job.  
2. The Chinese have invented printing.  
3. How many plays has Shakespeare written?  
4. Have you read any of Shakespeare’s plays?  
5. Aristotle has been a Greek philosopher.  
6. Oh! I have cut my finger. It is bleeding.  
7. Where have you been born?  
8 Mary isn’t at home. She has gone shopping.  
9. Have you seen the news on TV last night?  
10 Jenny has left school in 1991. 

8. Put the words into the most suitable form.  
1. Who ________ (invent) the bicycle? 2. Do you still have a headache? No, ______(it go).I’m all right now. 3. What ________ (you/ do) last weekend?  
4. I like your car. How long ______(you/have) it? 5. ______ (I /buy) a new jacket two days ago
but ______ (I/not/wear) it yet. 6. A few days ago____ (I/see) a man at a party, whose face _____ (be ) very familiar. 7. _____(you/ hear) of Agatha Christie? _____(She/be) a writer who ____ (write) more than 70 detective novels. 8. What _____(this /word/ mean) ? - I have no idea. ____ (I/never/see) it before. 9. Mary _____(go) for a swim after work yesterday. 10. ____ (she/ already/ pass) her English exam successfully and her parents want to buy a nice present for her.

Lesson 15

VITAMINS

There are certain organic substances (other than proteins, fats and carbohydrates) which must be supplied in the food for normal nutrition. These substances are vitamins. They are necessary for normal metabolism of body cells. The vitamins are named with letters of the alphabet mostly in order of their discovery.

Vitamins are formed almost exclusively in plants through the action of sunlight and enzymes. In plants vitamins are especially concentrated in the embryo of the seed, in green leaves, growing shoots, or fruits. As we know, only vitamin D can be synthesized in the human body with the aid of the sunlight. There are fat-soluble and water-soluble vitamins.

Vitamin A (fat-soluble) occurs especially in fish-liver-oil, dairy products (butter, milk, cheese, curds, sour cream), egg-yolk, carrot, pumpkin, spinach, mint, mangold and is synthesized in animal from carotene. Vitamin A is essential for normal vision and metabolism of epithelial cells. The lack of this vitamin causes dryness of the skin, diseases of the eyes such as
xerophthalmia, night-blindness as well as predisposition to infections.

**Vitamin B** (water-soluble) is a group of substances. Vitamin B<sub>1</sub> is antineuritic or antiberiberi factor. It is found especially in peas, beans, lentil and other legumes, nuts, yeast, and animal food products (kidney, liver, spleen, pancreas). Vitamin B<sub>2</sub> is a yellow nitrogenous compound. It is found in whey, eggs, green leaves. It is a growth promoting factor.

**Vitamin C** (water-soluble) is abundant in fresh fruits, especially citrus fruits (lemons, oranges, grapefruits, tangerines, limes) some berries (red and black currant, raspberry, strawberry) and vegetables (cabbage, green pepper, parsley, cress, etc). One of the richest sources of vitamin C is sweet briers. The deficiency of vitamin C in the human organism causes scurvy, that’s why it is called antiscorbutic vitamin. The mild cases of this disease are characterized by fatigue, dizziness and bleeding of the gums, resulting in gingivitis.

There are several varieties of **vitamin D** (fat-soluble) occurring in fish liver oil, egg yolk, butter, cheese, milk and, to a lesser extent, in mushrooms. **Vitamin D** is antirachitic and regulates the phosphor-calcium metabolism. The lack of this vitamin causes rickets. The chief provitamin D found in plants is called ergosterol and cholesterol in animals. It is also found in skin when exposed directly to the sun rays.

**Vitamin E** (fat-soluble) is plentiful in the leaves of many plants (fresh lettuce), and seed oils. It is found in nuts (walnut, hazelnut, almond, cashew, etc), raisin and cereals such as wheat embryo, oats and yellow corn. The lack of this vitamin causes infertility, so vitamin E is essential for reproduction.

**Vitamin K** (fat-soluble) is an antihemorrhagic factor. The natural vitamin K occurs in the leaves of alfalfa plant,
cauliflower, broccoli, bananas, avocado, meat, olive oil etc. Concentrated preparations of vitamin K for therapeutic use are made from alfalfa and from putrefied fish livers, synthesized by bacteria. Vitamin K was first reported by a Danish scientist. K stands for “Koagulation”, that is the Danish form of the word Coagulation.

**Vitamin P** is the flavone factor found in lemon/orange zest, buckwheat, tomatoes, pepper, apricots and grapes. The deficiency of this vitamin brings to increased permeability of capillary walls, fatigue, hair loss and acne. This vitamin takes its name from English word “permeability”.

**Remember**

substance = matter

with the aid/help of = by means of = through the action

enzyme - a ferment

concentrated = accumulated

embryo = germ

to regulate = control using rules, balance

extent = degree: to a lesser/greater extent

extracted = obtained by force using a chemical process

exposed (to water/sunrays/heat /light/cold) = not protected

(from water/sunrays/heat /light/cold)

essential = necessary, vital, most important

putrefied = decayed, rotten

supplied = provided, given

nutrition = feeding

lack = deficiency, shortage, little quantity

abundant = plentiful, rich, more than enough

sweet briers = rose hips

result in = cause = bring to
Glossary
metabolism (n) - chemical processes in living things that change food into energy
seed - a part of a plant from which a new plant can grow
shoot - a new part that grows on a plant or a tree
fat-soluble – solved in fat, oil
water-soluble – solved in water, alcohol and other liquids
dairy products – products made from milk
xerophthalmia - thickening and dryness of the mucous membrane of the eyes
night-blindness – disability to see at night/ in darkness
predisposition - a condition that makes somebody suffer from a particular disease: genetic predisposition
to promote - to help the progress
source = origin
source of water/information/infection/energy/pollution
infertility – disability to have children
permeability (of the vessel walls) - the ability of the vessel walls to let the liquid or gas pass through
acne – a skin conditions on the face with many pimples (spots):
to suffer from acne, to have acne

Exercises
1. Match the columns A and B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>substance</td>
<td>a. ferment</td>
</tr>
<tr>
<td>to occur</td>
<td>b. rotten</td>
</tr>
<tr>
<td>to cause</td>
<td>c. matter</td>
</tr>
<tr>
<td>to provide</td>
<td>d. feeding</td>
</tr>
<tr>
<td>putrefied</td>
<td>e. accumulated</td>
</tr>
<tr>
<td>lack</td>
<td>f. origin</td>
</tr>
</tbody>
</table>
2. Choose the correct variant.

1. Organic substances supplied in the food for normal nutrition are ...........
   a. shoots      b. enzymes   c. seeds  d. vitamins

2. Which one is not correct? What is necessary for normal nutrition and metabolism?
   a. organic substances   b. vitamins
   c. proteins, fats and carbohydrates d. deficiency

3. The vitamins are named with letters of the alphabet mostly ............... their discovery.
   a. in order that   b. by means of   c. in order of   d. with the aid of

4. Vitamins are formed in......
   a. plants   b. embryo   c. enzyme   d. sunlight

5. Which one is not correct? In plants vitamins are especially concentrated in ............
   a. roots of the plants   b. growing shoots
   c. green leaves   d. fruits

6. What vitamin can be synthesized with the aid of the sunlight?
7. What disease may be caused by the lack of vitamin A? 
1) scurvy, 2) night-blindness, 3) gingivitis, 4) rickets, 5) xerophthalmia  
a. 1,3  b. 2,5  c. 1,4  d. 3,5
8. What may be caused by the deficiency of vitamin C? 
1) scurvy, 2) night-blindness, 3) gingivitis, 4) rickets, 5) xerophthalmia  
a. 1,3  b. 2,5  c. 1,4  d. 3,5
9. Vitamin D is found in skin when directly to the sun rays.  
a. extracted  b. putrefied  c. concentrated  d. exposed
10. What products of animal origin contain vitamin D?  
1) butter, 2) cheese, 3) egg-yolk, 4) milk, 5) mushrooms  
a. all except 3  b. all except 2  c. all except 4  d. all except 5
11. What condition is not caused by the lack of vitamins P?  
a. increased permeability of capillary walls  b. infertility  
c. acne  d. hair loss
12. What is not the source of vitamin E?  
a. cashew  b. egg yolk  c. oats  d. lettuce
13. What vitamin is responsible for coagulation?  
14. Which one is not correct? Vitamin B is a ........... factor.  
a. growth promoting  b. antineuritic  
c. antiberiberi  d. antihemorrhagic
15. Vitamin C is a ................. factor.  
a. antirachitic  b. antiscorbutic  c. flavone  d. antineuritic

3. Complete the sentences using the options given in B column and fill in the table below. Mind! There are more options than necessary in B column.
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are certain organic substances</td>
<td>a. reproduction</td>
</tr>
<tr>
<td>2. Vitamin A is abundant especially</td>
<td>b. when the body is directly exposed to the sun rays</td>
</tr>
<tr>
<td>3. The lack of vitamin A causes</td>
<td>c. scurvy</td>
</tr>
<tr>
<td>4. Vitamin B is</td>
<td>d. a growth promoting factor</td>
</tr>
<tr>
<td>5. The rich source of vitamin C are</td>
<td>e. fresh fruits and vegetables, especially citrus fruits</td>
</tr>
<tr>
<td>6. The deficiency of vitamin C in the human body causes</td>
<td>f. the ability of the vessel walls to let the liquid or gas pass through</td>
</tr>
<tr>
<td>7. Vitamin E is essential for</td>
<td>g. infertility</td>
</tr>
<tr>
<td>8. The deficiency of vitamin P causes</td>
<td>h. products made from milk</td>
</tr>
<tr>
<td>9. It is also found in skin</td>
<td>i. which must be supplied in the food for normal nutrition.</td>
</tr>
<tr>
<td>10. Permeability of the vessel walls is</td>
<td>j. rickets</td>
</tr>
<tr>
<td>11. Disability to have children is</td>
<td>k. in fish-liver-oils, butter and egg-yolk</td>
</tr>
<tr>
<td>12. Dairy products are</td>
<td>l. permeability of capillary walls.</td>
</tr>
<tr>
<td></td>
<td>m. dryness of the skin, diseases of the eyes.</td>
</tr>
<tr>
<td></td>
<td>n. regulates the phosphor-calcium metabolism.</td>
</tr>
</tbody>
</table>

| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. |
4. Study the table below and answer the questions.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td>Protects your heart</td>
</tr>
<tr>
<td></td>
<td>prevents constipation</td>
</tr>
<tr>
<td></td>
<td>Blocks diarrhea</td>
</tr>
<tr>
<td></td>
<td>Improves lung capacity</td>
</tr>
<tr>
<td></td>
<td>Cushions joints</td>
</tr>
<tr>
<td>apricots</td>
<td>Combats cancer</td>
</tr>
<tr>
<td></td>
<td>Controls blood pressure</td>
</tr>
<tr>
<td></td>
<td>Saves your eyesight</td>
</tr>
<tr>
<td></td>
<td>Shields against Alzheimer's</td>
</tr>
<tr>
<td></td>
<td>Slows aging process</td>
</tr>
<tr>
<td>artichokes</td>
<td>Aids digestion</td>
</tr>
<tr>
<td></td>
<td>Lowers cholesterol</td>
</tr>
<tr>
<td></td>
<td>Protects your heart</td>
</tr>
<tr>
<td></td>
<td>Stabilizes blood sugar</td>
</tr>
<tr>
<td></td>
<td>Guards against liver disease</td>
</tr>
<tr>
<td>avocados</td>
<td>Battles diabetes</td>
</tr>
<tr>
<td></td>
<td>Lowers cholesterol</td>
</tr>
<tr>
<td></td>
<td>Helps stops strokes</td>
</tr>
<tr>
<td></td>
<td>Controls blood pressure</td>
</tr>
<tr>
<td></td>
<td>Smoothes skin</td>
</tr>
<tr>
<td>bananas</td>
<td>Protects your heart</td>
</tr>
<tr>
<td></td>
<td>Quiets a cough</td>
</tr>
<tr>
<td></td>
<td>Strengthens bones</td>
</tr>
<tr>
<td></td>
<td>Controls blood pressure</td>
</tr>
<tr>
<td></td>
<td>Blocks diarrhea</td>
</tr>
<tr>
<td>beans</td>
<td>Prevents constipation</td>
</tr>
<tr>
<td></td>
<td>Helps</td>
</tr>
<tr>
<td></td>
<td>Lowers cholesterol</td>
</tr>
<tr>
<td></td>
<td>Combats cancer</td>
</tr>
<tr>
<td></td>
<td>Stabilizes blood sugar</td>
</tr>
<tr>
<td>beets</td>
<td>Controls blood pressure</td>
</tr>
<tr>
<td></td>
<td>Combats cancer</td>
</tr>
<tr>
<td></td>
<td>Strengthens bones</td>
</tr>
<tr>
<td></td>
<td>Protects your heart</td>
</tr>
<tr>
<td></td>
<td>Aids weight loss</td>
</tr>
<tr>
<td>blueberries</td>
<td>Combats cancer</td>
</tr>
<tr>
<td></td>
<td>Protects your heart</td>
</tr>
<tr>
<td></td>
<td>Stabilizes blood sugar</td>
</tr>
<tr>
<td></td>
<td>Boosts memory</td>
</tr>
<tr>
<td></td>
<td>Prevents constipation</td>
</tr>
<tr>
<td>broccoli</td>
<td>Strengthens bones</td>
</tr>
<tr>
<td></td>
<td>Saves eyesight</td>
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<tr>
<td></td>
<td>Combats cancer</td>
</tr>
<tr>
<td></td>
<td>Protects your heart</td>
</tr>
<tr>
<td></td>
<td>Controls blood pressure</td>
</tr>
<tr>
<td>cabbage</td>
<td>Combats cancer</td>
</tr>
<tr>
<td></td>
<td>Prevents constipation</td>
</tr>
<tr>
<td></td>
<td>Promotes weight loss</td>
</tr>
<tr>
<td></td>
<td>Protects your heart</td>
</tr>
<tr>
<td></td>
<td>Helps</td>
</tr>
<tr>
<td>cantaloupe</td>
<td>Saves eyesight</td>
</tr>
<tr>
<td></td>
<td>Controls blood pressure</td>
</tr>
<tr>
<td></td>
<td>Lowers cholesterol</td>
</tr>
<tr>
<td></td>
<td>Combats cancer</td>
</tr>
<tr>
<td></td>
<td>Supports immune system</td>
</tr>
</tbody>
</table>

* for beans – helps digestion
* for cabbage – helps digestion

1. What product(s) prevent(s) constipation?

2. What products help to control blood pressure?

3. What product(s) is/are good for memory?
4. What is good for eyesight? ________________________
5. What protects your heart? ________________________
6. What is good for skin? __________________________
7. What is good for weight loss? ____________________
8. What is good for bones? _________________________
9. What protects you against cancer? ________________
10. What is good for bones? _________________________

5. Fill in the table using the information from the text.

<table>
<thead>
<tr>
<th>Vitamin</th>
<th>Sources</th>
<th>diseases caused by the lack of vitamin</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>B</td>
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<td>C</td>
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<td>P</td>
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<td></td>
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<tr>
<td>K</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 16

SIMPLE FUTURE

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Interrogative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I*</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>he</td>
<td>he</td>
</tr>
<tr>
<td>she</td>
<td>will go</td>
<td>she will not** go</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>we*</td>
<td>we</td>
<td>we</td>
</tr>
<tr>
<td>they</td>
<td>they</td>
<td>they</td>
</tr>
<tr>
<td></td>
<td>Will she go?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will it go?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will we go?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will they go</td>
<td></td>
</tr>
</tbody>
</table>

Words used | tomorrow | next..... | later | in some time
Mind! * I and we are used with shall in standard English.
** will not = won’t          shall not = shan’t

Exercises

1. Put in shall/ will. Use negative forms if necessary.
   1. Don’t drink coffee before you go to bed. You _________ sleep.
   3. _________ help you to pass the examination?
   4. It _________ rain, so you don’t need to take an umbrella.
   5. A: I don’t feel very well this evening. B: Well, go to bed early and you _________ feel better in the morning.
   6. It’s Bill’s birthday next Monday. He _________ be 25.
   7. I’m sorry I was late this morning. It _________ happen again.
   8. _________ we use this therapy for babies?
   9. It’s a secret between us. I promise I _________ tell anybody.
   10. Would you like tea or coffee? I _________ have coffee, please.
2. Complete the sentences with I’ll + a suitable verb from the box.

see take go do turn on drive send show stay give

1. I am too tired. I think _________ a taxi. 2. – It’s a bit cold in this room. – Is it? ___________ the heating then. 3. We haven’t got any milk. ___________ and get some. 4. – Do you want me to do the washing up? – No, it’s all right. ________ it. 5. – I don’t know how to use this gadget. – Ok, ________ you. 6. Thank you for lending me your camera. ________ it back to you on Monday, ok? 7. Are you coming with us? – No, I think ___________ here. 8. – Good bye, have a nice holiday. – Thanks ________ you a postcard. 9. Don’t worry, ________ Tina to the station. 10. I have made an appointment at the dentist’s. ________ her on Tuesday.

**PRESENT TENSES FOR THE FUTURE**

<table>
<thead>
<tr>
<th>construction</th>
<th>planned future action</th>
</tr>
</thead>
<tbody>
<tr>
<td>“to be going to”</td>
<td>e.g. There is a new film on TV tonight. I am going to watch it.</td>
</tr>
</tbody>
</table>

**Mind! Avoid using “to be going to go”**

<table>
<thead>
<tr>
<th>Present Continuous</th>
<th>personal plans for the nearest future</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. I am leaving for Moscow tonight.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>timetables, programs, calendar, meetings, flights etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomorrow is Friday. The film begins at 5.30.</td>
<td></td>
</tr>
</tbody>
</table>
3. Complete the sentences. Use going to + one of these verbs.

eat  do  give  lie down  stay  rain  walk  wash  watch  wear

1. My hands are dirty. ___________ them. 2. What ___________ to the party tonight? 3. I don’t want to go home by bus. I ___________. 4. John is going to London this week. He ___________ with some friends. 5. I’m hungry. I ___________ this sandwich. 6. It’s Sharon’s birthday next week. We ___________ her a present. 7. Sue says she’s feeling very tired. She ___________ for an hour. 8. There’s a good film on TV this evening. _____ you ___________ it. 9. What _____ Rachel ___________ when she leaves school? 10. It ___________. Don’t forget your umbrella.

4. Put the verb into the more suitable form, present continuous/to be going to or present simple.

1. I ___________ (go) to the theatre this evening. 2. ___________ (the film /begin) at 3.30 or 4.30? 3. We ___________ (have) a party on Saturday. Would you like to come? 4. The art exhibition ___________ (open) on 3 May and (finish) on 15 July. 5. I ___________ (not/go) out this evening. I ___________ (stay) at home. 6. “___________ (you /do) anything tomorrow morning? No, I’m free. Why? 7. We ___________ (go) to a concert tonight. It ___________ (begin) at 7. 30. 8. What time ___________ (this train/get)to London? 9. Ann, I ___________ (go) to town. ___________ (you/come) with me? 10. Sue ___________ (come) to see us tomorrow. She ___________ (travel) by train and her train ___________ (arrive) at 10.15. I ___________ (meet) her at the station. 11. I ___________ (not /use)
the car this evening, so you can have it. 12. I'm bored with this program. When ________ (it/finish)? 13. I __________ (go) away for a few days. 14. I ________ (leave) tonight, so I won’t be at home tomorrow.

5. Choose the correct variant.
1. Did you phone Ruth? – Oh, no, I forgot. I phone/I’ll phone her now. 2. I can’t meet you tomorrow afternoon. I’m playing/I’ll play tennis. 3. I meet/I’ll meet you outside the hotel in half an hour, ok? 4. I need some money. —Ok, I’m lending/I’ll lend you some. How much you need? 5. I’m having/I’ll have a party next Saturday. I hope you can come. 6. – Remember to buy a newspaper when you go out. —OK, I don’t forget/I won’t forget. 7. What time does your train leave/will your train leave tomorrow? 8. Tomorrow is/will be Ann’s birthday. Are you coming/ Do you come with me? 9. Tomorrow is/will be cold and windy. 10. What do you do/are you doing on Sunday evening?

Lesson 17. 1. General Medicine; 2. Pharmacy

At the chemist’s

Medicines, medical products and various things of medical care are usually obtained in special shops which are usually called pharmacies, chemist’s shops in Britain and drug-stores in the USA. There are usually two departments in a large chemist’s. We can have some medicines right away at the ready-made drug department, other drugs are ordered at the prescription department. All the drugs are kept in the drug cabinets, marked with the letters A for poisonous drugs and B for highly effective ones. Every small bottle, a tube or a box has a label. White labels
indicate drugs for internal use, yellow ones indicate drugs for external use and blue ones show that the drug are used for injections.

As a rule, the name of the drug, the directions for administration, the dose to be taken, the quantity of the container and the expiry date are given on the label. Many drugs also have a special leaflet in which the efficacy of different doses, drug ingredients, adverse reactions, contraindications, special warnings, etc. are mentioned. These regulations are necessary not only for pharmacists, doctors or nurses but for patients too. It helps not to confuse different medicines, some of which are poisonous. Their overdose may cause unfavourable reactions and even death.

The drugs are sold in different forms, such as tablets, pills, powders, capsules, ointments and liquids. Drugs for injections or vaccines are usually kept in special glass containers - ampoules, while others are usually dispensed in boxes, blisters, parcels and tubes.

At the chemist’s one can order and buy all sorts of drugs: sedatives or tranquilizers, stimulants or tonics, antibiotics, laxatives administered orally or intended for gastric lavage, cough/throat lozenges, sleeping tabs and pills, fever-reducers, analgesics as well as various healing ointments which are rubbed in to relieve pain or skin irritation.

Besides, we can also acquire different things for patient’s care such as lotions, liquids for gargling the throat, herbal teas, medical charcoal, iodine, dressing materials, elastic bandages, adhesive tape, corn plasters, mustard plasters, flannel belts, hot-water-bags, medicine droppers, thermometers, enema and many other very necessary things.
REMEMBER:
to obtain = to acquire = to get = to buy
Chemist’s - a chemist
Drug-store - a druggist
Pharmacy - a pharmacist = a dispenser (in a hospital chemist’s)
To dispense = prepare and give out medicine = to allocate
To order = to give instructions = to command = to direct
Right away = immediately on the spot
Adverse reaction = side effects = unfavourable reaction = untoward effect
Analgesics = pain killers = pain relievers
Ointment = liniment
Dressing materials: cotton wool, bandages, gauze, sterile pads
Dressing: to apply/to change/to remove
Things necessary for patient’s care = medical care items
Hot water bag = hot water bottle = heating pad (usually electric)
Adhesive tape = a Band-Aid plaster

GLOSSARY
*Prescription department - the department in the chemist’s where special drugs are prepared according to a prescription
Ready-made drug department = chemist’s department – the department where you buy drugs immediately on the spot
*Drug cabinet - drawers and shelves where medicines are kept
*A poison - a substance that causes harm or death
To poison - to harm or kill by giving a poison
Poisonous: poisonous fish, mushrooms/ poisoning: food poisoning, drug poisoning
*Highly effective drug = a drug having a strong effect
Highly = extremely
Drug effect - a result or a change in a patient's condition caused by a drug
Efficacy of the dose / of the drug - the ability to produce the wanted results
Effective - producing the wanted result
*To give an injection (intravenous, intramuscular, subcutaneous)
*Leaflet - more detailed instructions for the administration
Direction for administration - instructions how to use the drug
Quantity of the container - the amount of the drug in the box, ampoule, parcel, etc.
Expiry date - the period during which the drug (food, a product) can be used
Overdose - too much of a drug taken at one time
*To confuse – to mistake one person or thing for another

<table>
<thead>
<tr>
<th>Types of drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>sedatives, tranquillizers</strong> – drugs which have a calming effect</td>
</tr>
<tr>
<td><strong>stimulants, tonics</strong> – drugs which give more energy</td>
</tr>
<tr>
<td><strong>antibiotics</strong> – drugs used against infection and inflammation</td>
</tr>
<tr>
<td><strong>laxatives</strong> – drugs which relieve constipation</td>
</tr>
<tr>
<td><strong>fever reducers</strong> – drugs which help to bring down the temperature</td>
</tr>
<tr>
<td><strong>analgesics</strong> - drugs which relieve pain</td>
</tr>
<tr>
<td><strong>sleeping pills/tabs</strong> – drugs which help to sleep</td>
</tr>
</tbody>
</table>
cough/throat lozenges – a small candy that contains medicine that you dissolve in the mouth

<table>
<thead>
<tr>
<th>Drug containers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ampoule</em> – a glass container for drugs for injections and vaccines</td>
</tr>
<tr>
<td><em>bottle</em> - a glass or plastic container for liquid drugs or pills, tablets and capsules</td>
</tr>
<tr>
<td><em>blister</em> – a flat plastic container for tablets, pills and capsules</td>
</tr>
<tr>
<td><em>tube</em> – a plastic or metal container for creams, ointments and liniments</td>
</tr>
<tr>
<td><em>parcel</em> – a paper container for powders</td>
</tr>
</tbody>
</table>

Exercises

1. Choose the necessary option:

1. Which one is wrong? Various things of medical care are usually ............... in special shops.
   a. bought  b. obtained  c. acquired  d. brought

2. Which one is wrong? One can have medicine ............. at the drug-store.
   a. right away  b. immediately on the spot  c. quickly

3. Which one is wrong? The surgeon thought that the new medicine was not ................. in that case.
   a. indicated  b. confused  c. administered  d. prescribed

4. Which one is correct? These ................. are necessary for pharmacists as well as for patients. 1) regulations, 2) directions, 3) administrations, 4) prescriptions, 5) indications.
5. Which one is correct? The information in the leaflet helps ...................... the medicines.
   1) not to confuse, 2) to prescribe, 3) to confuse, 4) not to mistake, 5) to mistake.
   a. 2, 3, 5      b. 1, 3, 4      c. 1, 2, 4      d. all except 5

6. Which one is wrong? ....................... may cause adverse reactions and even death.
   a. taking too large dose of medicine    b. overdose
   c. under dose                           d. confusing drugs

7. Which one is wrong? Drugs for injection are usually kept in special ampoules, while others are usually .................. in boxes.
   a. allocated    b. dispensed    c. given out    d. prescribed

8. In case of a severe headache the doctor prescribes .................
   a. laxatives    b. stimulants   c. pain killers    d. fever reducers

9. We can acquire at the chemist's different things for patient's care such as lotions, herbal teas, dressing materials i.e. .............................. and many other necessary things.
   a. elastic bandages, flannel belts and sterile pads
   b. cotton, gauze and elastic bandage
   c. cotton wool, bandages, gauze, sterile pads
   d. gauze, flannel pads, sterile belts

10. A small candy that contains medicine that you dissolve in the mouth is called ............
   a. lozenge     b. pill      c. liniment     d. vaccine
2. Insert missing words from the box. Mind! Not all of them are used.

leaflet, prescribed, quantity, internal, analgesics, cabinets, prescription, poison, gargling, external, ready-made drug, care, label, injections, untoward, contraindication

1. The surgeon considers that this medicine is not .............. in that particular case.
2. Any drug causing a strong reaction must be taken only by doctor's ..........
3. Medical products and various things of patient’s ........ are usually obtained in special shops.
4. White labels indicate drugs for ...... use, yellow ones indicate drugs for ........ use and blue ones show that the drug should be used for ........
5. The doctor administers ............... to the patient with a terrible toothache.
6. Many drugs have ............... in which the efficacy of doses or the ingredients, special warnings, etc are mentioned.
7. The overdose may cause ............... reactions and even death.
8. All the drugs are kept in the drug ..........
9. Some drugs are bought at the ............... department.
10. Liquids for ............... relieve the sore throat.

3. Match the letters and numbers:

1. ampoule 2. bottle 3. blister 4. tube 5. parcel
a. a flat plastic container for tablets, pills and capsules
b. a glass container for drugs for injections and vaccines  
c. a plastic or metal container for creams, ointments and liniments  
d. a glass or plastic container for liquid drugs or pills, tablets and capsules  
e. a paper container for powders  

4. Fill in the table:

<table>
<thead>
<tr>
<th>What is written on the label</th>
<th>What is written in the leaflet</th>
<th>Types of drugs</th>
<th>Forms of drugs</th>
<th>Containers</th>
<th>dressing materials</th>
<th>things of medical care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Lesson 17.2 Stomatology**

**DENTAL CARIES**

Teeth caries is an extremely common condition among people. Microorganisms flourish in the food particles and tartar on the teeth and produce the acid that dissolves enamel. This is the direct cause of dental caries. In addition to poor oral hygiene, the character of nutrition and the temperature of the food, occupation, age and the physiological condition of the organism also play an important role in this disease.
The diseases of the teeth may run a more acute course and may quickly involve a number of teeth. Moreover, through a defective tooth an infection may gain entrance into the organism. Decay rarely appears on free, smooth surfaces that are exposed to the rubbing of the lips and tongue and food. It begins usually in some groove or a pit in the enamel or between the teeth and thus dissolution of the enamel begins. When the process has made a small opening through the enamel the decay may spread widely in the dentine causing teeth destruction.

Microorganisms can gain entrance into bad tooth and the pulp causing pulpitis. In pulpitis teeth are sensitive to chemical, mechanical and thermal stimuli and spontaneous severe pains arise sometimes spreading over the jaw, ear and temple.

The pains may be severe and may last for a long time. Pulpitis may result in gangrene of the pulp and its decomposition. The treatment of caries involves cleansing the cavity and filling the affected tooth. Pulpitis must be treated by mortification of the tooth nerve, removal of the pulp tissue and filling the tooth. In order to alleviate the pains tooth drops are introduced into the cavity after first removing the remnants of food.

Remember

to flourish – to grow well, to develop quickly
food particles = remnants of food (debris)
tartar = dental plaque stone
condition= state
tooth – defective/bad/affected/decayed/destructed/rotten
to run an acute course = to become worse, to exacerbate
to decay = to destroy = to destruct
gain entrance = penetrate
gangrene = decay = decomposition
groove = narrow canal
pit = a hole, a small opening
mortification of the nerve = deadening the nerve
alleviate the pain = to soothe the pain, to relieve the pain, to make the pain milder

Ex. 1. Answer the questions only with Yes / No.
1. Does the dental caries often occur among people? _________
2. Is caries of the teeth a rare condition among people? _________
3. Do microorganisms cause the caries? _________
4. Do microorganisms occur in the food particles? _________
5. Does decay appear on tartars of the teeth? _________
6. Do tartars cause caries? _________
7. Is tartar a food particle? _________
8. Does caries begin in the dentin? _________
9. Does decay begin in grooves of the enamel? _________
10. May caries begin between the teeth? _________
11. Do food particles produce acid? _________
12. Do tartars produce acid? _________
13. Do microorganisms dissolve the lime salts of the teeth? _________

Ex. 2. Answer the questions:
1. Which is the direct cause of caries?
a. flourishing microorganisms  
b. tartar on the teeth  
c. poor oral hygiene  
d. pulpitis
1. all of them  
2. all except d  
3. a, b  
4. c, d

2. Where does caries usually start?

a. smooth surface of the tooth  
b. groove or the pit in the enamel  
c. between the teeth  
d. surfaces, exposed to the rubbing of the lips
1. all of them  
2. a, d  
3. b, c  
4. all except c

3. What should be done to avoid decay of the teeth?

a. maintain good oral hygiene  
b. to have the teeth inspected at the dentist’s regularly  
c. clean the teeth regularly  
d. to extract the tooth
1. all of them  
2. all except d  
3. a, b  
4. c, d

4. Dental diseases may run a more acute course if …

a. the whole state of the organism is poor  
b. oral hygiene is not properly maintained  
c. teeth are neglected  
d. teeth are sensitive to different stimuli
1. b, c  
2. all except a  
3. all except d  
4. all of them

5. What does dental caries begin with?

a. microorganism entrance into the tooth  
b. dissolution of the enamel  
c. pulp gangrene  
d. mortification of the nerve
1. all of them  
2. a, b  
3. c, d  
4. all except d

7. What are the carious teeth sensitive to?
a. chemical stimuli
b. mechanical stimuli
c. thermal stimuli
d. the rubbing of the lips and tongue

1. all of them  
2. all except d  
3. a, b, d  
4. all except a

8. What procedure does the treatment of pulpitis involve?
   a. mortification of the nerve
   b. removal of the pulp tissue
   c. tooth decomposition
   d. filling the tooth cavity

1. all of them  
2. a, b, c  
3. b, c, d  
4. all except d

**Ex. 3. Match the synonyms.**

| 1. state | a. microorganisms |
| 2. remnants of the food | b. groove |
| 3. alleviate | c. develop quickly |
| 4. decomposition | d. to become even worse |
| 5. decayed | e. to gain entrance |
| 6. tartar | f. pit |
| 7. bacteria | g. relieve |
| 8. to flourish | h. rotten |
| 9. to run an acute course | i. condition |
| 10. a hole, a small opening | j. destruction |
| 11. narrow canal | k. dental plaque |
| 12. to penetrate | l. food particles |

1. 2. 3. 4. 5. 6. 7. 9. 10. 11. 12.
## Lesson 18

### MODALS

<table>
<thead>
<tr>
<th>modal</th>
<th>how to use</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Can** (= to be able to) | 1. **ability/possibility** especially used with: sensor verbs (*see, hear etc.*) mental verbs (*understand, believe etc.*)
|              | *could* → past                                                             | 1. *I can* speak four languages. *My grandfather* *could* speak four languages.                               |
|              | 2. **doubt**                                                              | 2. *It can* be true. *It could* be true.                                                                       |
|              | *could* → degree of doubt                                                    | 3. *Could* you pass me the salt, please? *Can you show me the way?                                           |
|              | *can* - 50%                                                                |                                                                                                               |
|              | *could* - 70%                                                              |                                                                                                               |
|              | 3. **request (?)**                                                         |                                                                                                               |
|              | *could* → more polite                                                      |                                                                                                               |
|              | *can* → less official                                                      |                                                                                                               |
| **Mind!**    | *I thought* – but I didn’t do = *I could* – in general situations           | 1. *You may* sit here.                                                                                         |
| **I managed**| *I did* = *I was able* – in particular situation                            | 2. *Where is Ann? – I don’t know. She may be at home. Ask Tom.                                                 |
| **May**      | (to be allowed to to be permitted to)                                      |                                                                                                               |
|              | 1. **permission/possibility** might → **not** past                          |                                                                                                               |
|              | 2. **doubt**                                                              | 2. *You might know.*                                                                                           |
|              | **might** → degree of doubt                                                 |                                                                                                               |
|              | *may* - 50%                                                               |                                                                                                               |
|              | *might* - 70%                                                             |                                                                                                               |

*Note: Mind! I could – but I didn’t do = I could – in general situations. I managed – I did = I was able – in particular situation. E.g. The spread through the building quickly but everybody was able= managed to escape (not could!)*
<table>
<thead>
<tr>
<th><strong>Must</strong> (have to)</th>
<th><strong>Should</strong></th>
<th><strong>Ought to</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>strong obligation</strong></td>
<td>advice</td>
<td>1. <strong>moral duty</strong></td>
</tr>
<tr>
<td>have to – not obligation but due to some circumstances</td>
<td></td>
<td>2. <strong>strong advice</strong></td>
</tr>
<tr>
<td>2. <strong>near certainty</strong></td>
<td></td>
<td>1. <strong>We ought to</strong> help elderly people.</td>
</tr>
<tr>
<td>3. <strong>strong recommendation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>negative form – mustn’t, don’t have to</td>
<td>(+) You look tired. You <em>should</em> go to bed.</td>
<td>1. <strong>moral duty</strong></td>
</tr>
<tr>
<td>past form of <em>must</em> is <em>had to</em></td>
<td>(-) You <em>shouldn’t</em> believe everything you read in the newspapers.</td>
<td>2. <strong>strong advice</strong></td>
</tr>
<tr>
<td></td>
<td>(?) Do you think I <em>should</em> apply for this job? – Yes, I think you <em>should</em>.</td>
<td></td>
</tr>
</tbody>
</table>

| **May I take your pen?** | **Children must obey their parents. It’s a secret. You mustn’t tell anybody.** | |
| **must** | She has problems with eyes. She *has to* wear glasses. | |
| **mustn’t** | 2. You have been travelling all day. You *must* be tired. | |
| **have to** | 3. This dress suits you so much! You *must* buy it! | |

**ENGLISH LANGUAGE MANUAL**
<table>
<thead>
<tr>
<th>Verb</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shall</strong></td>
<td><strong>asking for instructions</strong></td>
<td>Shall I open the door? (= do you want me to do it?) Shall I bring you something to eat? (= is it a good idea to do?)</td>
</tr>
<tr>
<td><strong>Will</strong></td>
<td><strong>request (?)</strong></td>
<td>Will you spell your name? Will you repeat?</td>
</tr>
<tr>
<td></td>
<td><strong>polite request (+)</strong></td>
<td>(in a shop) I’d like to try on this coat, please. (not I want to)</td>
</tr>
<tr>
<td></td>
<td><strong>offering/ inviting (?)</strong></td>
<td>(in a restaurant) I’d like a glass of water.</td>
</tr>
<tr>
<td><strong>Would</strong></td>
<td><strong>Offering/ inviting (?)</strong></td>
<td>2. We are going to the cinema. Would you like to join us? Would you like a cup of coffee?</td>
</tr>
<tr>
<td><strong>Need</strong></td>
<td><strong>absence of necessity</strong></td>
<td>We have got a lot of time. We needn’t hurry. (= don’t need to hurry)</td>
</tr>
<tr>
<td></td>
<td><strong>absence of necessity</strong></td>
<td></td>
</tr>
</tbody>
</table>
Exercises
1. Complete these sentences. Use can, could, be able to/ manage + one of these verbs in the correct tense. Some sentences need negative. *Some sentences have more than one possible variants.

<table>
<thead>
<tr>
<th>come</th>
<th>find(x2)</th>
<th>hear</th>
<th>see (x2)</th>
<th>speak</th>
<th>eat</th>
<th>decide</th>
<th>rescue</th>
</tr>
</thead>
<tbody>
<tr>
<td>contact</td>
<td>get</td>
<td>sleep</td>
<td>go(x2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1*. I’m sorry, but we ___________ to your party next Saturday.
2. I like this hotel room. You ___________ mountains from the window. 3. You are speaking very quietly. I _____________ you. 4. Have you seen my bag? I ___________ it. 5. Catherine got the job because she ___________ five languages.
6*. I wanted to buy some tomatoes. The first shop I went to didn’t have any but I ___________ some in the next shop. 7*. I wasn’t hungry yesterday. I _____________ my dinner. 8. Ann doesn’t know what to do. She ___________. 9*. I wanted to speak to Martin yesterday but I ___________ him. 10*. Jim _____________ to the concert next Sunday. He has to work.
11*. Paula _____________ to the meeting last week. She was ill.
12*. A girl fell into the river but fortunately we _____________ her.
13*. I was tired but I ___________. 14*. Sue wasn’t at home when I phoned but I ___________ her at her office. 15*. I looked very carefully and I ___________ a figure in the distance.

2. Put in must/ had to/ mustn’t / needn’t. *Some sentences have more than one possible variants.

1. You ___________ go. You can stay here if you want. 2. It’s a fantastic film. You ___________ it. 3. We’ve got enough food, so
we ___________ go shopping. 4. We didn’t have any food yesterday so we ___________ go shopping. 5. I don’t usually work on Saturdays but last Saturday ___________ work. 6. I ___________ go to the bank yesterday to get some money. 7.*I ___________ get up early tomorrow. I’ve got a lot to do. 8.* It’s late. We ___________ go now. 9. I want to know what happened. You ___________ tell me. 10. You ___________ tell Sue what happened. I don’t want her to know. 11*. I ___________ hurry or I’ll be late. 12. Why were you so late? I ___________ wait half an hour for a bus. 13. We ___________ decide now. We can decide later. 14. I went to London by train last week. The train was full and I ___________ stand all the way. 15. I was nearly late for my appointment this morning. I ___________ run to get there on time. 16*. I forgot to phone David yesterday. I ___________ phone him later today.

3. Complete the sentences. Use you should or shouldn’t + one of the following word combinations.

<table>
<thead>
<tr>
<th>watch</th>
<th>look for</th>
<th>go</th>
<th>wear</th>
<th>visit</th>
<th>go away</th>
<th>take(x2)</th>
<th>put</th>
<th>use</th>
</tr>
</thead>
<tbody>
<tr>
<td>for a few days, the Science Museum, your car so much, a taxi, the ball, another job, to bed so late, a seat belt, a photo, some pictures on the walls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. When you play tennis, _________________.
2. You always look tired. _________________.
3. If you have time _________________. It’s very interesting.
4. When you are driving, ____________________.
5. It’s too far to walk from here to the station. ________.
6. You need a change. _________________________
7. What a beautiful view! ________________________.
8. Your room isn’t very interesting. ____________________.
9. Your salary is very low. ________________________.
10. You drive everywhere. You never walk ____________________

4. Complete the sentences with a modal. *Some sentences have more than one possible variants.

1*. Take an umbrella with you when you go out. It ______ rain later. 2. You look pale. I think you __________ see a doctor.
3.* ______ you please be quiet? I’m trying to concentrate?
4. ______ you like to come to dinner tomorrow evening? – Yes, I’d love to. 5*. (in a shop) ______ I have these postcards, please? 6*. Be careful of that dog. It ______ bite you. 7*.
________ you wait for a moment, please? 8. ______ we go by car or take a taxi? 9*. ______ I ask you something?
10. Do you think we ________ invite them to our party? 11*. ______ you shut the door, please? 12. You ________ to help him now when he is in a difficult situation. 13. ________ you be so kind to hold this bag for a moment? 14. Don’t make too much noise. You ______ wake the baby. 15*. ______ I use your phone?
## Lesson 19

### WORD BUILDING

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>bi-</td>
<td>two</td>
<td>bilateral, bilingual, bicycle</td>
</tr>
<tr>
<td>de-</td>
<td>down from, away</td>
<td>decrease, degenerate, depart</td>
</tr>
<tr>
<td>in- im- il- ir-</td>
<td>1) in, into, on, 2) not</td>
<td>insert, implant, illegal, irregular</td>
</tr>
<tr>
<td>mis-</td>
<td>wrong</td>
<td>mistake, misunderstand</td>
</tr>
<tr>
<td>multi-</td>
<td>many</td>
<td>multicolour, multiply</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>replace, respire, retell</td>
</tr>
<tr>
<td>semi-</td>
<td>half</td>
<td>semicircle, semisweet</td>
</tr>
<tr>
<td>syn- sym-</td>
<td>with, together</td>
<td>symphony, synchronous</td>
</tr>
<tr>
<td>trans-</td>
<td>across, from one to another</td>
<td>transfusion, translation, trans-Atlantic</td>
</tr>
<tr>
<td>tri-</td>
<td>three</td>
<td>triplet, triangle</td>
</tr>
<tr>
<td>ultra-</td>
<td>beyond, extreme, excessive</td>
<td>ultraviolet, ultramodern</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roots</th>
<th>meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-anthro-anthropo-</td>
<td>human</td>
<td>Anthropology</td>
</tr>
<tr>
<td>-capit</td>
<td>head, chief</td>
<td>capital, captain</td>
</tr>
<tr>
<td>-chron-</td>
<td>time</td>
<td>chronology, chronic</td>
</tr>
<tr>
<td>-gam-</td>
<td>marriage</td>
<td>monogamy, polygamous</td>
</tr>
<tr>
<td>-log-logy-</td>
<td>speech, word, study</td>
<td>biology, physiology</td>
</tr>
<tr>
<td>-mega-</td>
<td>great, large</td>
<td>megalopolis, cytomegalovirus</td>
</tr>
<tr>
<td>-mort-</td>
<td>death</td>
<td>mortality, mortal</td>
</tr>
<tr>
<td>Suffixes</td>
<td>meaning</td>
<td>Example</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Noun forming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ist</td>
<td>one who</td>
<td>scientist</td>
</tr>
<tr>
<td>-er-or</td>
<td>1) one who</td>
<td>driver, spectator</td>
</tr>
<tr>
<td></td>
<td>2) a tool</td>
<td>ruler, cursor</td>
</tr>
<tr>
<td>-itis</td>
<td>Inflammation</td>
<td>appendicitis gastritis</td>
</tr>
<tr>
<td>-ism</td>
<td>Theory</td>
<td>capitalism Buddhism</td>
</tr>
<tr>
<td>-ness</td>
<td>condition</td>
<td>consciousness illness</td>
</tr>
<tr>
<td>Adjective forming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-able-ible</td>
<td>capable of, possible</td>
<td>edible, curable</td>
</tr>
<tr>
<td>-oid-</td>
<td>resembling, looking</td>
<td>humanoid, discoid</td>
</tr>
<tr>
<td></td>
<td>like</td>
<td></td>
</tr>
<tr>
<td>Verb forming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ate</td>
<td>to make, to do</td>
<td>concentrate</td>
</tr>
<tr>
<td>-fy</td>
<td></td>
<td>justify</td>
</tr>
<tr>
<td>-ize</td>
<td></td>
<td>memorize</td>
</tr>
</tbody>
</table>

**Exercises**

1. Choose the correct variant.

1. If a man is a **bigamist**, he ............

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1. a) is married to two women  c) has two children  
b) is divorced  d) will never marry

2. The government is financing a study of the effects on humans of living in *megapolis.*
a) an apartment in a large building  c) a part of a big city  
b) an extremely large city  d) a city with a large police force

3. The first thing Jim did when he got off the train, was look for a *porter.*
a) a person who sells tickets  c) taxi cab  
b) a person who carries luggage  d) door to the luggage room

4. He was interested in *anthropology*
a) the study of monkeys  c) the study of royalty  
b) the study of insects  d) the study of humans

5. The police officer used a *megaphone*
a) a long stick  c) an instrument to make one’s voice louder  
b) a portable radio  d) a telephone in the car

6. She seemed *invisible* in the crowd.
a) can be seen  b) can’t be seen  
c) seeing the crowd well  d) looking at the crowd

7. *Mortality* among the newborns has increased.
a) death  b) disease  c) illness  d) condition

8. *Phonology* is ……
a) the study of animal sounds  b) the study of speech sounds  
c) very loud sounds  d) the sound of music

9. Let’s *synchronize* our watches.
a) make them work well  b) make them show the same time  
c) wear them together  d) buy them at the same time

10. The patient needed blood *transfusion.*
a) blood test  b) blood group analysis  
c) donor blood  d) clean blood

11. These berries aren’t *edible,* i.e…….
a) they can be eaten  b) can be cooked  
c) are poisonous  d) aren’t sweet  

12. They sympathize with that poor little girl who lost her parents in the air crush.  
a) they have bad feeling for that girl  
b) they have no feeling for that girl  
c) they feel sorry for that girl  
d) they feel nothing towards that girl  

2. Explain the meaning of the words in italics.  
1. The Concorde which flies at supersonic speed, can cross the Atlantic in about three hours.  
2. Barbara wanted to buy a portable typewriter.  
3. The doctor asked Martin to inhale deeply and hold his breath for ten seconds.  
4. Because some of our patients speak Spanish and some speak English, we need a nurse who is bilingual.  
5. The Browns hired a full-time nurse to help them to care for their newborn triplets.  
6. Winston Churchill wrote a multivolume history of World War II.  
7. Many countries import most of the oil they use.  
8. All the private rooms in the hospital were occupied, so Michelle had to stay in a semiprivate one.  
9. Why are the clothes that the nurses, police officers and soldiers wear called uniforms?  
10. Our neighbor underwent an urgent operation for acute appendicitis.  
11. I recognize his face but I can’t recall his name.  
12. He should see a doctor about his chronic cough.
13. Babies are born healthier when their mothers have good *prenatal* care.
14. He was shot during the robbery but it is not a *mortal* wound.
15. After spending so many days lost in the desert, he was suffering from the severe *dehydration*.

### 3. Match letters and numbers and fill in the table below.

<table>
<thead>
<tr>
<th>Words</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. microbe</td>
<td>a. shaped like a star, star like</td>
</tr>
<tr>
<td>2. microphone</td>
<td>b. a half circle</td>
</tr>
<tr>
<td>3. invisible</td>
<td>c. having many colours</td>
</tr>
<tr>
<td>4. irregular</td>
<td>d. one who studies mental processes and behavior</td>
</tr>
<tr>
<td>5. polygamy</td>
<td>e. affecting two sides or parties</td>
</tr>
<tr>
<td>6. monogamy</td>
<td>f. to distribute something what has been concentrated</td>
</tr>
<tr>
<td>7. anthropoid</td>
<td>g. care of the hands and fingernails</td>
</tr>
<tr>
<td>8. decapitate</td>
<td>h. invisible rays of the spectrum lying beyond the violet end of the visible spectrum</td>
</tr>
<tr>
<td>9. decentralize</td>
<td>i. out of the body</td>
</tr>
<tr>
<td>10. corpse</td>
<td>j. a group of three related dramas, novels, etc.</td>
</tr>
<tr>
<td>11. hydrophobia</td>
<td>k. an instrument used to make soft sounds louder</td>
</tr>
<tr>
<td>12. extracorporeal</td>
<td>l. The practice of having one marriage partner</td>
</tr>
<tr>
<td>13. multicoloured</td>
<td>m. not able to be seen</td>
</tr>
<tr>
<td>14. bilateral</td>
<td>n. to cut off the head of</td>
</tr>
<tr>
<td>15. ultraviolet</td>
<td>o. resembling humans</td>
</tr>
</tbody>
</table>
Lesson 20

TEXTS FOR SELF-READING AND DISCUSSION.

I. General Medicine

1. EXAMINING A PATIENT

Before the treatment of a disease it is necessary to make a diagnosis, to determine the etiology of the disease and pathogenesis i.e. the mechanism of its development as well as the symptoms which help the doctors to reveal the disease.

A number of different procedures are used to make a diagnosis:

a. History-taking By questioning the patient the doctor learns about his/her complaints, the onset of the disease, the past medical history and his/her family medical history.

b. Physical examination includes visual examination, percussion, palpation and auscultation.
*Visual examination* reveals the general appearance of the patients, their built, nourishment, complexion, the state of the tongue, pupils etc.

By touch or *palpation* the doctor can determine if the examined area is painful, edematous, rigid or elastic, moist or dry, hot or cold.

*Percussion* gives information about distribution of gases, fluids and solids in an organ e.g. stomach or intestines.

*Auscultation* (usually performed by stethoscope) gives information about the movement of air and fluids.

c. **Laboratory studies** consist of urinalysis, various blood tests (general, biochemical, sugar blood analysis), sputum examination, studies of stool, smears from mucous membranes, dermal scrubs.

d. **Instrumental studies** include ECG, EEG, cystoscopy, X-ray examination, USI, CT, MRI and many others.

The results of all these studies help to make a correct diagnosis. It is very important to recognize the symptoms of the disease e.g. pain, nausea, weakness, breathlessness, edema, vomiting, eruption, itching, dizziness, sneezing, runny nose, cough, fatigue, discomfort, heartburn, cyanosis, bleeding etc.

Some of these symptoms are *objective* i.e. the doctor/patient can see them, (e.g. a surgeon can see cuts and bruises or bleeding), while others are *subjective* symptoms and it means that only the patient can feel and tell about them, (e.g. an ENT doctor can't see earache or itching in the ear).

**REMEMBER**

ECG - electrocardiogram
EEG - electroencephalogram
USI - ultra sound investigation
CT - computed tomography
MRI - magnetic resonance investigation
ENT doctor – ear, nose throat doctor
State of a substance: gas, fluid, solid
reveal = find out
history taking = inquiry
symptom = sign of a disease
painful = tender
eruption = rash
state = condition
onset = beginning of a disease
appearance - the way sth/sb looks
nourishment: badly-/ well-nourished, over/undernourished
complexion - face colour
built – body shape
Rigid = stiff, difficult to move
Elastic = flexible
constant = persistent = chronic
cough: productive / non-productive=dry
pain: acute / dull / moderate / radiating
headache: splitting / temporal
profuse: bleeding, perspiration

1. Fill in the table with the following words:

radiating pain, breathlessness, constant itching, eruption, chronic fatigue, heartburn, productive cough, persistent vomiting, temporal headache, runny nose, constant sneezing, weakness, nausea, cyanosis, dizziness, edema, discomfort, bleeding, profuse perspiration
Ex.2. Fill the table according to the text. What does each point include? (use not less than 4 options for each issue).

<table>
<thead>
<tr>
<th>Objective symptoms</th>
<th>Subjective symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ex.3. Choose the correct variant:

1. The mechanism of a disease development and the symptoms which help the doctors to reveal it are __________
   a. disease   b. etiology   c. pathogenesis   d. diagnosis

2. History-taking does not include _______________

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a. questioning the patient  
b. information on the patient’s complaints  
c. the past medical history of the patient  
d. history of the family  

3. Physical examination does not include ________________  
a. perspiration  b. percussion  c. palpation  d. auscultation  

4. The general appearance of the patients, their built, nourishment, complexion, the state of the tongue, pupils etc. are revealed by ____________________________  
a. history taking  b. laboratory studies  
c. visual examination  d. instrumental studies  

5. By palpation a doctor determines if the examined area is ________  
   (1) painful, (2) edematous, (3) serious, (4) rigid or elastic, (5) profuse or subjective.  
a. all of them  b. 1, 2, 4  c. 3, 5  d. 1, 2, 5  

6. Laboratory studies include (1) urinalysis, (2) sputum examination, (3) the movement of air and fluids, (4) dermal scrubs, (5) information about distribution of gases.  
a. 3, 5  b. all of them  c. 4, 5  d. 1, 2, 4  

7. Instrumental studies include (1) cystoscopy, (2) X-ray examination, (3) ultrasound investigation, (4) computed tomography, (5) electroencephalogram.  
a. all except 3  b. only 2, 4  c. all of them  d. all except 5  

8. Objective symptoms are ________________  
a. those which the doctor/patient can see  
b. those which the doctor/patient cannot see  
c. only the patient can see  
d. only the doctor can see  

9. Subjective symptoms are ________________  
a. those which the doctor/patient can describe
b. those which the doctor/patient cannot describe  
c. only the patient can describe  
d. only the doctor can describe

10. The examination that gives information about distribution of gases, fluids and solids in an organ is _______________.
   a. auscultation b. percussion c. palpation d. touching

Ex. 4. Study the following table of the Greek/Latin roots describing colours in medicine

<table>
<thead>
<tr>
<th>Greek/Latin roots</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>chlor(o)</td>
<td>green</td>
<td>chloroma</td>
</tr>
<tr>
<td>chrom(o)</td>
<td>color</td>
<td>chromoblast</td>
</tr>
<tr>
<td>cyan(o)</td>
<td>blue</td>
<td>cyanosis</td>
</tr>
<tr>
<td>erythr(o)</td>
<td>red</td>
<td>erythrosen</td>
</tr>
<tr>
<td>leuk(o)</td>
<td>white</td>
<td>leukocyte</td>
</tr>
<tr>
<td>melan(o)</td>
<td>black</td>
<td>melanoma</td>
</tr>
<tr>
<td>xanth(o)</td>
<td>yellow</td>
<td>xanthoma</td>
</tr>
</tbody>
</table>

Ex. 5. Match the words with their definitions and fill in the table below

<table>
<thead>
<tr>
<th>1. chromophobias</th>
<th>a. tumor of black colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. xantoma</td>
<td>b. dark substance in the skin an hair</td>
</tr>
<tr>
<td>3. chrolophyll</td>
<td>c. a serious disease in which too many white blood cells are produced</td>
</tr>
<tr>
<td>4. melanoma</td>
<td>d. yellow coloration of the skin</td>
</tr>
<tr>
<td>5. xanthoderma</td>
<td>e. redness due to capillary dilation</td>
</tr>
</tbody>
</table>
6. cyanuria  f. the green substance in plants that absorbs some light to help them grow
7. erythema  g. urine of blue colour
8. leukemia  h. tumor of yellow colour
9. melanin  i. red blood cells
10. erythrocytes  j. a morbid fear of colours

1. Gangrene in a foot may require the __________ to AMPUTATE
2. The __________ of the equipment, used in the operating theatre is essential to STERILE
3. A scalpel is a small __________ knife to SURGERY
4. During surgery the __________ administers drugs to prevent the patient feeling pain to ANAESTHESIA
5. For some short operations a local __________ may be given and the patient will be able to go home soon after ANAESTHESIA
6. One way of trying to diagnose an illness is to use __________ surgery to EXPLORE
7. __________ surgery is required to cure a particular problem to CORRECT
8. Certain conditions, which are not life threatening if left, can be treated with __________ surgery to ELECT
9. Cosmetic surgery to improve appearance is usually ____________.

10. _______ sutures don’t need to be removed at a later date.

<table>
<thead>
<tr>
<th>9. Cosmetic surgery to improve appearance is usually ____________</th>
<th>OPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. _______ sutures don’t need to be removed at a later date.</td>
<td>ABSORB</td>
</tr>
</tbody>
</table>

2. A case

In February 1998, a woman, aged 40 years, was attended at the ENT out-patient department. She stated that one month previously, she had had a sore throat for which she had gone to the doctor. He found a large swelling on the right side of the soft palate. He diagnosed it as a tumour and sent her for further advice to her local hospital.

While examining the patient the doctor observed a firm smooth swelling on the right side of the fauces. The swelling was about the size of the walnut and was continuous with another swelling that could be palpated in the neck. However, one could not notice any gross external projection. An incision made through the palate showed an encapsulated firm tumour.

The operation was absolutely necessary. Both the external and the internal tumours were removed. The operation through not very simple was uneventful. The wounds healed soundly, the patient recovered and remained free from further trouble.

II. Stomatology

A. Reading Going to the Dentist

James is at the dentist’s office today because he has a toothache on the right side of his mouth. He bought some medicine at the drug store, but the pain didn’t stop. His last dental check-up was six years ago. James is afraid of dentists. An x-ray technician took x-rays of his teeth. He has three
cavities. The dentist is drilling two of the cavities, but he will have to pull out the tooth that has the third cavity. That cavity is so large that it can't be filled. That is also the tooth that is causing the pain. Every time the dentist starts the drill, James clinches with fear. The dentist told him to relax, but he can't. What can he do? How can he relax?

B. True or False

1. ________ James is afraid of dentists.
2. ________ A large cavity on the right side of his mouth is causing a toothache.
3. ________ The x-ray shows that James has three cavities.
4. ________ The medicine James bought at the drug store stopped the pain.
5. ________ James feels stress when he hears the sound of the drill.

C. Yes or No – What about you?

1. ________ I am afraid of dentists.
2. ________ I brush and floss my teeth every day.
3. ________ I eat a lot of candy.
4. ________ I have a toothache.
5. ________ I have dental insurance.

D. Writing – How can James relax while the dentist fixes his teeth?
A CASE

A patient, 19-year-old young man, a student of the University, decided to visit the dentist for routine examination during summer vacations. This dentist was a man of average skill and ability. On thorough examination of the mouth cavity he revealed small cavities in the right lower and left upper molars. The dentist cleaned the teeth, inserted two fillings and asked the patient to come six months later.

When he was just going to leave the clinic the chief of the therapeutic stomatology department stopped him and asked to be a volunteer for checking the newly acquired equipment. The films revealed carious areas in seven teeth. The cavities varied in size from small beginning caries to one that involved all but the pulp of a molar. So, he had to visit the dentist some more times.

Having finished the treatment the dentist recommended him to clean the teeth twice a day, use soft toothbrush with nylon bristles and change his usual toothpaste. Besides it was highly recommended to rinse the mouth cavity with a special anti-caries and anti-plaque mouth-wash liquids after each meal, if possible. All these procedures will help the patient to maintain good oral hygiene, thus preventing the development of caries and tartar.
A Dictionary of Dental Terms

Definitions Of General Dental Terms

Names Of Individual Teeth

Palmer's Notation
Palmer's notation is a widely used method to designate individual teeth. In Palmer's notation, your mouth is divided into four parts called quadrants, that is the upper left quadrant, the upper right quadrant, the lower left quadrant, and the lower right quadrant as illustrated in the figure on the right. Then each individual tooth in the quadrant is given a name. For example the two upper and two lower teeth at the center of your mouth are called central's. One then combines the names of the
quadrant and the tooth to come up with a Palmer's notation. For example, the central on the upper right side of your mouth is called an upper right central.

The remaining teeth are designated as follows:

<table>
<thead>
<tr>
<th>Tooth Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>The two upper and two lower teeth in the very center of your mouth.</td>
</tr>
<tr>
<td>Lateral</td>
<td>The teeth just adjacent to the centrals.</td>
</tr>
<tr>
<td>Cuspid</td>
<td>The pointy teeth just behind the laterals. These teeth have one cuspal (or point). Cuspids are also called canines.</td>
</tr>
<tr>
<td>First Bicuspid</td>
<td>The teeth just behind the cuspids. These teeth have two cuspals (or points)</td>
</tr>
<tr>
<td>Second Bicuspid</td>
<td>The teeth just behind the first bicuspids. These teeth also have two cuspals (or points).</td>
</tr>
<tr>
<td>First Molar</td>
<td>The teeth just behind the second bicuspids. These teeth have a level surface with four cuspals.</td>
</tr>
<tr>
<td>Second Molar</td>
<td>The teeth just behind the first. These teeth also have a level surface with four cuspals.</td>
</tr>
<tr>
<td>Third Molar</td>
<td>The teeth just behind the second molars. These teeth also have a level surface with four cuspals.</td>
</tr>
<tr>
<td>Incisor</td>
<td>Another name for the centrals and laterals</td>
</tr>
<tr>
<td>Canine</td>
<td>Another name for the cuspids</td>
</tr>
<tr>
<td>6 year molar</td>
<td>Another name for your first molar</td>
</tr>
<tr>
<td>12 year molar</td>
<td>Another name for your second molar</td>
</tr>
<tr>
<td>Wisdom Tooth</td>
<td>Another name for the third molar</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Anterior Teeth</td>
<td>Your centrals, laterals, and cuspids. These are the teeth in the front of your mouth</td>
</tr>
<tr>
<td>Posterior Teeth</td>
<td>Your bicuspids and molars. These are the teeth in the back of your mouth.</td>
</tr>
<tr>
<td>Deciduous Teeth</td>
<td>Your primary, or &quot;baby teeth&quot;</td>
</tr>
<tr>
<td>Primary teeth</td>
<td>The first set of teeth which come in. Primary teeth are also called &quot;baby teeth&quot; or deciduous teeth.</td>
</tr>
<tr>
<td>Secondary Teeth</td>
<td>Your permanent teeth, i.e. the second group of teeth to come in.</td>
</tr>
<tr>
<td>Quadrants</td>
<td>The four parts of your mouth, that is the upper left, the upper right, the lower left, and the lower right.</td>
</tr>
<tr>
<td>Numerical notation for teeth</td>
<td>The numerical notation for teeth is an alternate to Palmer's notation. In this notation, the centrals are designated as 1's, the laterals as 2's, the cuspids as 3's, the first bicuspids as 4's, the second bicuspids as 5's, etc.</td>
</tr>
<tr>
<td>Universal numerical notation for teeth</td>
<td>The universal numerical notation is an alternative numerical notation for teeth. In this notation, your upper right third molar is designated as tooth#1, and then you number each tooth sequentially moving right to left and down across your mouth.</td>
</tr>
</tbody>
</table>
Parts Of A Tooth And Your Mouth

- **Alveolus**: A opening in your jaw-bone in which a tooth is attached.
- **Apex**: The very bottom of the root of your tooth.
- **Buccal**: The tooth surface which is next to your cheeks. Usually only posterior teeth touch your cheeks, so people usually use the term "buccal" only when talking about your back teeth.
Cementum A bony substance covering the root of a tooth.
Crown The part of your tooth above your gum.
Cuspal The chewing or tearing points of the cuspids, bicuspids, and molars.
Dentin The calcium part of a tooth below the enamel containing the pulp chamber and root canals.
Enamel A hard ceramic which covers the exposed part of your teeth.
Frenum Small pieces of pink colored skin that attach your lips, cheeks and tongue to your mouth. Examples include the piece of skin under your tongue which sticks out when you pick up your tongue, and the piece of skin which sticks out when you pull out your lips.
Gingivae Another name for your gums
Gums The pink areas around your teeth
Pulp The soft inner structure of a tooth, consisting of nerve and blood vessels
Pulp Chamber The very inner part of your tooth containing nerve cells and blood vessels.
Pulp canal Another name for the pulp chamber
Root The part of your tooth in your gums

Other dental terms
Abutment The teeth on either side of a missing tooth.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amalgam</td>
<td>A silver/mercury mixture which is used for fillings.</td>
</tr>
</tbody>
</table>
| Anatomy    | 1) The arrangement of the bones in your skeleton  
               2) The study of the arrangement of the bones in your skeleton.                                                                        |
<p>| Antiseptic | A chemical agent which can be applied to living tissues to destroy germs.                                                                  |
| Anesthetic | A drug which a doctor or dentist uses to put you, your mouth, or some other part of your body asleep so you do not feel any pain during dental or medical procedures. |
| Anterior   | An adjective used to describe things pertaining to your centrals, laterals and cuspidis (your front teeth).                                  |
| Arch       | Collectively, either the teeth or the basal bone of either jaw.                                                                               |
| Articulator| A special holder for models of your teeth. The articulator holds the models in the same alignment as your jaw so the orthodontist can look carefully at your bite. |
| Asepsis    | The avoidance of potentially pathogenic microorganism. In practice, it refers to those techniques which aims to exclude all microorganisms. |
| Aspirator  | A tube like a straw which the dentist puts in your mouth to suck up all the saliva.                                                       |
| Aspiration | Removal of fluids from your mouth with an aspirator.                                                                                      |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruxism</td>
<td>Clenching or grinding of your teeth especially at night.</td>
</tr>
<tr>
<td>Calculus</td>
<td>A hard deposit that forms when you do not brush your teeth so the plaque hardens. Calculus is also known as tartar.</td>
</tr>
<tr>
<td>Caries</td>
<td>Another name for a cavities (tooth decay)</td>
</tr>
<tr>
<td>Cavity</td>
<td>A small hole in one of your teeth caused by tooth decay.</td>
</tr>
<tr>
<td>Cross contamination</td>
<td>Passing bacteria, viruses or AIDS indirectly from one patient to another through the use of improper sterilization procedures, unclean instruments, or &quot;recycling&quot; of orthodontic products.</td>
</tr>
<tr>
<td>Crown</td>
<td>1) An artificial tooth, 2) an artificial replacement for the covering on a tooth.</td>
</tr>
<tr>
<td>Curettage</td>
<td>A periodontal procedure where your gums are scraped to remove bacteria.</td>
</tr>
<tr>
<td>Decalcification</td>
<td>The loss of calcium from your teeth. This weakens your teeth and makes them more susceptible to decay.</td>
</tr>
<tr>
<td>Denture</td>
<td>A synthetic replacement for all of your teeth in either your upper or your lower jaw.</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>the process of identifying the nature of a disorder.</td>
</tr>
<tr>
<td>Direct contamination</td>
<td>Direct contact with impurities or germs. (for example by a Patient sneezing on the assistant.)</td>
</tr>
<tr>
<td>Disinfection</td>
<td>A cleaning process which destroys of most microorganism, but not highly resistant forms</td>
</tr>
</tbody>
</table>
such as bacterial and mycotic spores or the AIDS virus.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disinfectant</td>
<td>A chemical agent which is applied onto inanimate surfaces, for example chairs, to destroy germs.</td>
</tr>
<tr>
<td>Disposable materials</td>
<td>Materials intended for one use and discarded. (e.g.: Gloves, paper gowns, cotton rolls, sponges, etc.)</td>
</tr>
<tr>
<td>Distal</td>
<td>Behind towards the back of the mouth. For example you might say that the first bicuspid is distal to the cuspid.</td>
</tr>
<tr>
<td>Edentulous</td>
<td>Someone is said to be edentulous when all of their teeth are missing from either their upper or lower jaw.</td>
</tr>
<tr>
<td>Endodontist (Endo)</td>
<td>A dentist who specializes in root canals and the treatment of diseases or injuries that affect the root tips or nerves in your teeth.</td>
</tr>
<tr>
<td>Erupt, Eruption</td>
<td>When a new tooth comes in, the tooth is said to erupt when the tooth breaks through the surface of your gums, so you can see the tooth in your mouth.</td>
</tr>
<tr>
<td>Exfoliate</td>
<td>To fall out. (Your Deciduous teeth exfoliate and permanent teeth erupt into the space.)</td>
</tr>
<tr>
<td>Extraoral</td>
<td>Outside of your mouth. For example, neck pads are said to be extra oral products since they go outside of your mouth.</td>
</tr>
<tr>
<td>Filtrum</td>
<td>The dimple or indentation under the nose directly above the upper lip.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fluoride</td>
<td>A chemical solution or gel which you put on your teeth. The flouride hardens your teeth and prevents tooth decay.</td>
</tr>
<tr>
<td>Gingival hypertrophy</td>
<td>The abnormal enlargement of the gingiva surrounding the teeth caused by poor oral hygiene.</td>
</tr>
<tr>
<td>Gingivitis</td>
<td>The inflammation of your gums caused by improper brushing. The first sign of periodontal (gum) disease.</td>
</tr>
<tr>
<td>Impacted tooth</td>
<td>An unerupted tooth that somehow has gotten stuck and cannot come in.</td>
</tr>
<tr>
<td>Implant</td>
<td>A replacement for one of your missing teeth. The implant is different than a bridge in that the implant is permenantly attached into your jaw.</td>
</tr>
<tr>
<td>Incisal</td>
<td>The biting edge of your centrals and laterals.</td>
</tr>
<tr>
<td>Interproximal</td>
<td>the space between adjacent teeth</td>
</tr>
<tr>
<td>Intraoral</td>
<td>Inside your mouth. For example, orthodontic rubber bands are called intraoral products since the rubber bands are designed to go in your mouth.</td>
</tr>
<tr>
<td>Irrigation</td>
<td>the technique of using a solution to wash out your mouth and to flush debris.</td>
</tr>
<tr>
<td>Labial</td>
<td>The tooth surface next to your lips or things mounted on the tooth surfaces next to your lips.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lingual</td>
<td>The tooth surface next to your tongue or things mounted on the tooth surfaces next to your tongue.</td>
</tr>
<tr>
<td>Mandible</td>
<td>Your lower jaw</td>
</tr>
<tr>
<td>Mandibular</td>
<td>Pertaining to your lower jaw</td>
</tr>
<tr>
<td>Masticate</td>
<td>To chew your food and mix the food with saliva</td>
</tr>
<tr>
<td>Maxilla</td>
<td>Your upper jaw</td>
</tr>
<tr>
<td>Maxillary</td>
<td>Pertaining to your upper jaw</td>
</tr>
<tr>
<td>Mesial</td>
<td>Forward or front. For example your cuspid is mesial to you bicuspid. The mesial surface of your bicuspid is the part of the bicuspid closest to your cuspid.</td>
</tr>
<tr>
<td>Midline</td>
<td>A plane through the very center of your mouth perpendicular to your nose.</td>
</tr>
<tr>
<td>Mixed dentition</td>
<td>The situation when both deciduous and permanent teeth are present.</td>
</tr>
<tr>
<td>Occlusal</td>
<td>the chewing or grinding surface of the bicuspid and molar teeth.</td>
</tr>
<tr>
<td>Occlusal plane</td>
<td>the imaginary surface on which upper and lower teeth meet.</td>
</tr>
<tr>
<td>Occlusal radiograph</td>
<td>the only x-ray that is taken without a precision(tm) x-ray holder. The x-ray film for this procedure is shaped like a large oatmeal cookie. You are asked to bite on the x-ray film and the top of the x-ray machine is positioned over your nose for a maxillary occlusal x-ray or under your chin for a mandibular occlusal film. The x-ray shows the whole arch.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oral</td>
<td>pertaining to the mouth.</td>
</tr>
<tr>
<td>Osteoblasts</td>
<td>Cells which aid the growth and development of teeth and bones.</td>
</tr>
<tr>
<td>Osteoclasts</td>
<td>Cells which help create the sockets in bones. For example osteoclasts create the openings in your jaw bone to hold your teeth.</td>
</tr>
<tr>
<td>Pathogens</td>
<td>disease producing organisms that can exist in many different places. (e.g.: Air, dust, counter top surfaces, the body, etc.)</td>
</tr>
<tr>
<td>Pathology</td>
<td>the study of abnormal (diseased) tissue conditions.</td>
</tr>
<tr>
<td>(Pedo)</td>
<td></td>
</tr>
<tr>
<td>Periapical</td>
<td>x-ray of individual teeth or groups of teeth.</td>
</tr>
<tr>
<td>Periodontist</td>
<td>A dentist who specializes in the treatment of diseases of your gums.</td>
</tr>
<tr>
<td>(Perio)</td>
<td></td>
</tr>
<tr>
<td>Plaque</td>
<td>is a colorless, odorless, sticky substance containing acids and bacteria that causes tooth decay.</td>
</tr>
<tr>
<td>Periodontal</td>
<td>Pertaining to your gums. For example periodontal desiese is gum disease.</td>
</tr>
<tr>
<td>Periodontist</td>
<td>A dentist who specializes in the treatment of gum disease.</td>
</tr>
<tr>
<td>Posterior</td>
<td>An adjective used to describe things pertaining to the back of your mouth or your back teeth.</td>
</tr>
<tr>
<td>Prophylaxis</td>
<td>Cleaning your teeth</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Prosthodontist</td>
<td>A dentist who specializes in the replacement of missing teeth.</td>
</tr>
<tr>
<td>Proximal</td>
<td>Refers to the surfaces of teeth that touch the next tooth; the space between adjacent teeth is the interproximal space.</td>
</tr>
<tr>
<td>Radiograph</td>
<td>Another name for an x-ray</td>
</tr>
<tr>
<td>Root canal</td>
<td>A procedure where the nerve of a heavily decayed tooth is removed from the tooth replaced with a filling material</td>
</tr>
<tr>
<td>Sagittal plane</td>
<td>The longitudinal vertical plane that divides the mouth into two halves (left and right.)</td>
</tr>
<tr>
<td>Sanitization</td>
<td>A cleaning process which reduces germs to a &quot;safe&quot; level.</td>
</tr>
<tr>
<td>Space maintainer</td>
<td>A gadget used to maintain a space in your mouth. You would use a space maintainer when you lose one of your baby teeth. The space maintainer will keep a space in your mouth until a permanent tooth comes in to fill the space.</td>
</tr>
<tr>
<td>Sterilization</td>
<td>A process where a medical material is treated to remove all possible germs and other forms of life</td>
</tr>
<tr>
<td>Supernumerary teeth</td>
<td>Some people have extra teeth. These are called &quot;supernumerary teeth&quot;.</td>
</tr>
<tr>
<td>Tartar</td>
<td>Another name for calculus</td>
</tr>
<tr>
<td>TMJ</td>
<td>An abbreviation for the &quot;temporomandibular joint&quot; The &quot;temporomandibular joint&quot; is the joint where your lower jaw connects to your skull.</td>
</tr>
</tbody>
</table>
Treatment card  a sheet of paper or special index card used to record your treatment progress.

Definitions Of Orthodontic Terms

Parts Of Your Braces

Appliance  Anything the orthodontist attaches to your teeth to move your teeth or to change the shape of your jaw

Arch Wire  A metal wire which is attached to your brackets to move your teeth.

Band  a metal ring that is usually placed on you teeth to hold on parts of your braces

Bracket  A metal or ceramic part that is glued onto a tooth and serves as a means of fastening the arch wire.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakaway</td>
<td>A breakaway is a small plastic piece with an internal spring which is used to provide force on a facebow.</td>
</tr>
<tr>
<td>Buccal tube</td>
<td>A small metal part that is welded on the outside of a molar bank. The buccal tube contains slots to hold archwires, lip bumpers, facebows and other things your orthodontist uses to move your teeth.</td>
</tr>
<tr>
<td>Chain, Orthodontic Chain</td>
<td>A stretchable plastic chain used to hold archwires into brackets and to move teeth.</td>
</tr>
<tr>
<td>Facebow, Headgear</td>
<td>Facebows are wire apparatus used to move your upper molars back in your mouth which creates room for crowded or protrusive anterior teeth. Generally, the facebow consists of two metal parts which have been attached together. The inner part is shaped like a horseshoe. This part goes in your mouth and is connected to your buccal tubes. The outer part has two curves. The curves go around your face, and connect to the breakaways or high pull headgear. To properly use the product, the inner bow needs to be inserted into your buccal tubes. An elastic neck band is placed around the back of the neck while the triangular cast offs on both sides of neck band are attached to the outer bow of the headgear. Completing the apparatus is a plastic safety strap that is placed over the neck band and onto the outer bow of the headgear.</td>
</tr>
<tr>
<td>Ligating module</td>
<td>A small plastic piece, shaped like a donut, which is used to hold the arch wires in the brackets on your teeth.</td>
</tr>
</tbody>
</table>
Lip bumper  A lip bumper is used to push the molars on your lower jaw back to create more space for other teeth. The lip bumper consists of an arch wire which is attached to a molded piece of plastic. You mount the arch wire in the buccal tubes on your lower jaw, and plastic piece rests against your lips. When you eat or talk, you push the plastic piece back which pushes on your molars. That pushes your molars back.

Mouthguard  A device that is used to protect your mouth from injury when you are participating in sports. The use of a mouthguard is especially important for orthodontic patients, to prevent injuries.

Neck pad  A neckpad is a cloth covered cushion which you wear around your neck when you put on your facebow. Generally, the breakaways are attached to the neckpad to provide force for the facebow.

Palatal Expander  A device used to make your jaw wider

Retainer  A gadget that the orthodontist gives you to wear after the orthodontist removes your braces. The retainer attaches to your upper teeth and holds them in the correct position. You wear the retainer at night to make sure that none of your teeth move while your jaw hardens and your teeth get strongly attached to your jaw.

Safety Strap  A plastic strap which prevents a facebow from coming loose and hurting you.
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separator</td>
<td>A plastic or metal part which the orthodontist uses to create space between your teeth for bands.</td>
</tr>
<tr>
<td>Wax</td>
<td>A clear wax used to prevent your braces from irritating your lips when your braces are first put on, or at other times.</td>
</tr>
<tr>
<td><strong>The Orthodontist's Tools</strong></td>
<td></td>
</tr>
<tr>
<td>Band Remover</td>
<td>A special plier which the orthodontist uses to remove bands from your teeth.</td>
</tr>
<tr>
<td>Bite Stick</td>
<td>A device the orthodontist uses to help put on your bands. The orthodontist puts the band in place, then asks you to bite down on the bite stick to help push the band in place.</td>
</tr>
<tr>
<td>Cephalometric Viewer</td>
<td>An x-ray viewer</td>
</tr>
<tr>
<td>Cheek retractors</td>
<td>Small plastic pieces used to draw back your lips and cheeks so the orthodontist can more easily see your teeth and work in your mouth.</td>
</tr>
<tr>
<td>Curing Light</td>
<td>A special UV light used to help attach brackets to your teeth.</td>
</tr>
<tr>
<td>Distal End Cutter</td>
<td>A special plier used to cut off the ends of your arch wires.</td>
</tr>
<tr>
<td>Explorer</td>
<td>A hook-like fine pointed instrument used in examining the teeth.</td>
</tr>
<tr>
<td>Interproximal Stripper</td>
<td>A device used to remove some of the enamel from the spaces between your teeth. The stripper is used to create extra space for crowded teeth.</td>
</tr>
<tr>
<td>Tool</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mathieu Plier</td>
<td>A special plier which locks when it closes so it holds on to small parts.</td>
</tr>
<tr>
<td>Pin and Ligature Cutter</td>
<td>A special plier use to cut off arch wires, ligatures etc.</td>
</tr>
<tr>
<td>Scaler</td>
<td>A tool with a curved hook on one end. The orthodontist uses the scaler to remove excess cement, and check for gaps.</td>
</tr>
<tr>
<td>Twirl On</td>
<td>A device used to help place ligating modules on brackets.</td>
</tr>
</tbody>
</table>

### Orthodontic Procedures

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acid etch</td>
<td>A procedure where a weak acid smeared on your teeth to ready your teeth for brackets. The acid etch helps your brackets stay on better.</td>
</tr>
<tr>
<td>Banding</td>
<td>the process of cementing orthodontic bands to your teeth</td>
</tr>
<tr>
<td>Bonding</td>
<td>the process of attaching brackets to your teeth using a special safe glue</td>
</tr>
<tr>
<td>Cephalometric X-Rays</td>
<td>An x-ray of the head that shows whether your teeth are aligned properly, and whether they are growing properly.</td>
</tr>
<tr>
<td>The Consultation</td>
<td>A meeting with your orthodontist where he discusses your treatment plan</td>
</tr>
<tr>
<td>Debanding</td>
<td>the removal of cemented orthodontic bands.</td>
</tr>
<tr>
<td>Debonding</td>
<td>The removal of the brackets from your teeth</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Extraoral photograph</td>
<td>facial photos.</td>
</tr>
<tr>
<td>Impressions</td>
<td>The first step in making a model of your teeth. You bite into a container filled with alginate, and the alginate hardens to produce a mold of your teeth.</td>
</tr>
<tr>
<td>Interceptive Orthodontic Treatment</td>
<td>Orthodontic treatment usually done when you are 6-8. The objective of interceptive orthodontic treatment is to expand your palate and make other corrections, so that your later orthodontic treatment goes quicker and is less painful.</td>
</tr>
<tr>
<td>Ligation</td>
<td>A process where an archwire is attached to the brackets on your teeth.</td>
</tr>
<tr>
<td>Ligating</td>
<td>An adjective used to describe components used to attach archwires to brackets. For example a ligating module is a small plastic piece that goes over the brackets to hold in your archwires.</td>
</tr>
<tr>
<td>Panoramic x-ray</td>
<td>An x-ray taken by a machine that rotates around your head to give the orthodontist a picture of your teeth, jaws and other important information.</td>
</tr>
<tr>
<td>The records appointment</td>
<td>One of the initial appointments with your orthodontist. The orthodontist or his/her assistant takes pictures of you, x-rays, and impressions so that they can figure out what treatment needs to be done. You go into the orthodontist's office and the orthodontist's assistant either makes adjustments to the wires in your braces, or changes the wires.</td>
</tr>
</tbody>
</table>
Wax bite

A procedure to measure how well your teeth come together. You bite a sheet of wax and leave bitemark in the wax. The orthodontist looks at the bitemarks to see how well your teeth are aligned.

Dental and orthodontic gadgets and materials not mentioned elsewhere

Acrylic

A plastic used to false teeth, retainers, and other dental products. Dental acrylic has been tested and thought to be perfectly safe.

Algenate

A plaster like compound used to take impressions. It tastes awful, but is safe.

Armamentarium

A general term for the dental chairs, lights and equipment used by your dentist or orthodontist.

Biomechanics

The relationship between the force you apply to living tissue such as teeth and gums and how the tissue moves and changes.

Biteplane

A removable appliance made of acrylic designed to open a deep bite.

Nickel Titanium or (NiTi)

An especially strong orthodontic wire which allows for rapid tooth movement.

"Recycling"

A disgusting procedure where an orthodontist takes bands, brackets, wires, etc. out of one patient's mouth and "recycles" them to another patient's mouth. This should not be confused with the kind of recycling you do in your house; materials
recycled in your home are used as a source of raw materials and not simply reused.

### Other Orthodontic Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archform</td>
<td>the shape of the dental arch. For example the orthodontist could say that you have a horseshoe archform or a &quot;v&quot;-shaped archform.</td>
</tr>
<tr>
<td>Closed bite</td>
<td>A malocclusion where your upper teeth cover your lower teeth when you bite down. This is also called a &quot;deep bite.&quot;</td>
</tr>
<tr>
<td>Crossbite</td>
<td>A malocclusion where some of your upper teeth are inside of your lower teeth when you bite down.</td>
</tr>
<tr>
<td>Crowding</td>
<td>An orthodontic problem caused by having too many teeth in two small of a space.</td>
</tr>
<tr>
<td>Crown angulation</td>
<td>a tooth movement in which the root of the tooth is tipped forward or backward to correct the angle of the crown.</td>
</tr>
<tr>
<td>Crown inclination</td>
<td>a tooth movement in which the root of the tooth is tipped toward cheeks (lips) or toward the lingual (palate) of the mouth.</td>
</tr>
<tr>
<td>Deep bite</td>
<td>excessive overbite; closed bite.</td>
</tr>
<tr>
<td>Dentition</td>
<td>the arrangement of the teeth.</td>
</tr>
<tr>
<td>Diastema</td>
<td>a space between two teeth.</td>
</tr>
<tr>
<td>Drift</td>
<td>Unwanted movement of teeth.</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Extrusion</td>
<td>Tooth movement in the direction of eruption. Natural extrusion: teeth grow until there is contact with another tooth. Mechanical extrusion: to pull the teeth so that it extends farther out of your gums.</td>
</tr>
<tr>
<td>Fixed appliance</td>
<td>any orthodontic component that is cemented or bonded to the teeth.</td>
</tr>
<tr>
<td>Flared teeth</td>
<td>A term used to indicate the position of the teeth. The upper teeth are flared lingually (toward the lip).</td>
</tr>
<tr>
<td>Full orthodontic</td>
<td>Getting braces</td>
</tr>
<tr>
<td>treatment</td>
<td></td>
</tr>
<tr>
<td>Inclination</td>
<td>the angle of the long axis of a tooth from a particular line of reference; the tilt or tip of a tooth.</td>
</tr>
<tr>
<td>Interocclusal</td>
<td>a wax bite which is used to see how your teeth come together</td>
</tr>
<tr>
<td>registration</td>
<td></td>
</tr>
<tr>
<td>Interproximal</td>
<td>reduction of the enamel of the teeth on both sides of the tooth. This procedure is preformed to create space for crowded teeth.</td>
</tr>
<tr>
<td>stripping</td>
<td></td>
</tr>
<tr>
<td>Intrusion</td>
<td>movement of a tooth back into the bone.</td>
</tr>
<tr>
<td>Lingual appliances</td>
<td>orthodontic appliance fixed to the inside of your teeth. i.e. Lingual appliances are attached to the part of your teeth next to your tongue.</td>
</tr>
<tr>
<td>Lingual arch</td>
<td>An orthodontic wire attached from molar to molar in the inside of your teeth.</td>
</tr>
</tbody>
</table>
Lingual retainers

a variation of the lingual arch going from cuspids to cuspid.

Malocclusion

Poor positioning of your teeth.

Class I Malocclusion

A Malocclusion where your bite is OK (your top teeth line up with your bottom teeth) but your teeth are crooked, crowded or turned.

Class II Malocclusion

A Malocclusion where your upper teeth stick out past your lower teeth. This is also called an "overbite" or "buck teeth."

Class III Malocclusion

A Malocclusion where your lower teeth stick out past your upper teeth. This is also called an "underbite."

Occlusion

The alignment and spacing of your upper and lower teeth when you bite down.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper Occlusion</td>
<td>A beautiful smile where all of your teeth are straight and your top teeth line up with your bottom teeth</td>
</tr>
<tr>
<td>Open bite</td>
<td>A malocclusion in which the teeth do not close or come together in the front of your mouth</td>
</tr>
<tr>
<td>Orthodontics</td>
<td>The treatment performed to correct your bite and make your smile look wonderful.</td>
</tr>
<tr>
<td>Orthodontist</td>
<td>A dentist who has been specially trained to do orthodontics.</td>
</tr>
<tr>
<td>Orthodontia</td>
<td>Braces</td>
</tr>
<tr>
<td>Overbite</td>
<td>Vertical overlapping of the upper teeth over the lower.</td>
</tr>
<tr>
<td>Overjet</td>
<td>Horizontal projection of upper teeth beyond the lower.</td>
</tr>
<tr>
<td>Retruded</td>
<td>A term used when your front teeth are slanted lingually (i.e. toward the back of your mouth).</td>
</tr>
<tr>
<td>Rotation</td>
<td>A movement in which the tooth turned along the long axis of the tooth.</td>
</tr>
<tr>
<td>Spee</td>
<td>The curve of Spee is the curvature of the occlusal plane of the teeth.</td>
</tr>
<tr>
<td>Stop</td>
<td>A bend or auxiliary attachment placed on a wire to limit the archwire from sliding or moving in the bracket slot of the bracket.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tipping</td>
<td>a tooth movement in which the root of the tooth is tipped labially (lip) or lingually (tongue) to correct the angle of the crown of the tooth.</td>
</tr>
<tr>
<td>Torque</td>
<td>the rotation of a tooth on the long axis moving the root of the tooth in a buccal or labial direction.</td>
</tr>
<tr>
<td>Tracing</td>
<td>an overlay drawing traced over a cephalometric x-ray that shows specific structures and landmarks that provided a basis for orthodontic therapy.</td>
</tr>
<tr>
<td>Traction</td>
<td>the act of drawing or pulling the teeth.</td>
</tr>
<tr>
<td>Translation</td>
<td>a tooth movement in which the entire tooth moves forward or backward without tipping or rotating.</td>
</tr>
<tr>
<td>Typodont</td>
<td>A plastic model of a typical mouth, showing the alignment of teeth. A typodont is used to teaching orthodontic procedures.</td>
</tr>
</tbody>
</table>

### III. Pharmacy

**THE SIMPLEST ORGANIC COMPOUNDS**

**Hydrocarbons.** Organic chemistry is the chemistry of the compounds of carbon. Over half a million different organic compounds have been described in the chemical literature. Some of these substances have been isolated from living matter, and a large number have been synthesized (or manufactured) by chemists in the laboratory. The number of organic compounds is almost limitless. The simplest organic
compounds are hydrocarbons. The simplest hydrocarbon is methan CH$_4$.

**Alcohols.** Alcohol is applied very extensively, apart from its historic use as a beverage. Alcohol is obtained from hydrocarbon by replacing one hydrogen atom by a hydroxyl group –OH. Thus, methane gives methyl alcohol, or methanol; ethane gives ethyl alcohol, or ethanol. Methyl alcohol is sometimes called wood alcohol. It is made by the destructive distillation of wood. It is a poisonous substance, which on ingestion causes blindness and death. It is used as a solvent and for preparation of other organic compounds. Alcohol, as used in the industries, is denaturated or rendered unsuitable for drinking purposes by addition of small quantities of benzene, pyridine bases, or other disagreeable and non-removable organic liquids. It is worth remembering, that alcohol is the chief among the common substances injurious to the nervous system. There is also an important aromatic alcohol – phenol. It is a bactericidal agent, used as a disinfectant. Phenol is a colourless, crystalline compound, obtained by distillation of coal tar and converted by the addition of 10% of water into a clear liquid, however, it is extremely poisonous on intake. It has a peculiar odour and a burning taste.

**Ethers.** Ethers are compounds obtained by condensation of alcohol with elimination of water. The most important ether is diethyl ether or ordinary ether. It is used as a general anesthetic and is a solvent.

**Aldehydes and ketones.** The alcohol and ethers represent the first stage of oxidation of hydrocarbons. Further oxidation leads to the substances called aldehydes and ketones. The compounds containing CHO group are aldehydes. Ketones contain CO carboxyl group.
The simplest aldehyde is formaldehyde HCHO. It is a gas with a sharp irritating odour. It is used as a disinfectant and an antiseptic. It is also used in the manufacture of plastics, leather and artificial silk. A similar substance can be made from ethyl alcohol – acetyladehyde.

Ketones are effective solvents for organic compounds and in chemical industry they are extensively used for this purpose. The simplest and the most important of these substances is acetone. It is a colourless liquid with a pleasant ethereal odour. It is acrid and inflammable and is used as a solvent for fats, resins, rubber and plastics. Acetone is found in normal quantities in normal urine, while in diabetic urine it occurs in larger amount.

1. Study the following:
Apart from = besides
To ingest (v) – to put or receive food into the stomach, to swallow
Ingestion (n) = intake
It is worth remembering = it is necessary to remember.
Extensive – wide, wide-spread
Intensive – concentrated, detailed

2. Write as many words as you remember and give opposites
a) With suffix –less e.g. limit-limitless
b) With suffix –able (-ible) e.g. inflame - inflammable
c) With the prefixes non- ; dis- disagreeable e.g. non-metal; disagreeable

3. Fill in the table with suitable adjective from the list below. You may use the adjectives more than once.
peculiar, disagreeable, pleasant, unpleasant, aromatic, effective, sharp, irritating, burning, colourless, coloured, crystalline, inflammable

<table>
<thead>
<tr>
<th>odour</th>
<th>substance</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Choose the correct answer(s) In some cases there are more than one correct answers.

1. What is organic chemistry?
   a) chemistry of all living materials;
   b) chemistry of matters synthesized in the laboratory;
   c) chemistry of all compounds of carbon.

2. How many organic compounds have been described in a chemical literature?
   a) half a million;
   b) more than five hundred thousand;
   c) we don’t know exactly;
   d) less than half a million.

3. What is the simplest hydrocarbon?
   a) living matters;
   b) a number of substance synthesized in the laboratory;
   c) compounds containing only carbon and hydrogen atoms.

4. How are ethers obtained?
   a) condensation of alcohols with elimination of water;
   b) evaporation of water;
c) by the destructive distillation of wood.

5. What kind of substance is methyl alcohol?
   a) a poisonous substance;
   b) a harmless substance;
   c) used in beverages.

6. How are ordinary ethers used?
   a) as a disinfectant;
   b) as a general anesthetic and solvent;
   c) for drinking purposes;
   d) as a bactericidal agent.

7. What substance is formaldehyde?
   a) a liquid with a pleasant odour;
   b) a gas with a sharp irritating odour;
   c) a liquid with an acrid taste.

8. What are the uses of formaldehyde?
   a) a disinfectant and antiseptic;
   b) in the industry;
   c) in surgery;
   d) as an anesthetic agent.

9. Does normal urine contain acetone?
   a) yes; b) no; c) not always; d) in normal quantities.

WATER

Water is one of the most important as well as the most plentiful of all chemical substances. It is the main constituent of living matter and of the environment in which we live. The physical properties of water determine the nature of the physical and biological world, because they are strikingly different from the properties of other substances.

Water is a substance without odour or taste and colourless in thin layers. It is bluish green when we look through
a considerable depth of water. The physical properties of water are used to define many physical constants and units. The freezing point of water (at 1 atm.pressure) is taken as 0°C.

With decrease in temperature most substances diminish in volume and thus, increase in density. The unusual property of water is that of having the temperature at which its density reaches its maximum is 4°C. Melting ice and freezing water have the same temperature - 0°C (the freezing point). The density of ice is slightly over nine-tenth of water. The temperature of the boiling water and a steam is found to be identical - 100°C (the boiling point).

Water is an excellent solvent, because it has a remarkable power of dissolving many other substances. Rain is the purest water (natural). As it is formed by condensation of water vapour in the atmosphere, it contains only oxygen and other gases dissolved from the air, together with a little dust.

We have a union of water with oxydes (e.g. sodium oxide with water forms sodium hydroxide) – it is characteristic of a class of substances called alkali or bases. Many substances are united with water to give compounds called hydrates. Many common chemicals are in fact such hydrates.

Pure water for chemical processes is prepared by distillation. Such water obtained by distillation is used for pharmaceutical or other purposes which require a mineral-free water.

1. **Answer the following questions:**
   1. What kind if substance is water?
   2. Why is water an excellent solvent?
   3. What are the chemical properties of water?
   4. What do we get upon union of water with oxydes?
   5. How are such substances called?
6. What are hydrates?
7. How can water be purified?
8. Do you know any other method of purifying water?
9. What process is used to prepare pure water for chemical work?
10. What natural springs of mineral water do you know in our country?

2. Fill in the missing words from the table.

| With (x2) | in (x2) | of (x2) | at 1 below | through | from |

1. Water is bluish-green when we look ________a considerable depth of water. 2. ________ decrease _____ temperature most substances diminish _____ volume. 3. _____ atmosphere pressure water is converted _____ ice by reducing the temperature _______ 0°C. 4. The physical properties _____ water are strikingly different _____ the properties _____ other substances.

**Common forms of drugs**

Most of the drugs commonly dispensed fall into three categories: 1.solids; 2.semisolids; 3. Liquids. It is up to the physician to decide upon the precise form in which the medication is to be administered.

**I. Solids.**

**Powder papers.** In this inexpensive method the ingredients are weighed, triturated together and dispensed in folded papers. The patient opens one paper and (as directed ) either slides the powder onto his tongue following it with a
chaser of water or stirs the powder into half a las of liquid and drinks quickly.

**Capsules.** Capsules consist of two parts – a hard type of gelatin is used to make both the body and the cap. The capsules may be colored. The body of the capsule is filled, the outside moistened and the cap fitted over.

**Compressed tablets.** The powders are forced into a solid mass by compression with a die and punch in either hand-run or power machines after that the compressed tablets may be coated with sugar, gelatin, chocolate colored and flavored. These are usually made in large quantities.

**Suppositories.** Rectal, urethral or vaginal suppositories are made of medicinal substances incorporated in a base which melts at body temperature. For this purpose cocoa butter and glycerinated gelatin are commonly used. The size and shape of the suppositories depend upon the projected use.

### II. Semisols

**Extracts.** A gummy, viscid extract is formed, when the crude active principles of a plant or animal drug is extracted from the natural source with a suitable solvent and concentrated. On further evaporation a powder may be obtained in certain cases.

**Ointments.** The medicinal substances are combined with a base of sufficient softness to be applied to the skin. These bases fall into two groups: the hydrophilic (e. g., lanolin) and the lipophilic (e. g., petrolatum). Based on their penetration into the skin the ointments are divided into three classes: epidermic—which possess some power of penetration; endodermic — penetrate into the deeper layers of the skin; nd diadermic ones

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penetrate through the skin, thus, offering better opportunity for absorption of the medicament. Usually they are packed in glass, porcelain, polyethylene or plastic containers.

**Plasters.** The medicinal agents are incorporated in an adhesive base for application to the skin. We can find among them mustard plasters, as well as pepper plasters or corn plasters are also widely used.

### III. Liquids

**Aromatic water.** Most aromatic waters are used simply as pleasant tasting solvents for drugs; a few may have a medicinal action (e.g., peppermint water).

**Elixirs.** The hydro-alcoholic, sweetened solutions of medicinal substances taste pleasant and are usually stable for long periods.

**Syrups.** These concentrated aqueous sugar solutions are used only as flavouring agents although most of them contain effective medicines.

**Spirits.** The volatile substances – whether solid, liquid or gaseous – are dissolved in alcoholic or in hydro-alcoholic medium, the resulting solution is known as spirit.

**Emulsions.** By means of emulsifying agents, minute globules of an oil are permanently dispensed in an aqueous medium which usually contains flavouring substances.

**Tinctures.** These are alcoholic or hydro-alcoholic extracts of nonvolatile drugs of plant or animal origin and are less concentrated than the fluid extracts.

**Mixtures.** The pharmacist uses the word mixture in a restricted sense to mean aqueous solutions of insoluble solids.

**Ampules.** Sterile medicinal substances – usually liquids, solutions or solutes ready to be dissolved – are
dispensed in sealed glass containers. Although usually intended for use by injection, they are sometimes used by inhalation.

COMMUNICATION SKILLS DEVELOPMENT TOPICS

Part 1
I. Self-presentation / family
   1. Introduce yourself (give personal information)
   2. What are your parents? Tell about your family (sisters, brothers, cousins etc.)
   3. What do you like doing in your spare time?
   4. What are you good at / poor at?
   5. What are your interest in life / friends / hobbies?
   6. Are you an indoor person or an outdoor person?
   7. Are you a solitary person or a sociable person?

Use the following:

Opening phrase: Well, you know…./ In general… / The first thing I’d like to say is that….. / I’d like to begin with….

Nouns and word combinations:
member of the family, sibling, cousins
soul mate=best friend
teacher, physician, surgeon, engineer, housewife, economist, lawyer
ambition, future projects, goals, further plans
sports, football, basketball, swimming, table tennis, lawn tennis, weight lifting, wrestling, gym
hobby, cooking, baking, playing the piano/ violin, reading books (historical novels, detective stories, fantasy, drama, love stories, poetry, poems), drawing pictures, painting, driving car,
riding bicycle, listening to music (classical, pop, rap, jazz, folk), watch films/TV

**Adjectives:** smart, clever, friendly, honest, easy-going, hard-working, kind, loving, caring, open-hearted, thinking, broad-minded, strong-willed, positive, open-minded, sociable, friendly

**Word combinations and expressions**
- to be proud of
- to have a good sense of humour
- to be interested in
- to have a lifetime dream
- to be responsible for
- to be sick and tired of
- to be good at / poor at
- to be afraid of
- to be famous for
- to be sure of (to be sure about that ……)

**To make a dialogue use the special question words:**

**Mind different meaning of the following questions:**
- What is she/he? / are you?
- Who is she/he? / are you?
- How is she/he? / are you?
- What do you like?
- What would you like?
- What does he/she look like?
- What is she like?

1. **Use the above mentioned word combinations in your sentences.**
   1. I ........... .
   2. I ........... years old.
   3. They ........... Armenians.
   4. We ........... at languages.
   5. The boy ........... .
   7. My mother ........... .
   8. The doctor ........... .
   9. His brothers ........... .
   10. I want to be ........... .
II. My studies/ university / school
1. Tell about the University you study.
2. What subjects are you studying now?
3. Which one is your favourite subject?
4. What don’t you like about your studies?
5. What would you like to change in your study?

Opening phrase:  Well, you know…. / In general… / The first thing I’d like to say is that….. / I’d like to begin with….

Nouns: schedule, subject=discipline, rules and regulations, practical classes, lectures, lecturers, professors, assistant-professors, library, reading hall, department=chair, faculty, dean, dean’s office, lecture hall, conference, atlas, preparation, slides,

Verbs: study, take part, take exams, include, deal with, examine

Adjectives: difficult, interesting, boring, monotonous, necessary, scientific, annual, detailed

Adverbs: successfully, throughout, usually

Word combinations: to be responsible, to make changes, to make a mistake, to make a decision, to do (research) work, to take part, to carry out, to be in charge of, to get knowledge/information, to continue education, to make notes, to make experiments

III. Weather

1. What is the weather like where you live?
2. What type of weather/season you like best?
3. What do you do when the weather is bad?
4. Would you like to have that type of weather all year round?

Use the following:
Opening phrase: Well, you know…./ In general…. / The first thing I’d like to say is that…..

Nouns: climate, weather, season, summer, winter, spring, autumn/fall, temperature, rain (heavy rain=torrential, showers), snow, snowfall, sunshine, hail

Verbs: decrease/increase, blow, get worse/ better/ hot/ cold, drizzle, shine

Adjectives: rainy, sunny, windy, snowy, cold=chilly, foggy, strong, light, hot, average

Adverbs: very, extremely, below, above

Idioms: rain or shine = in all weather
like a sauna = hot and humid
heavy rain, driving rain
heavy snow, hard frost
strong sun, strong wind

IV. Describing people
1. Describe someone interesting (your school teacher, neighbor, best friend).
2. How would your friends describe you? Is there anything peculiar in your appearance?
3. Would you like to change anything in your appearance?

Use the following: Opening phrase: Well, you know…./ In general…. / The first thing I’d like to say is that….. / I’d like to begin with…..

Nouns and adjectives: General appearance: attractive, beautiful, gorgeous, chubby, plain, ordinary, extraordinary

Face: round, long, heart-shape

Height: (tall, short, medium)

Built: (fit, well-built, slim, plump, fat, obese, skinny, muscular, broad-shouldered)

Hair (bald, red, blonde, grey, dark, wavy, straight, long, short, curly)

Eyes (large, small, smiling, cruel, green, blue, dark)
nose (straight, hooked, turned up)  
chin (cleft, pointed, protruded)  
lips (full, thin)  
Distinguished features: tattooed, pierced, scar, mole, freckles

**Word combinations and expressions**
to put/wear make up,  
to wear jewellery/glasses/perfume/haircut,  
to gain weight, to lose weight,  
to dye hair,  
to have plastic correction on;

**V. Clothes**
1. What types of clothes do you like wearing?  
2. Do you wear make-up or jewelry every day?  
3. What would you wear in these situations?  
   a. wedding (not your)  
   b. job interview  
   c. a party  
   d. to walk a dog  
   e. at work  
   f. after work  
   g. at the weekend

**Nouns:**  
Jacket, T-shirt, skirt, vest, top, raincoat, gown, pantyhose, tights, knee-socks,  
suit, dress, blouse, skirt, jeans, trousers, jumper, pullover,  
glove, mitten, swimsuit, shoes, sandals, boots wellingtons,  
scarf, pocket, zip, button, garment, boutique, belt, outfit.

**Verbs:** to wear, to buckle, to (un)fasten, to (un)button, to clothe, to (un)dress, to flaunt.

**Adjectives:** short sleeve, long sleeve, sleeveless, baggy (loose, sloppy), boot-cut (trousers), button-through, casual, formal, informal, ready-to-wear, tailor-made, uni-sex, clingy (close-fitting, skin-tight), drip-dry (don’t need ironing),
wrinkle-free), ill-fitting, knee length, oversized (designed to look large), rolled-up, V-neck, shabby, tidy.

**Phrasal verbs:** get dressed, take off, put on, dress up, do up, kick off, shoes, try on, throw on, turn up (to shorten), wrap up (with warm clothes), to have sense of style, to suit, to keep up with fashion, to be on trend, to show off.

**VI. SHOPPING**
1. Do you like shopping?
2. How often do you go shopping?
3. What kind of shops are there in the area where you live?
4. What’s the worst/best things about shopping?
5. Do you like to do shopping alone?
6. Are you a price conscious shopper?
7. What do you spend most of your money on? (clothes, food, jewelry, accessories, etc.)

**Use the following:**
**Opening phrase:** Well, you know…./ In general… / The first thing I’d like to say is that… / I’d like to begin/start with….

**Nouns and word combinations:** boutique, mall, food court, market, flee market, brand, catalogue, customer, cost, price, credit card, cheque, shopaholic, shopping trolley, shopping bag, shop window, shopping list, on-line shopping, discount, season sale, clearing

**Verbs and phrasal verbs:** purchase, flog (slang for “sell”), haggle, pick out, haggle over/about sth, save up (for), take back, buy sth from, choose between, compare sth to/ between, decide on, spend sth on, to pay by credit card/cheque, to pay in cash.
Adjectives: essential, luxurious, posh, useful, useless, valuable, (in)expensive, pricey, low priced, over-priced, genuine, classy, affordable, fake, replica.

Idioms and expressions:
To pay through the nose - pay much more than a fair price
To buy a lemon - To buy something that proves to be worthless
To be all over the shop - To look everywhere for something
To shop around - To visit a number of shops to compare prices

Shopping  therapy
to get good value at a low price
going for a song (= offered at a low price)

VII. Food / Healthy food
1. What food do you like to eat?
2. What food is popular where you live?
3. Do you think people eat healthier food nowadays?
4. Is Chinese / Japanese / Italian / fast food / considered to be healthy food?

Use the following Opening phrase: Well, you know…., In general…., My favorite food is…., I prefer…., The first thing I’d like to say…..

Nouns: Regional food: local, Middle Eastern, Mediterranean, Oriental, exotic
vegetable : beans, broccoli, cauliflower, leek,
Fruits: fig, grapes, pomegranate, dates
Meat: beef, pork, lamb, chicken, veal, fish, salmon e fruits,

Verbs: to eat, to be on a diet/ to keep the diet, to drink, to cook, to fry, to have breakfast/ lunch/dinner.

Adjectives: filling, low-calorie, nourishing, low-cholesterol, tasty, spicy, salty, sweet, sugar-free, bitter, fried, boiled, delicious

Adverbs: very, extremely, appetizingly.

Sayings:
A bowl of cherry – Life is not a bowl of cherry
Big Apple = New York
“An apple a day keeps the doctor away”.
“To have bigger fish to try”. – To have more important things to do.

Part 2
Look at the photo and do the following assignments:
Picture 1

1. Give the title to the photograph.
2. Does this picture have any dramatic feeling? Explain your answer.
3. Tell about the man, his emotions, feelings, his family, etc.
4. Tell about the child, his/her age, health status, feelings, etc.
5. Tell about family situation/life of the people in the picture.
6. Tell about the role of fathers in the family.
7. Tell about possible relations in the family.
Picture 2

1. Who are the people in the photograph?
2. Where do they come from?
3. What are they doing? Why?
4. What relationship exists between the persons in the photograph?
5. Describe the state of mind of the patient, especially negative feelings such as fear.
6. Express some of the ways that the nurse might try to overcome any fear or nervousness on the part of the patient.
1. What kind of “drama” do you see in the photograph?
2. Look at the people in the picture. Describe the doctor, the parents and the young patient.
3. Where are they? Why are they there?
4. Think about two situations:
a) after greeting his young patient the doctor discusses the child’s medical history and gives his recommendations for treatment as well as a prognosis for recovery. All appears to be favourable. The parents respond/react in an appropriate fashion.
b) the situation is the same as the one stated above; however, the prognosis is less favourable and has a high number of probabilities.
Prepare a dialogue for each of the variants.
You work at a television station as a writer/reporter. The chief sends you to interview the 60-year-old nurse in the photograph. Your task is to get an interesting story. You know that the nurse has invented a special uniform that she is wearing to carry six infants at a time in case of emergency.

1. Make a list of questions that you intend to ask the nurse.
2. Give answers to the questions in the form of notes you take in your interview with a woman.
3. Tell about character features for the nurse.
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