

**ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
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**КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ**

**МЕТОДИЧЕСКИЕ РАЗРАБОТКИ**

**ПО АНГЛИЙСКОМУ ЯЗЫКУ  
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**Составители:** *Э.А. Агаларова, А. М. Давыдова, Н. Е. Зарубина, Е. Н. Клёмина, В. А. Лобанов, Е.В. Смирнова, М. Ю. Полушенкова.*

**Методические разработки по английскому языку для практических занятий студентов 2 курса** / [Э.А. Агаларова, А. М. Давыдова, Н. Е. Зарубина, Е. Н. Клёмина, В. А. Лобанов, Е.В. Смирнова, М. Ю. Полушенкова]. Иваново: ГБОУ ВПО ИвГМА Минздрава, 2013 – 40 с.

Методические разработки состоят из 2 разделов, каждый из которых рассчитан примерно на 16-18 академических часов. Каждый раздел имеет активный словарь, включающий медицинскую лексику текстов, а также дополнительные слова, рекомендуемые для активного усвоения. Цель разработок - подготовить студентов к самостоятельному чтению и пониманию оригинальной медицинской литературы и к устному общению на английском языке. Методические разработки предназначены для студентов 2 курса лечебного и педиатрического факультетов.

***Рецензент:***

Заведующий кафедрой гуманитарных наук  
ГБОУ ВПО Ивановская государственная медицинская академия  
Минздрава России, профессор, д.и.н. Бунин А. О.

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**PART I**  
**Lesson I.**  
**TAKING A HISTORY**

**I. Learn the following words:**

1. to take a patient's history – составить, записать историю болезни пациента
2. to admit [əd'mɪt] *v* – допускать, принимать  
admission *n* – поступление, прием
3. in-patient department [ɪn'peɪʃnt dɪ'pɑ:tmənt] *n* – стационарное отделение
4. to fill in [fɪl ɪn] *v* – заполнять
5. to make a diagnosis [meɪk ə'daɪəgnəʊz] – поставить диагноз
6. impairment [ɪm'preɪmənt] *n* – нарушение, повреждение
7. trauma [trɔ:mə] *n* – травма
8. to undergo [ˌʌndə'gəʊ] *v* – подвергаться
9. to undergo an operation – быть прооперированным
10. to mention [ˈmenʃ(ə)n] *v* – упоминать
11. minor [ˈmaɪnə] *adj* – незначительный
12. removal [rɪ'mu:v(ə)l] *n* – извлечение, удаление
13. findings [ˈfaɪdɪŋz] *n* – данные, результаты
14. related to [rɪ'leɪtɪd tu] – связанный с  
relation [rɪ'leɪʃn] *n* – связь, отношение
15. allergic [ə'lɜ:dʒɪk] *adj* – аллергический, страдающий аллергией
16. intolerant [ɪn'tɒlərənt] *adj* – не переносящий
17. sensitivity [ˌsensɪ'tɪvɪtɪ] *n* – чувствительность
18. antibiotic [ˈæntɪbaɪ'ɒtɪk] *n* – антибиотик
19. to determine [dɪ'tə:mɪn] *v* – определять
20. to obtain [əb'teɪn] *v* – получать
21. attending [ə'tendɪŋ] doctor – лечащий врач
22. complaint [kəm'pleɪnt] *n* – жалоба
23. locality [ləv'kælɪtɪ] *n* – местонахождение, месторасположение
24. intensity [ɪn'tensɪtɪ] *n* – интенсивность
25. particular [pə'tɪkjʊlə] *adj* – особенный
26. to ease [i:z] the pain – облегчать, уменьшать боль
27. valuable [ˈvælju:bl] *adj* – ценный
28. X-ray examination – рентгеновское обследование
29. course [kɔ:s] *n* – курс, течение
30. condition [kən'dɪʃn] *n* – состояние
31. to administer [əd'mɪnɪstə] *v* – назначать
32. exact dose [ɪg'zækt 'dəʊs] – точная доза
33. accurately [ˈækjərətli] *a* – точно, тщательно
34. to consist of [kən'sɪst əv] *v* – состоять из
35. complete [kəm'pli:t] *a* – полный, законченный; *v* заканчивать, завершать

## II. Read and translate the text.

As soon as the patient is admitted to the in-patient department the ward doctor fills in the patient's case history. This medical history is the most important factor in helping the doctor to make a diagnosis. It must include the information about the patient's parents – if they are living or not. If they died, the doctor must know at what age and of what causes they died. The doctor must know if any of the members of the family has ever been ill with tuberculosis or has had any mental or emotional impairments. This information composes the family history.

The patient's medical history must include the information about the diseases which the patient had both being a child and an adult, about the operations which he had undergone, about any traumas he had. A patient should mention even the most minor operations, such as removal of a mole. These findings compose the past history.

The doctor may then move on to questions related to drugs and other medicines. It is important to know if the patient is allergic or intolerant to some medications. The patient's blood group and his sensitivity to antibiotics must be determined and the obtained information written down in the case history.

The attending doctor must know what the patient's complaints and symptoms are. The questions that follow are related to the present symptoms. For example, the doctor will ask the patient to describe the pain, ask about its locality and intensity, relation to particular foods. The doctor will also want to know whether anything eases the pain, such as sitting up or lying down.

The doctor also asks what job the patient does. A patient's social history can give the doctor valuable clues towards reaching a diagnosis.

The information on the physical examination of the patient on his admission to the hospital, the results of all the laboratory tests and X-ray examinations, the course of the disease with any changes in the symptoms and the condition of the patient, the administered medicines in their exact doses and the produced effect of the treatment — all these findings which compose the history of the present illness must always be written down in the case history.

The case history must always be written very accurately and consist of exact and complete information.

## III. Make up the word combinations and translate them:

A. to make to include to compose to determine to describe to produce to administer	B. the history medicines the blood group the pain a diagnosis information effect
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## VI. Fill in the missing prepositions/postpositions and translate the sentences:

1. The doctor may then move ... to other questions.
2. He was admitted ... the in-patient department last Wednesday.

3. Have you ever been ill ... chicken pox?
4. The course ... the disease was complicated ... localized bacterial infection.
5. A ward doctor fills ... the patient's case history.
6. The case history must consist ... exact and complete information.

**V. Express in one word the following word combinations:**

1. to take (someone) in to a hospital for treatment
2. a room in a hospital for patients requiring similar kinds of care
3. the discovery and identification of diseases from the examination of symptoms
4. the results of a particular examination
5. a surgical procedure carried out to remove, replace, or repair a diseased or damaged part of the body
6. to have extreme sensitivity to a substance, which causes the body to react to any contact with it
7. to say that he or she is suffering from a pain or illness
8. a sign indicating the presence of an illness or disease
9. to make or become different
10. a specific quantity of a medicine taken at one time

**VI. Read the example of taking a patient's history:**

**Identification (of a patient):**

Andrew Smith; 68-year-old male; 10, Lime Street, Chicago.

The first admission.

**CC (Chief Complaint):** Pain in the stomach.

— What troubles you?

— Pain in my abdomen, Doc. I didn't get sleep last night. Now I was shivering with cold now I was awfully hot.

**HPI (History of Present Illness):**

— How long have you had such a pain?

— A couple of weeks.

— Did you have a feeling of sickness?

— Yes, sir. I threw up on two or three occasions.

— Have you had a burning sensation in the lower part of your chest, a heartburn, I mean?

— Yes, Doc, especially after a fatty food.

— Any trouble with your bowels?

— Yes, sir. I want to find out what is the matter with me. That's why I have come here.

**PH (Past History):**

— What kind of sickness did you have in the past?

— I had measles, whooping-cough, and scarlet fever when I was a kid. I had pneumonia last year.

— Have you ever been operated on?

— Five years ago I had urethral resection.

— No bad after-effects of the operation?

— No.

**FH (Family history):**

— Are you married?

— Yes, sir.

— Do you have any children?

— A boy and a girl.

— Are they all right?

— They seem to be in good health.

— And your father and mother? Are they alive?

— No, my father died of diabetes, and mother of old age. She was very strong and healthy.

— Do you have brothers and sisters?

— We are four in the family: two brothers and two sisters; my brother' is living and well, and both sisters are in good health too.

— I see ... Well, lie down on the examining table, I'll carry out a local examination.

**Notes**

Now I was shivering with cold now I was awfully hot. – *Меня трясло то от холода, то мне было очень жарко.*

I threw up on two or three occasions. – *Меня стошнило два или три раза.*

urethral resection – *резекция мочеочника*

**VII. Make up dialogues, using the sentences and phrases from the text 'Taking a History'. Include in your dialogue some of the following questions:**

1. What diseases did you have in the past? (pneumonia, TB, kidney troubles, bronchitis, laryngitis, flue, gastritis, gastric or duodenal ulcer, cholecystitis, hepatitis, peritonitis, encephalitis, otitis)

2. What childhood diseases did you have? (measles - корь, German measles – коревая краснуха, Scarlet fever - скарлатина, Chicken pox – ветряная оспа, Whooping cough - коклюш, mumps - свинка)

3. Have you ever had any operations? (operations on the heart, on the eyes; removal of appendicitis, removal of stones in the kidneys)

4. What do you complain of? (What are you complaining of?)

5. When did you notice the onset (the first attack (приступ) or sign (признак, симптом) and symptom) of the disease?

6. Does the pain depend on food you take?

7. Does the pain appear before or after meal?

8. Could the pain be relieved by any medication?

9. Does the pain have any relation to your work?

10. Does the pain come on the exertion (нагрузка) or at rest?

11. Are you easily tired?

12. Has your chest ever been X-rayed?

13. Can you describe the pain? (What is the nature, character of the pain? Is it diffused, localized, sharp (acute), cutting, pressing?)

## VIII. Translate the following sentences, paying attention to the English Tenses. Define the Tenses.

1. The information about the diseases in patient's family was included in the case history. 2. The patient has just undergone a serious operation. 3. This patient's blood group will be determined tomorrow. 4. The doctors are discussing the necessity of the operation now. 5. The doctor asked the patient what eased his pain in the abdomen. 6. As the boy is sensitive to antibiotics he is never administered such medicines. 7. When the nurse came in the patient with a heart disease was being examined by a cardiologist. 8. We had obtained the results of the X-ray examination by 10 o'clock yesterday. 9. The surgeon has been operating on for two hours. 10. The therapist will be filling in the patients' case histories from 2 till 3 tomorrow. 11. Taking a history consists of the family history, the past history and the history of the present illness. 12. When all the examinations had been completed the attending doctor was able to make the exact diagnosis.

## Lesson 2.

### ATHEROSCLEROSIS AND ITS TREATMENT

#### I. Learn the following words:

1. atherosclerosis [ˌæθərəʊskləˈrəʊsɪs] – атеросклероз
2. cardiovascular [ˈkɑːdiəvæskjʊlə] – сердечно-сосудистый
3. cause [kɔːz] *n* – причина  
to cause *v* – причинять, вызывать
4. metabolic disturbance [ˌmetəˈbɒlɪk dɪˈstɜːb(ə)ns] – расстройство обмена веществ
5. particularly [pəˈtɪkjʊləli] – особенно
6. cholesterol exchange [kəˈlestərl ɪksˈtʃeɪn(d)ʒ] – обмен холестерина
7. external evidence [ɪkˈstɜːnl ˈeɪd(ə)ns] – внешний признак (проявление)
8. therefore [ˈðeəfɔː] – поэтому, следовательно
9. preventive measure [prɪˈventɪv ˈmeʒə] – профилактическая мера
10. certain regimen [ˈsɜːtn ˈredʒɪmən] – определённый режим
11. sound sleep [saʊnd sliːp] – крепкий, здоровый сон
12. sign [saɪn] *n* – признак, симптом
13. mental and physical overstrain [ˈəʊvəstreɪn] – умственное и физическое перенапряжение
14. incidence [ˈɪnsɪd(ə)ns] *n* – частота (заболеваемости)
15. sufficient amount of proteins [səˈfɪʃnt əˈmaʊnt əv ˈprəʊtiːnz] – достаточное количество белков  
insufficient physical activity – недостаточная физическая активность
16. prescribed regimen [prɪˈskraɪbd ˈredʒɪmən] – прописанный режим
17. favourable [ˈfeɪv(ə)rəbl] *adj* – благоприятный, удобный  
unfavourable [ʌnˈfeɪv(ə)rəbl] *adj* – неблагоприятный
18. fat [fæt] – жир, жирный
19. carbohydrate [ˌkɑːbəvˈhaɪdreɪt] *n* – углевод

- 20.limited doses [ˈlɪmɪtɪd ˈdəʊsɪz] – ограниченные дозы
- 21.the metabolic process [ˌmetəˈbɒlɪk ˈprəʊses] – обмен веществ
- 22.to dilate the vessels [daɪˈleɪt ðəˈveslz] – расширять сосуды
- 23.substance [ˈsʌbst(ə)ns] *n* – вещество
- 24.bromide [ˈbrəʊmaɪd] *n* – бромид
- 25.valerian [vəˈlɪəriən] *n* – валериана
- 26.to be due to [dju:] – быть обусловленным
- 27.to follow [ˈfɒləv] *v* – соблюдать, следовать чему-либо
- 28.to enable [ɪˈneɪbl] *v* – давать возможность
- 29.to exclude [ɪksˈklu:d] *v* – исключать
- 30.to affect [əˈfekt] *v* – поражать, воздействовать
- 31.to result from [rɪˈzʌlt] *v* – происходить в результате, быть следствием;  
to result in – заканчиваться, приводить к ч-л
- 32.to suffer from [ˈsʌfə] *v* – страдать от
- 33.to contain [kənˈteɪn] *v* – содержать
- 34.to improve [ɪmˈpru:v] *v* – улучшать(ся)
- 35.to prevent from [prɪˈvent] *v* – предупреждать, предотвратить от
- 36.to accumulate [əˈkju:mjəleɪt] *v* – накапливать, скопляться

## II. Read and translate the text.

Atherosclerosis is one of the diseases of the cardiovascular system which is due to many causes. There is a number of factors which determine its development.

Atherosclerosis of the blood vessels results from metabolic disturbances and particularly of cholesterol exchange. These disturbances begin long before there is any external evidence of the disease. Therefore the doctor must prevent its appearance beginning preventive measures and treatment as early as possible.

Prophylaxis and treatment of atherosclerosis consist mainly of a certain regimen for the patient, which he must strictly follow. The patient must get up, eat, work, and go to bed at exactly the same time every day.

Sound sleep is very important since it enables the nerve cells to rest. The patient with the signs of atherosclerosis must sleep not less than 7-8 hours and walk before going to bed. Mental and physical overstrain must be excluded.

The incidence of atherosclerosis is high in professional groups with insufficient physical activities. So physical exercises must be part of the prescribed regimen for such persons.

Smoking affects unfavourably the walls of the blood vessels and can result in their spasm, so patients suffering from atherosclerosis must not smoke.

The diet of patients with atherosclerosis must contain sufficient amount of proteins, but fats and carbohydrates must be taken in very limited doses.

Vitamins are widely used in the treatment of atherosclerosis because some of them improve the metabolic processes and others dilate the vessels, particularly the peripheral ones.

Other drugs administered in treating atherosclerosis are the so-called lipotropic substances, which prevent fat from accumulating in the organism.



Since the nervous system affects the metabolic processes in the human body so patients with atherosclerosis are prescribed such drugs as bromide and valerian to improve its general condition.

### **III. Answer the questions:**

1. What does atherosclerosis of blood vessels result from?
2. How can the doctor prevent the appearance of atherosclerosis?
3. Why is sound sleep very important?  
How much should the patient with the signs of atherosclerosis sleep?
4. Where (in what professional groups) is the incidence of atherosclerosis high?
5. Why mustn't the patient suffering from atherosclerosis smoke?
6. What do prevention and treatment of atherosclerosis mainly consist of?
7. What diet are such patients administered?
8. What drugs are used in the treatment of this disease?

### **IV. Find the equivalents of the following word-combinations:**

1) расстройство обмена веществ, 2) предотвратить появление, 3) предупредительные меры, 4) определённый режим, 5) физическое перенапряжение, 6) привести к спазмам, 7) употреблять витамины, 8) лечение атеросклероза, 9) расширять сосуды, 10) предотвращать накопление жира, 11) улучшить общее состояние, 12) прописать бромид и валериану, 13) стенки кровеносных сосудов, 14) достаточное количество, 15) предписанный режим

a) to use vitamins, b) walls of the blood vessels, c) to prescribe bromide and valerian, d) metabolic disturbances, e) to result in spasm, f) prescribed regimen, g) to prevent appearance, h) to improve general condition, i) sufficient amount, j) preventive measures, k) a certain regimen, l) physical overstrain, m) the treatment of atherosclerosis, n) to dilate vessels, o) to prevent fat from accumulating

### **V. Translate the sentences using active vocabulary:**

1. Вам следует гулять перед сном.
2. Крепкий сон очень важен для здоровья.
3. Врач назначил пациенту определённый режим.
4. Вы должны немедленно бросить курить.
5. Бромид и валериана улучшат Ваше общее состояние.
6. Начинать лечение атеросклероза нужно как можно раньше.
7. Люди с недостаточной физической активностью часто страдают от атеросклероза.

### **VI. Translate the text without a dictionary:**

#### **Cardiovascular Diseases**

As clinical experience shows, atherosclerosis is most frequently found in people who have undergone heavy nervous strain for a considerable time. It passes through different stages.

The level of blood pressure must be considered of great importance. High blood pressure is conducive to an intense penetration of cholesterol into the walls of the blood vessels.

Doctors recommend vitamins for treating atherosclerosis. In each specific case the use of vitamins is combined with other form of treatment. The method of treatment of atherosclerosis with ascorbic acid (vitamin C) was developed in Moscow, at the Institute of Therapy of Russian Academy of Science.

The main idea of that treatment is that patients suffering from atherosclerosis are given 250 milligrams of ascorbic acid four times daily. The course of this treatment is one month. The treatment is interrupted for some weeks and then resumed – being repeated four or five times a year.

Positive effect is usually observed if the treatment is continued over a period of two years. Some patients may find it difficult to take so much vitamins C by mouth as 1,000 ml per day. In this case injections of ascorbic acid with glucose can be used.

After the treatment with vitamin C in the majority of patients the level of cholesterol (in the blood) is reduced to normal, and there is either disappearance or lessening of pain in the heart area.

Besides, vitamin B-6 and vitamin B-12 are used. However, these vitamins are not used in treating all patients. These vitamins should be used in certain doses after clinical study.

#### **VII. Make up all possible word-combinations:**

to prevent	health
to prescribe	overstrain
to dilate	accumulation
to include	vitamins
to exclude	disease
to improve	appearance
	bromide
	vessels
	diet
	fats
	smoking
	physical exercises
	proteins
	metabolic processes

#### **VIII. Make questions to the following answers:**

- 1).....  
-Atherosclerosis of the blood vessels results from metabolic disturbances.
- 2).....  
-Sound sleep enables the nerve cells to rest.
- 3).....  
-The patient with atherosclerosis must sleep 7-8 hours.
- 4).....  
-Smoking can result in the spasm of the blood vessels.

5).....

-The diet of such patients must contain sufficient amount of proteins.

**IX. Give synonyms to the following words and word-combinations:**

1. set of rules for diet, exercise, etc for improving one's health and physical well-being.

2. make or become better

3. tube (vein or artery) through which blood flows in the body

4. give, receive (one thing) in place of another

5. become wider, larger, further open

6. have or hold within itself

7. the force exerted by blood within the arteries. (force – сила, to exert – прилагать; проявлять)

8. body – building substance essential to good health, in such foods as milk, eggs, meat, fish

9. (kinds of) white or yellow substance, oily or greasy (сальный) found in animal bodies, oily substance in seeds (семена)

10. sudden and involuntary (непроизвольный) tightening (to tighten – сжимать, напрягаться) of a muscle or muscles.

**X. Speak about the regimen of the patients with atherosclerosis using the words:**

- to return blood pressure to normal
- to normalize weight
- to follow a certain regimen
- to eat, work, go to bed at the same time
- to have supper not later than at 6-7 p.m.
- to walk before sleeping
- to exclude mental and physical overstrain
- to give up smoking
- physical exercises

**XI. Speak about the diet of the patients with atherosclerosis using the words:**

- to limit animal fats (fatty meat, fat cottage cheese, cheese, butter, cream, sour cream [ 'savə kri:m] and other food products rich of cholesterol;
- to limit the usage of salt (not more than 4-5gr a day);
- to limit the usage of “pure” carbohydrates (sugar, sweets, honey, jam etc.) – 30-40 gr a day; white bread, cakes; too sweet fruit (100-200 gr in a day or two);
- to use more – vegetable oils (1-2 tablespoonfuls a day); fish; other sea products (150-200 gr. a day or in a day);
- to increase the usage of products rich of pectin [ 'pektɪn] (fruit, vegetables)

**XII. Translate the following sentences paying attention to the Infinitive. Define the forms of the Infinitive.**

1. It is difficult to diagnose cancer in early stages. 2. The results of the test to be studied will be received tomorrow. 3. I know to have treated this patient before. 4.

To limit the usage of sugar he had to exclude sweets, jam, cakes and biscuits. 5. The doctor on duty must be examining the admitted patients now. 6. To get more proteins I included meat, fish, milk and eggs in my diet. 7. The patient with atherosclerosis remembers to have been prescribed a medicine to dilate the vessels. 8. The regimen to be followed will help the patient to exclude mental and physical overstrain. 9. The patient took bromide and valerian to improve general condition of the nervous system. 10. The vitamins to be used in the treatment of atherosclerosis are vitamin C, vitamin B-6 and vitamin B-12. 11. The nurse was the first to see the signs of fever in this patient. 12. It was not easy to make diagnosis in this patient.

### **Lesson 3.** **RHEUMATIC ENDOCARDITIS**

**Grammar: Infinitive. Complex object.**

**I. Translate the following sentences paying attention to the “complex object” construction:**

1. We know J. Lister to be the founder of antiseptic surgery.
2. Pasteur believed gangrene to be caused by tiny organisms, germs, in the air.
3. The doctors expected the child to recover soon. (recover – выздороветь)
4. I want him to assist me during the operation.
5. I once heard him speak about it.
6. Our chief made us repeat the experiment several times. After that he let us go.
7. They found the wound to be inflamed.
8. I often see him make experiments in the laboratory.
9. The doctor told the nurse to bring the necessary medicaments.
10. We know surgeons to wear gowns, caps, masks and rubber gloves during operations.
11. I consider this observation to be very important.
12. We suppose her to be on a sick-leave now.

**II. Finish the sentences using the word-combinations. Translate them.**

1. I want ...

- чтобы врач проверил моё зрение (to check one's eyesight)
- чтобы медсестра перевязала (to bandage) мою руку
- чтобы Вы купили сердечные капли (heart drops)
- чтобы физические нагрузки были исключены

2. We didn't expect ...

- что он так быстро выздоровеет (to recover)
- что она будет соблюдать постельный режим
- что Ваш ребёнок заболеет (to fall ill)
- что боль распространится (to spread) в за груди́нную

область (substernal area)

3. I have never heard ...

- как Вы говорите по-английски
- как он читает лекции (to deliver)
- что этот пациент кашляет (to cough)
- что этот пациент жалуется на боли в грудной клетке

4. We know ...

- что бактерии очень маленькие одноклеточные (single-celled) организмы
- что многие из них неопасны (harmless)
- что воспаление ран (wound) также вызывается бактериями
- что они уничтожаются (to kill) кипячением (by boiling)

5. We knew ...

- что пациент проконсультировался с врачом (to consult a doctor)
- что пациенту назначили (to administer) витамины
- что он оперирует дважды (twice) в неделю
- что этот метод дал хорошие результаты

### III. Read, translate and learn the following words:

Rheumatic [ru'mætɪk], endocarditis [ˌendəʊkɑ:'dɑ:ɪtɪs], discomfort [dɪs'kʌmfət], tonsillitis [ˌtɒnsə'laɪtɪs], leucocytosis [ˌlju:kəsaɪ'təʊsɪs], percussion [pə:'kʌf(ə)n], diastolic [daɪ'æstəlɪk], mitral ['maɪtr(ə)l], aortic [eɪ'ɔ:tɪk], tricuspid [traɪ'kʌspɪd].

### IV. Learn the following words:

1. malaise [mæ'leɪz] *n* – недомогание
2. fatigue [fə'ti:g] *n* – утомление
3. exertion [ɪg'zɜ:ʃn] *n* – напряжение
4. palpitation [ˌpælpɪ'teɪʃn] *n* – сильное сердцебиение
5. increase [ɪnkrɪ:s] *n* – увеличение, повышение
6. to increase [ɪnk'reɪs] *v* – увеличивать, повышать
7. subfebrile [sʌb'fi:brɪl] *a* – субфебрильный (*температура от 37°C до 37,3°C*)
8. prolonged [prəʊ'lɒŋd] *a* – длительный, продолжительный
9. onset [ɒnset] *n* – начало, приступ
10. to precede [pri'si:d] *v* – предшествовать
11. to reveal [ri'vi:l] *v* – выявлять, показывать, обнаруживать
12. moderate ['mɒdərɪt] *a* – средний, умеренный
13. readings ['ri:dɪŋz] *n* – показания (прибора)
14. slightly ['slaɪtli] *adv* – слегка, немного, незначительно
15. to confirm [kən'fɜ:m] *v* – подтверждать
16. murmur ['mɜ:mə] *n* – шум (в сердце)
17. apex [eɪpəks] *n* – верхушка
18. to accompany [ə'kʌmp(ə)nɪ] *v* – сопровождать
19. to estimate [ɪ'stɪmeɪt] *v* – оценивать, определять, подсчитывать
20. to vary ['veəri] *v* – менять(ся), различаться

21. duration [dʒvə'reɪʃn] *n* – продолжительность  
 22. evidence ['eɪdɪəns] *n* – очевидность, доказательство, признак(и), показание  
 23. inflammatory [ɪn'flæmət(ə)rɪ] *a* – воспалительный  
 24. valve [vælv] *n* – клапан  
 25. to consider [kən'sɪdə] *v* – считать, полагать  
 26. to insist on [ɪn'sɪst] *v* – настаивать на  
 27. to eliminate [ɪ'limɪneɪt] *v* – устранять, ликвидировать  
 28. primary focus ['praɪməri 'fəʊkəs] *n* – первичный очаг  
 29. insufficiency [ˌɪnsə'fɪʃnsɪ] *n* – недостаточность  
 30. tablespoonful ['teɪbl,spu:nfʊl] – столовая ложка  
 31. to nourish ['naʊrɪʃ] *v* – питать, кормить  
 32. to discharge from [dɪs'tʃɑ:dʒ] *v* – выписывать из  
 33. follow-up ['fɒləʊ'ʌp] *a* – последующий  
 34. recurrence [rɪ'kʌrəns] *n* – рецидив

## **V. Read and translate the text. Find the “Complex object” constructions.**

### **Rheumatic Endocarditis**

The patient complained of a general malaise, early fatigue on exertion, cardiac discomfort and palpitation.

The physician found him to have been having an increase of body temperature to a subfebrile level for a prolonged period of time. The patient stated that the onset of the disease had been preceded by tonsillitis. The patient's pulse rate had become irregular and accelerated on physical exertion.

The blood analysis revealed moderate leucocytosis and an elevated ESR. The electrocardiogram showed the changes in the most important readings. On percussion the doctor determined the heart to be slightly enlarged. These findings of the physical examination were confirmed by the X-ray examination.

While listening to the patient's heart the doctor found a soft systolic murmur to be heard at the heart apex. These symptoms were accompanied by diastolic murmur heard at the apex and base of the heart. The doctor estimated the murmurs to be varying in their intensity and duration. It was evidence of an inflammatory process in the valves. The doctor determined the organic changes in the mitral, aortic and tricuspid valves to be clearly marked.

The physician considered the patient to be ill with rheumatic endocarditis and insisted on his following a strict bed regimen at the in-patient department.

### **The Treatment of Rheumatic Endocarditis**

The patient with the diagnosis of rheumatic endocarditis was treated at the in-patient department. He was administered antibiotic therapy to eliminate the primary focus of infection. He was also administered Adonis preparations to control cardiovascular insufficiency. The preparations of Adonis were administered in the dosage of a tablespoonful three times a day. The patient took aspirin in the dosage of 1 gr four times a day.

The physician recommended the patient's diet to be nourishing and containing many vitamins. But his diet had to be limited in salt. The patient was allowed only a limited amount of fluid.

The patient had been following the administered treatment for 45 days. By that time his condition had become much better.

Having been discharged from the hospital he had to come to the out-patient department for regular follow-up examinations. In spring and autumn he had to undergo aspirin and bicillin treatment to prevent the recurrence of the disease.

#### **VI. Find the corresponding words:**

1) lung abscess may be preceded by pneumonia; 2) a moderate elevation of blood pressure; 3) a slight attack of the disease; 4) the onset of inflammatory process; 5) to determine the readings; 6) What confirms your conclusion?; 7) a slight systolic murmur; 8) the duration of the treatment; 9) to insist on prolonging the treatment; 10) a primary sign of the disease; 11) to accompany the doctor on duty; 12) to accelerate gradually; 13) the intensity of the bloodstream

а) умеренное повышение кровяного давления; б) что подтверждает Ваше заключение? в) продолжительность лечения; г) абсцессу лёгкого может предшествовать пневмония; д) интенсивность кровотока; е) начало воспалительного процесса; ж) лёгкий приступ заболевания; з) сопровождать дежурного врача; и) определить показания; к) постепенно учащаться; л) первичный признак болезни; м) настаивать на продлении лечения; н) незначительный систолический шум

#### **VII. Finish the sentences, using one of these words:**

*To suffer from; to enlarge; to accelerate; to improve; to effect; to precede*

1. To become more rapid means ...
2. To come or to go before (in time or place or order) means ...
3. To become better means ...
4. To make larger means ...
5. To feel mental pain or bodily pain means ...
6. To cause a change means ...

#### **VIII. Fill in the missing prepositions. Translate the sentences:**

1. The onset ... angina pectoris (стенокардия) was preceded ... physical exertion and atherosclerosis.
2. The doctor determined the patient's loss ... weight to be associated ... a sharp increase ... the metabolic rate and permanent loss ... appetite.
3. The therapist insisted ... the patient's following a diet containing a limited amount ... salt.
4. ... three minutes the cardiac pain was relieved ... taking a tablet ... nitroglycerine ... the patient's tongue.
5. ... a prolonged course ... treatment the patient had undergone ... the in-patient department the size ... the heart returned ... normal.

6. Accumulation ... fat and cholesterol deposits ... the arteries in combination ... hypertension and smoking increases the risk ... infarction.
7. ... the medical examination the doctor listened ... the patient's heart and ... percussion he determined no cardiac problems.
8. The doctor found increase ... body temperature, malaise accompanied ... pains behind the breastbone, dyspnea and effusion (выпот) to be the signs ... pericarditis.

**IX. Find synonyms to the words from the line below:**

1. When my friend was well again he *left the hospital*.
2. *The beginning* of the disease was quite sudden and severe.
3. *The doctor who treats these patients and takes care of them* has been working here for a long time.
4. A thorough examination and all the necessary analyses *showed the truth* of the diagnosis.
5. The attending doctor *found out exactly* that the borders of the heart *were wider*.
6. Will you tell me where your pain *spreads*?
7. When a patient is admitted to the hospital he is examined first in the *room used for receiving patients*.
8. When did you begin to suffer from *the damage* of your heart?
9. After doing so many exercises I felt *tiredness*.
10. He determined the *increase* of the boy's temperature and called in a doctor.
11. *The information on the cardiograph monitor* showed tachycardia and coronary arterial disease due to atherosclerosis.
12. Do you feel the pain all the time or only *when you are doing physical exercises*?

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To confirm, impairment, fatigue, to dilate, the onset, readings, reception ward, on exertion, to radiate, to determine, elevation, the attending doctor, to discharge from.

**X. Describe the treatment of the patient with endocarditis using the following words and word-combinations.**

To be ill with, to be treated at, to administer, to recommend the diet, to be limited in salt and fluid, to follow the treatment for ..., to come for the regular follow up examinations, to undergo aspirin and bicillin treatment.

**XI. Make up a dialogue between a doctor and a patient with rheumatic endocarditis. Translate.**

В: На что вы жалуетесь?

П: ...

В: Вы измерили температуру?

П: Да, ...

В: Как долго у Вас держится такая температура?

П: ...

В: Чем Вы болели до этого?

П: ...



В: Присядьте на кушетку (soach), я измерю ваш пульс. Пульс нерегулярный. Разденьтесь (to strip to the waist) и прилягте. Теперь я прослушаю Вас. У Вас слышен мягкий систолический шум в верхушке сердца, диастолический шум в верхушке и основании сердца. А перкуссия показывает, что сердце увеличено.

П: ...

В: Прежде чем поставить точный диагноз, я хочу, чтобы Вы сделали анализ крови и рентген. Если мои предположения (suppositions) подтвердятся, Вам придётся пройти лечение в стационаре. Вот Ваше направление на анализ.

## **XII. Translate the following questions and answer them.**

1. Каковы жалобы и симптомы пациентов с ревматическим эндокардитом?
2. Что может предшествовать началу эндокардита?
3. Что выявляет анализ крови больных эндокардитом?
4. Что показывает рентген у больных эндокардитом?
5. Находит ли врач шумы в сердце больного?
6. Зачем прописывают антибиотики больным эндокардитом?
7. Какова должна быть диета пациентов?
8. Какие препараты также прописывают пациентам с эндокардитом?

## **XIII. Find the sentences where infinitive stands in the function of the complex object.**

1. He was the first to show that calcium could prevent changes in the colon.
2. The scientist wants to be informed of the new experiment to be carried out.
3. The patient came to my surgery and asked me to have her abdomen examined.
4. He said he knew the patient to be hospitalized.
5. He knew infectious diseases to be caused by viruses and microbes.
6. The newspapers reported a vaccine against flu to have been used successfully.
7. The patient stated palpitation, cardiac discomfort and malaise to keep him awake all the time.
8. We saw him operate.
9. The clinical experience shows the variability of murmurs to be the evidence of rheumatic endocarditis.
10. Cava-pulmonary anastomosis is used by the surgeons to perform operations on the heart.
11. The professor wanted to be given the full data about the condition of each patient.
12. The nurse on duty didn't hear the patient have left the ward.

## **XIV. Translate the sentences using the "complex object" construction:**

1. Мы верим, что этот пациент скоро выздоровеет.
2. Терапевт рекомендовала, чтобы диета пациента была ограничена в соли и жидкости.
3. Они знали, что рентген обнаружил причину боли в стопе.
4. Профессор сказал, что воспаление вызывается бактериями.
5. Хирург разрешил пациенту поехать домой на выходные.
6. Она утверждала, что заболеванию предшествовала боль в горле и кашель.

7. Он наблюдал, как медсестра делала инъекции пациентам.
8. Невролог обнаружил, что у пациента серьёзное нарушение.
9. Врач считает, что лечение антибиотиками будет в этом случае эффективно.
10. Ребенок не слышал, как мама вошла в комнату, так как он спал.
11. Она полагает, что антибиотики устранили (остановили) инфекцию.
12. Больной чувствовал, что боль усиливается во время процедуры.
13. Джон знал, что его брата выписали из больницы 2 дня назад.
14. Лечащий врач настаивал на том, чтобы анализ был сделан еще раз.

## Lesson 4.

### THE DISEASES OF THE ALIMENTARY TRACT

#### Grammar: Complex subject

<b>The patient</b> is thought <b>to suffer</b> from pneumonia.	Думают, что <b>больной</b> страдает пневмонией.
<b>Leucocytosis</b> is known <b>to develop</b> in inflammation.	Известно, что <b>лейкоцитоз</b> развивается при воспалении.
<b>He</b> appears <b>to suffer</b> from tuberculosis.	Кажется, <b>он</b> страдает туберкулезом.
<b>The pain</b> proved <b>to be sharp</b> on physical exertion.	Оказалось, что <b>боль</b> была острой при физическом напряжении.

#### I. Read and translate the following sentences paying attention to the different forms of Infinitive:

1. He is supposed **to discharge** the patient from the hospital.
2. He is supposed **to have discharged** the patient from the hospital.
3. He is supposed **to be discharged** from the hospital.
4. He is supposed **to have been discharged** from the hospital.

#### II. Insert the indicated form of the infinitive “to perform”. Translate the sentences.

1. Any experienced doctor is said (Indefinite Active) such operations.
2. The doctor is said (Continuous Active) the operation now.
3. The doctor is said (Perfect Active) already the operation.
4. The patient is said (Perfect Passive) the operation yesterday.

#### III. Translate the sentences paying attention to the Complex Subject construction:

1. On physical examination the liver was considered to be enlarged.
2. The damage to the blood supply (кровоснабжение) was supposed to have been present before the operation.
3. Both mental and physical overstrain have been estimated to affect the normal function of the heart in the most unfavourable way.
4. The wound turned out to be lethal.

5. He is likely to have blood poisoning.
6. The child is expected to recover soon.
7. Cardiologists are known to treat people with diseases of the heart.
8. Professor N. is reported to have published an account of his research.
9. The new substance appears to dilate the vessels.
10. The diagnosis proved to be correct.
11. The source of infection was sure to be the water from the nearest river.
12. About 10.000.000 red-blood cells are thought to be destroyed and replaced each second in a human body.

**IV. Translate the sentences, using the construction Complex Subject:**

1. Известно, что вакцинация предотвращает многие инфекционные болезни.
2. Считается, что эмоциональное перенапряжение способствует развитию язв.
3. Говорили, что этот ученый открыл новый метод лечения.
4. Сообщалось, что эндокардит был вызван респираторной инфекцией.
5. Полагают, что антибиотики устранят очаг инфекции.
6. Ожидается, что правильная диета скорректирует проявления язвы.
7. Обнаружено, что при язве желудка боль усиливается после еды.
8. Вероятно, лечение вызвало аллергию.
9. Несомненно, ее выпишут из больницы на следующей неделе.
10. Оказалось, что у пациента развилась острая почечная недостаточность.
11. Кажется, они прочитали все о симптомах, течении и лечении этой болезни.

**V. Find and translate the sentences with the infinitive in the function of Complex Subject and Complex Object.**

1. Water appears to be the largest constituent of the body making up two-third of the total mass of the human organism.
2. The disinfection of the skin of the region to be operated is to be carried out immediately.
3. In order to prove that you are right you must finish the experiment.
4. Doctors found interferon to have been effective against viral diseases.
5. The analyses showed the ESR to be elevated.
6. He wanted to be provided with the best medical care.
7. The treatment to be carried out must decrease the cholesterol levels.
8. Radium is said to be very radioactive.
9. He recommended the patient mineral water to relieve stomach problems.
10. The new working conditions are sure to please the doctors of this clinic.
11. The physician considered the incidence of heart attacks to be associated with the nervous overstrain.

**VI. Read, translate and learn the following words:**

Association [ə, səʊsɪ'eɪ(ə)n], nervous ['nə:vəs], neurogenous [nɪʊə' rɒdʒɪnəs], theory ['θiəri], pathogenesis ['pæθə'dʒenəsis], corticovisceral [kɔ:tɪkə'vɪsərəl] gastric ['gæstrɪk], duodenal [ˌdju(:)əv'di:nl], stimuli ['stimjulaɪ], impulse

[ˈɪmpʌls], spastic [ˈspæstɪk], trophic [ˈtrɒfɪk], erosion [ɪˈrəʊʒn], character [ˈkærəktə], chronic [ˈkrɒnɪk], cyclic [ˈsaɪklɪk] remission [rɪˈmɪʃn].

## VII. Learn the following words and word combinations:

1. ulcer [ˈʌlsə] *n* – язва
2. existence [ɪgˈzɪstəns] *n* – существование
3. lesion [ˈli:ʒ(ə)n] *n* – поражение, повреждение (органа, ткани)
4. development [dɪˈveləpmənt] *n* – развитие  
to develop [dɪˈveləp] *v* – развивать(ся); разрабатывать, создавать
5. according to [əˈkɔ:diŋ] *prep* – согласно, по, в соответствии с
6. influence [ˈɪnfluəns] *n* – влияние, воздействие, действие  
to influence *v* – влиять, оказывать влияние
7. contraction [kənˈtræktʃ(ə)n] *n* – сокращение  
to contract [kənˈtrækt] *v* – сокращать(ся)
8. affected [əˈfektɪd] *a* – страдающий (чем-л.); поражённый (болезнью)
9. majority [məˈdʒɔrəti] *n* – большинство
10. to contribute to [kənˈtrɪbjʊ:t] *v* – способствовать, содействовать
11. frequently [ˈfri:kwəntli] *ad* – часто
12. haemorrhage [ˈhemərɪdʒ] *n* – кровотечение
13. nausea [ˈnɔ:siə] *n* – тошнота
14. vomit(ing) [ˈvɒmɪt(ɪŋ)] *n* – рвота
15. acute [əˈkju:t] *a* – острый
16. to perforate [ˈpɜ:fəreɪt] *v* – перфорировать, проникать (into, through)
17. perforated (perforating) ulcer – прободная язва
18. intermittent [ɪntəˈmɪtnt] *a* – перемежающийся, прерывистый
19. occurrence [əˈkʌrəns] *n* – распространение, проявление  
to occur [əˈkɜ:] *v* – встречаться; происходить; случаться; наступать
20. clinical manifestation [ˈklɪnɪkəl ,mænɪfəsˈteɪʃ(ə)n] – клиническое проявление
21. incidence [ˈɪnsɪd(ə)ns] *n* – число случаев заболевания, заболеваемость
22. rare [reə] *a* – редкий
23. to complicate [ˈkɒmplɪkeɪt] *v* – осложнять, усложнять  
complication [ˌkɒmplɪˈkeɪʃn] *n* – осложнение
24. considerable [kənˈsɪd(ə)rəbl] *a* – значительный
25. exacerbation [ɪgˌzæsəˈbeɪʃ(ə)n] *n* – обострение, усиление (боли)

## VIII. Read and translate the text.

### Text A. Gastric and Duodenal Ulcers

In Russia N. Burdenko and A. Speransky proved the existence of an association between a lesion of the central and peripheral nervous systems and the development of ulcer.

The neurogenous theory of the pathogenesis of ulcer was developed further into the corticovisceral theory by K. Bykov and I. Kurtsin. According to this theory gastric

and duodenal ulcers were found to result from disturbances in the central nervous system, i. e. the brain cortex.

The brain cortex under the influence of external and internal stimuli sends impulses to the stomach and the duodenum, which cause a spastic contraction of vessels. Such a spastic contraction results in local trophic disturbances followed by erosion of the affected area by the gastric juice.

In the majority of cases ulcer is observed to develop in particularly nervous persons, often after emotional overstrain. But an irregular diet in combination with an emotional overstrain is often observed to contribute to the onset of ulcer.

Gastric and duodenal ulcers are found to develop more frequently in men than in women, mainly at ages of 25 to 40 years. The main symptoms of this disease are considered to be pains, haemorrhages, nausea, vomiting, etc. At the onset of the disease pain is usually dull in character. In gastric ulcers pain is found to grow worse after meals. Acute pain in the stomach is known to be a sign of perforated ulcers. Pain due to ulcer is well known to occur periodically and be intermittent in occurrence.

The course of ulcer has proved to vary with age and sex, location of ulcers, etc. At a young age its course has no characteristic clinical manifestations. In old persons the incidence of ulcers is known to be rare. But they are often complicated by considerable haemorrhage resulting from sclerotic changes in the stomach.

Ulcers are known to have a chronic, cyclic course, with remissions from 6 to 12 months. Exacerbation of ulcers, particularly that of duodenal ulcers, has been found to occur in spring and autumn.

#### **IX. Say which sentences are true and which are false:**

1. There isn't any association between a disturbance of the nervous system and the onset of ulcer.
2. The stomach and the duodenum send impulses to the brain cortex.
3. Local trophic disturbances in the stomach result in the erosion of the affected area by the gastric juice.
4. Regular diet in combination with bed regimen is observed to contribute to the development of ulcers.
5. Women are observed to suffer from ulcers more frequently than men.
6. Pains, nausea, haemorrhages and vomiting are known to be the main symptoms of ulcers.
7. In patients with perforated ulcers pain in the stomach is usually dull in character.
8. If the pain in the stomach is acute it is the evidence of perforated ulcer.
9. Winter is known to be a period of exacerbation of ulcers.

#### **X. Finish the sentences according to Text A:**

1. The corticovisceral theory of the pathogenesis of ulcer was a further development of ... . 2. Male patients at the ages of 25 to 40 are known to suffer from ulcers more .... 3. At the onset of the disease the patients with ulcer complain of pain which is ... . 4. According to corticovisceral theory it has been proved that gastric and duodenal ulcers are due to .... 5. It is known that an irregular diet as well as emotional overstrain may ... . 6. In young patients the course of ulcer may have no .... 7. The

Russian scientists consider that the lesions of the central and peripheral nervous systems lead to ....

**XI. Translate the questions and answer them:**

1. Кто доказал существование связи между нарушением нервной системы и развитием язвы?
2. В какую теорию была далее развита нейрогенная теория?
3. Что вызывает спастические сокращения сосудов желудка и двенадцатиперстной кишки?
4. У каких людей есть вероятность развить язву?
5. Острая или тупая боль является признаком прободной язвы?
6. Варьируется ли течение язвы в зависимости от возраста, пола, расположения язвы?
7. Какие осложнения язвы наблюдаются у пожилых людей?
8. Является ли язва хроническим заболеванием?

**XI. Put questions to the words in bold type:**

1. Pain **intermittent in occurrence** is known to be characteristic of gastric or duodenal ulcers. 2. Under the influence of internal and external stimuli the brain cortex sends impulses **to all the organs of the human body**. 3. In the majority of cases acute pain in the abdominal cavity may be a clinical manifestation of **perforated ulcer**.

**XII. Define the part of speech of the words in bold type and translate them:**

1. Numerous **branches** of small vessels **branch** off the coronary vessels. 2. Some students of our group have made a marked **progress** in English that is why their marks are much better now. 3. A **bandage** was put on the arm to **bandage** the damaged blood vessels. 4. The patient does not require any **preparation** to be treated with Adonis **preparation**. 5. At six **sharp** the patient felt a **sharp** pain in the heart area. 6. The treatment **resulted** in wonderfully good **results**. 7. Having **returned** home I took my temperature and noted its **return** to normal.

**XIII. Change the sentences using Complex Subject:**

1. It is known that spring and autumn are those seasons when the patients with ulcer suffer from the recurrence of the disease. 2. It is considered that constant fatigue, the lesions of the nervous system and past diseases contribute to the onset of gastritis. 3. It appeared that the characteristic clinical manifestations of the disease were haemorrhage, vomiting and nausea. 4. It is believed that brain cortex stimuli send impulses to the stomach and duodenum. 5. It was likely that the onset of rheumatic endocarditis was preceded by tonsillitis.

**XIV. Read Text B. Name the factors contributing to the development of gastritis. Say about what symptoms of gastritis you have learned from the text:**

**Text B. Chronic Gastritis**

The term chronic gastritis must be limited to those cases in which evidences of inflammatory changes in the stomach are clear.

Chronic gastritis is known to occur as a separate or primary disease or it may be associated with other diseases, particularly chronic liver and kidney disease. In these diseases chronic impairment of the mucous membrane of the stomach is an important factor in causing the inflammatory condition.

The most important causes of chronic gastritis proved to be alcohol, inadequate food and a bad diet regimen.

The characteristic clinical manifestations of gastritis are an increased secretion of mucus and a diminished secretion of acid and pepsin. In severe forms of gastritis secretion is observed to be completely reduced and even absent due to the lesion of the mucus membrane.

The most frequent symptoms of chronic gastritis are loss of appetite, slight pain and general epigastric discomfort after meals. In severe cases nausea and vomiting of mucus, particularly in the morning, are often observed.

The course of the disease is chronic and the symptoms are continuous. They may become worse from time to time if a sick person does not follow the diet regimen strictly.

**XV. Translate the sentences into Russian paying attention to the translation of the Infinitive in the constructions Complex Subject and Complex Object.**

1. I wanted the surgeon to examine my wound.
2. We know many infectious diseases to be caused by bacteria.
3. The new vaccine against flu is reported to be used successfully.
4. She seems to have forgotten everything.
5. Meteorologists expect the weather to be very cold this week.
6. The pupils watched the litmus paper change its colour.
7. The disease appeared to be very serious.
8. The nurse heard this patient talk in his sleep.
9. The manuscript is believed to be very old.
10. He is known to be the best specialist in this field.
11. The nurse made me stay in bed.
12. I know him to have broken his car.
13. The hospital building is very old. It is likely to have been built in the XIX<sup>th</sup> century.
14. They are sure to have returned by now.
15. I believe Doctor N. to have finished the operation already.
16. This treatment is considered to help in most cases.
18. The patient turned out to be too weak for such an operation.
19. The new device is said to be quicker, safer and less expensive.

## **PART II**

### **Translation Practice**

**Task 1:** Work in pairs. Translate an instruction for medication with the help of a dictionary (You may divide the text into two parts for an easier translation).

**Task 2:** Make 6 questions to the text and ask your neighbour. Let him/her answer them.

#### **Example text:**

### **Ezetimibe and Simvastatin (Oral Route)**

US Brand Name: Vytorin

#### Description

Ezetimibe and Simvastatin is used to lower cholesterol and triglyceride (fat-like substances) levels in the blood.

Statins, a class of drugs used to lower blood cholesterol, are one of the wonder drugs of the 21st century. They work by blocking a substance your body needs to make cholesterol. They may also help your body reabsorb cholesterol that has accumulated in plaques on your artery walls, helping prevent further blockage in your blood vessels.

This product is available in the following dosage forms: Tablet

This medicine should only be used in children 10 years of age or older.

#### Drug Interactions

Using this medicine with Fosamprenavir, Itraconazole, Mibefradil and Grapefruit Juice is not recommended.

#### Side Effects

Check with your doctor immediately if you experience body and muscle aches or pain or cramping, diarrhea, muscle stiffness, nasal congestion, nausea, runny nose, shivering, sneezing, sore throat, sweating, swollen joints, trouble sleeping, unusual tiredness or weakness, vomiting.

The presence of other medical problems may affect the use of this medicine. Use of this medicine in patients with liver disease or high levels of liver enzymes may make liver problems worse. Patients with complicated medical histories, diabetes mellitus or kidney disease may have increased risk of muscle side effects as statins may cause muscle pain and tenderness (statin myopathy). In severe cases, muscle cells can break down (rhabdomyolysis) and release a protein called myoglobin into the bloodstream. Myoglobin can impair kidney function and lead to kidney failure.

#### Proper Use

Before prescribing medicine for your condition, your doctor will probably try to control your condition by prescribing a personal diet for you. Such a diet may be low in fats, sugars, and/or cholesterol.

#### Precautions

Certain cholesterol medications may cause birth defects or other problems in the baby if taken during pregnancy.



**Task 3: Individual work.** Make a translation of a drug instruction and 5-6 questions concerning your text. Read your translation to the class.

## Letter writing

### Написание писем

Возможность и желание создавать и поддерживать контакты с представителями англоязычных стран приводит к необходимости развития навыков написания писем. Внешнее оформление и содержание письма производит определенное впечатление и характеризует автора с той или иной стороны. Поэтому форма и структура должны соответствовать установленным нормам.

Личные письма могут быть написаны от руки. Однако официальные письма и письма малознакомым людям должны печататься на компьютере или на машинке, на хорошей бумаге или бланке организации.

Письмо имеет соответствующую структуру, включающую определенные части. В деловом, официальном письме их больше. В личном, неофициальном письме – меньше. Структура письма на английском языке и расположение на странице могут быть представлены следующим образом:

1. Имя/ фамилия отправителя, номер квартиры/ дома, название улицы, город, штат/ район, почтовый индекс и страна отправителя (sender's address)
2. Месяц, число, год (date).
3. Имя/ фамилия получателя, номер квартиры/ дома, название улицы, город, штат/ район, почтовый индекс и страна получателя (inside address).
4. Обращение (salutation).
5. Зачин, или первая фраза (opening sentence).
6. Текст письма (body of the letter).
7. Заключительная фраза (closing sentence).
8. Заключительная формула вежливости (complimentary close).
9. Подпись (signature).
10. Постскриптум, т.е. приписка к оконченному письму (P.S. или Postscript).

### 1. Адрес отправителя.

Адрес отправителя в английском письме пишется в правом верхнем углу страницы, хотя часто его можно видеть и в левом верхнем углу. Специально подчеркнем, что (в отличие от русского) в английском письме номер дома в адресе ставится перед названием улицы, а название города – после названия улицы. Между номером дома и названием улицы запятая не ставится. Например:

25 North Road, Apt. 5

5 Green Street, Apt. 3

London W2 4RH  
England Michigan

Ann Arbor48104  
USA

## 2. Дата.

Дата отправления чаще всего указывается в правом верхнем углу, сразу же под адресом отправителя. Существует несколько вариантов написания даты:

September 7, 1996

7 September, 1996

September 7th, 1996

7th September, 1996

Первый вариант в настоящее время наиболее употребителен. Названия месяцев могут быть написаны сокращенно: Jan., Feb., Mar., Apr., May, Jun., Jul., Aug./ Ag., Sept., Oct., Nov., Dec.

Дату можно указывать и цифрами, однако, в американском варианте на первое место ставят месяц, на второе – число и на третье – год. Например, дата 22 декабря 2008 года цифрами в американском варианте будет представлена следующим образом: 12.22.08 или 12/ 22/ 08. В британском варианте на первое место ставится число, а на второе – месяц, как и в русском языке: 22.12.08 или 22/ 12/ 08.

## 3. Адрес получателя.

Адрес получателя пишется так же, как и адрес отправителя, и располагается в левой части страницы, несколько ниже строки с датой.

Перед фамилией лица, которому вы направляете письмо (если, конечно, это не ваш родственник или хорошо знакомый), должна обязательно ставиться одна из трех форм: Mr., Mrs., Miss. Без фамилии эти формы не употребляются, а после форм Mr., Mrs., как правило, ставится точка.

Например:

Mr. Richard Smith

господину/ мистеру Ричарду Смиту

Mrs. Lucy Long

госпоже/ миссис Луси Лонг

Miss Agatha Brown

госпоже/ мисс Агате Браун

Misses Helen and Agnes Bosworth

госпожам Хелен и Агнес Бозуорт

Форма Mr. употребляется по отношению к мужчине, Mrs. — к замужней женщине, Miss — к незамужней. Если вы направляете письмо в фирму или организацию, владельцев или руководителей которой может быть несколько, то вы пишете: Messrs. – господам, Mesdames (Mmes.) – госпожам.

## 4. Обращение.

Форма обращения в письме зависит от степени знакомства или родственных связей с лицом, которому вы адресуете письмо:

Стиль	Ед. число	Мн. число
Официальный	Dear Sir Dear Madam Dear Mr. Jones Dear Mrs. Jones Dear Ms. Green	Dear Sirs/ Sirs/ Gentlemen Dear Mesdames/ Mesdames Gentlemen Ladies
Неофициальный	Dear Jack Jack	Dear Jack and Mary

**5. Зачин.** Зачин письма обычно состоит из слов благодарности за полученное ранее письмо или из каких-либо других фраз в зависимости от ситуации, например: Thank you/ thank you very much for your kind/ warm letter of May 15; It was nice to have a letter from you after so long and to hear that...; I have just received your letter and...; It is a long time since I heard from you and I am anxious to know how you are getting on.

**6. Текст письма.**

**7. Заключительная фраза:**

I look forward/ I am looking forward very much to hearing from you.

I would be grateful to hear from you as soon as possible.

With best wishes from all of us on...

With kind/ kindest/ best regards.

Give my love to Mary and the children.

Remember me to your mother, and to George and many thanks again.

Take care of yourself.

Have a good time and write often.

You know you can always count on me.

**8. Заключительная формула вежливости.**

В английском письменном этикете в настоящее время используется более или менее общая формула Sincerely yours, которая в зависимости от тона всего письма может восприниматься и как строго официальная, и как менее официальная, и как совершенно неофициальная. На русский язык эта формула переводится в зависимости от ситуации как 'С уважением' или 'Искренне Ваш/ Искренне твой'. Наряду с данной формой используются:

Yours truly/ Yours very truly,

Faithfully yours,

Sincerely yours,

Respectfully yours,

Преданный Вам

С уважением/ С почтением

Искренне Ваш

С уважением

**Task 1.** Read the following letters.

**LETTERS TO FRIENDS**

Dear Lynn,

*Thank you very much for the letter you sent me in August. I was very pleased to know that you are well. Our family misses you. Hope to see you next year.*

*Could you please send me the books you mentioned during your stay in St. Petersburg? I would be very much obliged because I need them for my work.*

Thank you.

Slava

**ПИСЬМА ДРУЗЬЯМ**

Дорогая Линн!

Большое спасибо за письмо, которое ты мне послала в августе. Я очень рад узнать, что у тебя все в порядке. Наше семейство скучает по тебе. Надеемся встретиться с тобой в будущем году.

Не могла бы ты выслать мне книги, о которых упоминала во время своего пребывания в Петербурге? Я был бы тебе очень признателен, потому что они нужны мне для работы.

Спасибо.

Наилучшие пожелания.

Слава

<p style="text-align: center;"><b>THANK-YOU LETTERS</b></p> <p><i>Dear Ms. Austin:</i></p> <p><i>Thank you for taking time, on such short notice during your vacation season, to meet with us and discuss at length the possibility of carrying out our ecological program.</i></p> <p><i>I am sure that our next meeting will be as constructive and productive as this one. Thank you for your cooperation.</i></p> <p><i>Sincerely yours,</i></p>	<p style="text-align: center;"><b>ПИСЬМА-БЛАГОДАРНОСТИ</b></p> <p>Уважаемая г-жа Остин!</p> <p>Спасибо, что, будучи в отпуске, Вы так быстро нашли время, чтобы встретиться с нами и подробно обсудить возможность реализации нашей экологической программы.</p> <p>Я уверен, что следующая наша встреча будет так же конструктивна и плодотворна, как и эта. Спасибо за сотрудничество.</p> <p>Искренне Ваш</p>
<p style="text-align: center;"><b>REQUESTS</b></p> <p><i>Dear Dr. Marlow,</i></p> <p><i>I hope you will not consider it an impertinence to receive a letter from an utter stranger, who claims no stronger tie of acquaintance than that he happened to attend a postgraduate course held at your College a year ago.</i></p> <p><i>At that time and repeatedly afterwards, I heard your name mentioned in connection with the project Ecology and 20th Century. As I am doing research in that particular field I should greatly appreciate if you would allow me to call on you any time between 5th January and 20th January. I do realize that your schedule is very full and do not wish to take up much of your time.</i></p> <p><i>I should be very grateful if you could indicate a convenient day and hour.</i></p> <p><i>Yours sincerely,</i></p>	<p style="text-align: center;"><b>ПРОСЬБЫ</b></p> <p>Уважаемый доктор Марлоу!</p> <p>Надеюсь, Вы не сочтете бестактностью письмо, написанное Вам совершенно незнакомым человеком. Год назад я посещал в Вашем колледже аспирантский курс и поэтому знаю Вас.</p> <p>В то время, да и впоследствии, я часто слышал, как Ваше имя упоминалось в связи с проектом «Экология и XX век». Поскольку я занимаюсь исследованиями в этой же области, я буду очень признателен, если Вы позволите мне встретиться с Вами между 5 и 20 января в любое удобное для Вас время. Я знаю, что Вы очень загружены, и не хочу злоупотреблять Вашим вниманием.</p> <p>Я был бы очень благодарен, если бы Вы смогли сообщить удобный для вас день и час.</p> <p>Искренне Ваш</p>
<p style="text-align: center;"><b>JOB-APPLICATION LETTERS</b></p> <p><i>Dear Sirs,</i></p> <p><i>I am a graduate of Moscow Technical University and I would like to make an application for the post of a manager in your company.</i></p> <p><i>I currently work for International Products Ltd., as a manager.</i></p> <p><i>As you can see from the enclosed resume, I have three years experience in this position.</i></p> <p><i>I hope that this past experience coupled with the practical nature of my completed training would make me a good candidate for a job with your company.</i></p>	<p style="text-align: center;"><b>ПРОСЬБЫ</b></p> <p style="text-align: center;"><b>О ПРЕДОСТАВЛЕНИИ РАБОТЫ</b></p> <p>Уважаемые господа!</p> <p>Я выпускник Московского технического университета и хотел бы поступить на работу в качестве менеджера в вашу компанию.</p> <p>В настоящее время я работаю в «Интернейшнл Продактс Лимитед» в качестве менеджера. Из прилагаемой мной биографии следует, что у меня есть трехлетний стаж работы в этой должности.</p> <p>Я надеюсь, что этот прошлый опыт в сочетании с практическим характером пройденного мною обучения делают меня подходящим кандидатом для вашей</p>

<p><i>I am looking forward to hearing from you.</i> <i>Yours sincerely,</i></p>	<p>компании. Жду вашего ответа. С уважением</p>
<p><b>BUSINESS LETTERS</b> <i>Dear Sirs,</i> <i>I am greatly interested in your graduate program leading to a Ph. D. degree and should like to apply for admission to graduate status.</i> <i>Could you kindly let me have an information brochure giving particulars on various academic curricula that are available as well as information on the facilities in the Department of the English Language?</i> <i>Yours faithfully,</i></p>	<p><b>ДЕЛОВЫЕ ПИСЬМА</b> Уважаемые господа! Меня очень интересует программа подготовки аспирантов для получения степени доктора наук, и я хочу подать документы для поступления в аспирантуру. Не могли бы вы прислать мне брошюру с подробной информацией о различных академических учебных курсах, а также со сведениями об условиях обучения жизни аспирантов на факультете английского языка? С уважением</p>
<p><i>Dear Mr. Anderson,</i> <i>The purpose of this letter is to follow up on the discussion we had in your office last week. This letter details the steps we discussed to make your project a reality.</i> <i>Since my letter of December 10, there have been a number of changing circumstances that necessitate a different approach be used to develop the project. I look forward to working with you on this project.</i> <i>Would it be possible to meet you either in Moscow or St. Petersburg to discuss this further?</i> <i>Sincerely yours,</i></p>	<p>Уважаемый г-н Андерсон! Цель моего письма – продолжить то обсуждение, которое мы провели в Вашем офисе на прошлой неделе. В нем более детально рассматриваются те шаги, которые мы обсуждали с целью осуществления Вашего проекта. Со времени моего письма от 10 декабря изменились некоторые обстоятельства, что заставляет несколько по-иному рассматривать этот проект. Я бы очень хотел работать с Вами над этим проектом. Можно ли будет встретиться с Вами в Москве или в Санкт-Петербурге, чтобы обсудить этот вопрос? Искренне Ваш</p>

Образец оформления американского и европейского конверта.

1. Имя, фамилия **отправителя**,  
номер квартиры/ дома,  
название улицы, город,  
штат/ район, почтовый  
индекс, страна

2. Марка,  
указание на способ  
доставки

3. Имя, фамилия **получателя**,  
номер квартиры/ дома, название улицы,  
город, штат/ район, почтовый индекс,  
страна

J. Wilhelm  
410 Lawrence Street, Apt. 5  
Ann Arbor MI 48105  
USA

Stamp  
REGISTERED MAIL  
AIR MAIL

Mr. J. R. Smith  
400 S 5th Avenue, Suite # 80  
Detroit, MI, 48202-2831  
USA

Основное отличие российского конверта от американского состоит в том, что в обоих адресах (отправителя и получателя) на английском языке **вначале** пишется фамилия, затем номер дома, улица, номер квартиры или апартаментов, город, страна, что тому, что мы привыкли видеть на российских конвертах.

На американском или европейском конверте адрес отправителя пишется в левом верхнем углу, а адрес получателя – почти посередине конверта, несколько справа и немного книзу.

**Task 2.** Choose a type of letters and write it in English. You may write it to your groupmate or a teacher.

## CV or resume writing

### Написание биографии

При устройстве на работу или для получения постдипломного образования (ординатура, интернатура, аспирантура) необходимо предоставить резюме (resume) или автобиографию (Curriculum Vitae – CV). Составление этих двух документов схоже, только объем резюме ограничен одной страницей, а размер автобиографии – от двух до семи страниц. CV – это своего рода реферат своей жизни. Для представителей медицинских профессий всегда требуется составление биографии, о написании которого речь пойдет далее.

Curriculum Vitae в переводе с латинского означает курс, ход жизни и во множественном числе имеет форму Curricula Vitae. CV представляет собой подробный список вашей профессиональной деятельности, выступлений, публикаций, мест учебы и работы, наград и заслуг, а также, дополнительная информация. Для четкости и удобства восприятия, каждый пункт выделен специальным заголовком, например: ОБРАЗОВАНИЕ, НАУЧНЫЕ ИНТЕРЕСЫ, ПУБЛИКАЦИИ и т.п. Списки назначений на должности, мест учебы, работы, статей приводятся строго в *хронологическом порядке, начиная с самого последнего*. Пункты могут слегка варьироваться в зависимости от типа организации и страны. Поэтому, при написании необходимо точно узнать требования данной организации к составлению CV. Информация, приводимая в CV должна включать следующее:

- Complete contact information
- Photo
- Brief biography with personal details such as age

- Education (list in chronological order, beginning with most recent)
- Study abroad
- Thesis or dissertation title and advisor
- Graduate fieldwork
- Awards, honors and patents
- Grants and fellowships
- Major research interests
- Research experience
- Work experience (list in chronological order, beginning with most recent):  
academic appointments; hospital appointments
- Publications and presentations
- Professional licenses and certifications
- Language skills (if applicable)
- Professional memberships/ affiliations
- Related extracurricular activities
- Interests
- References

Пример Curriculum Vitae

JOSEPH SMITH, M.D.

1 A Street

Middletown, AK

(111) 222-3333(Home)

(111) 111-1111(Pager)

jsmith@aol.com

EDUCATION

PM&R <sup>1</sup> Residency, currently PGY-4 <sup>2</sup> University of Medicine Apple, AK	July 1999 - present
Transitional Medicine Internship College of Medicine Bottom, WI M.D.	July 1998 -July 1999
University of FL Tallahassee, FL B.S.	July 1994 -July 1998
University of MO Columbia, MO Summa Cum Laude, 3.94 GPA <sup>3</sup>	July 1991-Dec. 1993

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<sup>1</sup> PM&R – Physical Medicine and Rehabilitation

<sup>2</sup> PGY -4 – Post Graduate Year 4

## EMPLOYMENT

Sports physiatrist  
Alaska High School, Anchorage, AK

May 2001-present

## ACADEMIC APPOINTMENTS

Member, Faculty Research and Fellowship  
Support Committee

November 1999 -present

## HOSPITAL APPOINTMENTS

Sport Rehabilitation Center  
Anchorage, AK  
Physiatrist

July 1999 -present

War Veterans Hospital of Wisconsin  
Oshkosh, WI  
Research assistant

July 1998 -July 1999

## LICENSURE

State of Georgia: Composite Board of Medical Examiners

Georgia License # 12345, September 1995

Florida License # ME 12345, March 1999

## HONORS & AWARDS

Dean's award, University of MO, Columbia, MO, 1993

The Scientific Research Society

## MAJOR RESEARCH INTERESTS

Treatment of neurologic and musculoskeletal disabilities resulting from sports-related injuries

## PUBLICATIONS

Smith, J. Biofeedback therapy in children with sport related traumas. PM&R Journal.

## PROFESSIONAL AFFILIATIONS

American Academy of PM&R

Association of Academic Physiatrists

## PERSONAL

Judo Club, 1996 - 2001

Basketball, team captain

## REFERENCES ARE AVAILABLE UPON REQUEST

Биография также может быть написана в виде текста, информирующего читателя об опыте работы и заслугах, например:

Dr Francesco Pesoli graduated in Medicine and Surgery in 1975 and specialised in Cardiology in 1986 at the University of Milan.

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<sup>3</sup> Summa Cum Laude – with highest praise

3.94 GPA – Grade Point Average (средний балл от 3.8 до 4.0 представляет наивысшую сумму – Summa Cum Laude – с наивысшим почетом)

баллы 3.6 – 3.79 относятся к Magna Cum Laude – с большим почетом

баллы 3.4 – 3.59 означают Cum Laude – с почетом



His professional career began as a General Medical Practitioner and as an Assistant in the Department of Medicine in the Cardiology Centre SpA. Since 1981 he has been an assistant with additional university roles. He became Cardiology Assistant and from 1997, has held the position of Head of the Cardiology Clinics.

His role is that of organising and co-ordinating, in collaboration with the Health Officer, the clinical activity of the cardiology staff, comprising 44 specialists. Since January 2001 he has taken on the further role of Head of the Operative Unit of the Centre Cardiology Clinic.

His clinical activity is complemented by his collaborative role in the Committee for Control of Hospital Infections and in the permanent Nucleus of the Service Card of the Monzino Cardiology Centre and a teaching role, as Tutor of the School of Specialisation in Cardiology of the Faculty of Medicine and Surgery at the University of Milan; since the Academic Year 1998-1999 he has been temporary Assistant Professor at the specialised School for Cardiocirculatory Physiopathological Techniques at the University of Milan.

**Task 1.** Read and translate the resumes given above.

**Task 2.** Write your own resume or your friend's (parent's) resume in English.

### **Summary (abstract) and annotation writing.**

#### Реферирование и аннотирование

Аннотации (annotations) и рефераты (abstracts) представляют собой информативный тип научной литературы. Функция такой литературы – дать предварительную информацию. В некоторых журналах стало обязательным помещать аннотации или реферата перед текстом статьи, чтобы, не затрачивая время на чтение всей статьи, можно было судить о ее полезности для читателя. Поэтому весь характер изложения подчинен этому требованию: краткость и обобщенность сообщаемых сведений.

Текст аннотации представляет собой сжатую характеристику научного произведения и отвечает на вопрос: о чем говорить в книге/ статье. Объем аннотации не должен превышать 600 печатных знаков (5-9 строк). Текст аннотации строится главным образом из простых, распространенных предложений. Язык является лаконичным и четким.

Аннотация составляется от третьего лица и должна содержать:

1. полное библиографическое описание (автор(ы), заглавие статьи и книги/ журнала, выходные данные);
2. перечисление основных вопросов тематики или разделов, основных понятий;
3. отличительные черты по сравнению с другими, родственными по тематике (новизна содержания, основные достоинства, заслуги);
4. указание на круг читателей, кому адресуется публикация.



<p>informs us of/ about says that focuses on discusses brings to the forefront the problem of Every (first, second) paragraph is about... The author refers to ... Further on, the author ... In conclusion the author ... The author draws a conclusion saying that... The article ends in ... Summing it up, the author ... In the closing paragraph the author ...</p>	<p>сообщает нам о ... говорит, что ... обращает внимание на ... обсуждает выносит на передний план проблему ... Каждый (первый, второй) абзац о ... Автор упоминает (ссылается на) ... Далее, автор ... В заключение, автор ... Автор делает вывод, говоря что ... Статья заканчивается ... Подводя итог, автор ... В заключительном абзаце автор ...</p>
<p>IV. Assessing an article I find it informative thought-provoking attention-catching gripping boring ... The article is intended for a wide range of readers.</p>	<p>IV. Оценка статьи Я считаю (что статья) содержательная заставляет задуматься увлекательная захватывающая скучная Статья предназначена для широкого круга читателей.</p>

Порядок работы с текстом:

1. Переведите текст и дайте перевод заглавия (обратите внимание на то, что зачастую правильный перевод заглавия статьи можно дать только после прочтения текста целиком).
2. Сформулируйте основную мысль текста и определите, кому он адресован.
3. Составьте аннотацию текста на русском и английском языках.
4. Выразите содержание каждого абзаца одним или двумя предложениями и запишите их в качестве плана реферата.
5. Опираясь на план, напишите реферат текста, используя ранее приведенные клише для его составления.

**Task 1.** Read and translate the following text. Look at the examples of annotation and abstract.

### Jet Lag

A number of studies have shown that over 90% of long distance travellers suffer from the effects of jet lag resulting in loss of working efficiency and holiday enjoyment, often for several days after arrival at destination.

The main cause of jet lag is crossing time zones, which disrupts (нарушать) the body's circadian rhythms. The syndrome is most severely felt when associated with east-west, west-east or transpolar flights. The effects are made worse by variations in atmospheric pressure each time the airplane takes off and lands, and also by pre-flight stress, tiredness or hangovers (похмелье). Other factors that appear to exacerbate jet lag include the dryness of the air supply aboard passenger airplane, the temptation

(искушение) to consume (= use) alcohol and to eat more than necessary during flight, and the lack of body movement, especially in the legs and feet.

The main symptom of jet lag is broken sleep, with the sufferer waking during the night and then wanting to fall asleep during the day. The number of days this dysrhythmia lasts has been observed to be about equal (равняться) to the number of time zones crossed. Other symptoms include: insomnia, daytime fatigue, stomachaches, headaches and irritability. Fatigue is often accompanied by a lack of concentration and motivation and disorientation. Passengers mentioned, for example, having to return to their hotel room three times to check if they had left the door locked.

In addition to the above symptoms of jet lag proper, the syndrome is made worse by: discomfort of legs and feet due to limbs swelling (опухание) while flying; dehydration due to the dry atmosphere aboard airliners, which can cause headaches, dry skin and nasal irritation.

No-Jet-Lag is a unique product, specially formulated and tested to alleviate (облегчить) jet lag. An important advantage of No-Jet-Lag is that it contains only homeopathic remedies (лекарственные средства). Because of the small dilutions used, these remedies do not produce side-effects. No-Jet-Lag can be used with all other types of medication. It can be taken by travellers of all ages.

It is recommended that in addition to taking No-Jet-Lag, passengers shouldn't over-eat in flight, limit alcohol consumption, drink plenty of non-alcoholic fluids (especially water) and take any opportunity in flight or during ground stops to walk and do stretching exercises. And try to be in good condition before starting out.

**(from Official Journal of the Aerospace Medical Association, 2000)**

#### Примеры аннотации на английском языке

The article from the Official Journal of the Aerospace Medical Association deals with the jet lag problem, caused by crossing time zones, which disrupts the body's circadian rhythms. The author informs of the common symptoms of the condition and gives recommendations to people travelling by planes for countering the effects of jet lag. He also advertises a homeopathic remedy, called No-Jet-Lag, which is observed to be very helpful. The article is intended for a wide range of readers.

#### на русском языке

Статья из журнала Ассоциации Авиакосмической Медицины рассматривает проблему нарушения суточного ритма организма, расстройства биоритмов в связи с перелетом через несколько часовых поясов. Автор приводит основные симптомы этого состояния и, советуя применять гомеопатическое лекарство No-Jet-Lag, дает различные рекомендации пассажирам по преодолению проблемы. Статья предназначена для широкого круга читателей.

#### Примеры реферата

на русском языке

Jet lag / in Official Journal of the Aerospace Medical Association, 2000

Нарушение суточного ритма является патологическим состоянием, развивающимся при пересечении нескольких часовых поясов, при котором происходит нарушение биологических часов организма. Синдром особенно ошутим при длительных полетах в западном и восточном направлениях и может осложняться перепадами атмосферного давления, сухостью воздуха, стрессовым состоянием пассажира перед вылетом или перееданием, злоупотреблением алкоголя и малоподвижностью во время полета. Основными симптомами являются: нарушение сна, дневная усталость, потеря ориентации, головные боли, расстройства желудка, ощущение слабости в ногах, обезвоживание организма. Количество дней, проведенных в таком состоянии, примерно равняется числу пересеченных временных зон. Проводимые исследования показали, что применение уникального гомеопатического препарата No-Jet-Lag помогает преодолеть неблагоприятные последствия расстройства биоритмов. Необходимыми рекомендациями также являются такие меры, как контроль над количеством употребления пищи и алкоголя, потребление большого количества воды или других безалкогольных напитков и некоторые упражнения.

На английском языке

Jet lag / in Official Journal of the Aerospace Medical Association, 2000

Jet lag is considered to be a temporary condition of disruption of the body's circadian rhythms. It is caused by air travel across several time zones in a short period of time. The syndrome is most severely felt when associated with east-west and west-east flights and can be complicated by variations in atmospheric pressure, pre-flight stress, air dryness aboard, overeating and alcohol consumption and the lack of body movement. Jet lag is typically characterized by the following symptoms: broken sleep, daytime fatigue, headaches, dehydration, disorientation and even upset stomach. The number of days this dysrhythmia lasts has been observed to be about equal to the number of time zones crossed. The homeopathic remedy No-Jet-Lag was found to be very efficient in countering the effects of jet lag. But in addition to taking No-Jet-Lag, passengers should not over-eat in flight, limit alcohol consumption, drink plenty of non-alcoholic fluids (especially water) and do stretching exercises.

**Task 2.** Individual tasks. Translate your text and make an annotation to it.

**Таблица неправильных глаголов.**

<b>IRREGULAR VERBS</b>			
<b>VERB</b>	<b>PAST SIMPLE</b>	<b>PAST PARTICIPLE</b>	<b>ПЕРЕВОД</b>
be [bi:]	was[wɔz] were [wə:]	been [bi:n]	БЫТЬ
beat [bi:t]	beat [bi:t]	beaten [ˈbi:tn]	БИТЬ

become [bi`kʌm]	became [bi`keim]	become [bi`kʌm]	Становиться
begin [bi`gin]	began [bi`gæn]	begun [bi`gʌn]	Начинать
bend [bend]	bent [bent]	bent [bent]	Сгибать(ся)
bite [bait]	bit [bit]	bitten [ˈbitn]	Кусать
break [breik]	broke [brɔ:k]	broken [ˈbrɔ:k(ə)n]	Ломать, разбивать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	Приносить
build [bild]	built [bilt]	built [bilt]	Строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	Гореть
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	Покупать
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]	Ловить, хватать, успеть
choose [tʃu:z]	chose [tʃɔ:z]	chosen [ˈtʃɔ:zn]	Выбирать
come [kʌm]	came [keim]	come [kʌm]	Приходить
cost [kɔst]	cost [kɔst]	cost [kɔst]	Стоить
cut [kʌt]	cut [kʌt]	cut [kʌt]	Резать
do [du:]	did [did]	done [dʌn]	Делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	Рисовать, тащить
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	Мечтать, дремать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	Пить
drive [draɪv]	drove [drouv]	driven [ˈdrɪvn]	Водить
eat [i:t]	ate [et]	eaten [ˈi:tn]	Есть
fall [fɔ:l]	fell [fel]	fallen [ˈfɔ:l(ə)n]	Падать
feed [fi:d]	fed [fed]	fed [fed]	Кормить
feel [fi:l]	felt [felt]	felt [felt]	Чувствовать
fight [fait]	fought [fɔ:t]	fought [fɔ:t]	Бороться
find [faɪnd]	found [faund]	found [faund]	Находить
fly [flai]	flew [flu:]	flown [floun]	Летать
forget [fə`get]	forgot [fə`gɔt]	forgotten [fə`gɔtn]	Забывать
forgive [fə`gɪv]	forgave [fə`geɪv]	forgiven [fə`gɪvn]	Прощать
freeze [fri:z]	froze [frouz]	frozen [ˈfrouzn]	Замерзать
get [get]	got [gɔt]	got [gɔt]	Получать
give [gɪv]	gave [geɪv]	given [gɪvn]	Давать

go [gou]	went [went]	gone [gɒn]	Идти
grow [grou]	grew [gru:]	grown [groun]	Расти
have [hæv]	had [hæd]	had [hæd]	Иметь
hear [hiə]	heard [hə:d]	heard [hə:d]	Слышать
hit [hit]	hit [hit]	hit [hit]	Ударять
hold [hould]	held [held]	held [held]	Держать
hurt [hə:t]	hurt [hə:t]	hurt [hə:t]	Ушибить, ранить
keep [ki:p]	kept [kept]	kept [kept]	Держать, хранить
know [nou]	knew [nju:]	known [noun]	Знать
lay [lei]	laid [leid]	laid [leid]	Класть
lead [li:d]	led [led]	led [led]	Вести
learn [lə:n]	learnt [lə:nt]	learnt [lə:nt]	Учить
leave [li:v]	left [left]	left [left]	Оставлять
let [let]	let [let]	let [let]	Позволять
lie [lai]	lay [lei]	lain [lein]	Лежать
lose [lu:z]	lost [lɒst]	lost [lɒst]	Терять
make [meik]	made [meid]	made [meid]	Производить, делать
mean [mi:n]	meant [ment]	meant [ment]	Значить
meet [mi:t]	met [met]	met [met]	Встречать
mistake [mis`teik]	mistook [mis`tuk]	mistaken [mis`teik(ə)n]	Ошибаться
pay [pei]	paid [peid]	paid [peid]	Платить
prove [pru:v]	proved [pru:vd]	proved [pru:vd] proven [pru:vn]	Доказывать
put [put]	put [put]	put [put]	Положить
read [ri:d]	read [red]	read [red]	Читать
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]	Звонить
rise [raiz]	rose [rouz]	risen [ˈrizn]	Подниматься
run [rʌn]	ran [ræn]	run [rʌn]	Бежать
say [sei]	said [sed]	said [sed]	Сказать
see [si:]	saw [sɔ:]	seen [si:n]	Видеть
sell [sel]	sold [sould]	sold [sould]	Продавать
send [send]	sent [sent]	sent [sent]	Посылать
set [set]	set [set]	set [set]	Ставить,

			устанавливать
show [ʃou]	showed [ʃoud]	shown [ʃoun]	Показывать
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	Закрывать
sing [siŋ]	sang [sæŋ]	sung [sʌŋ]	Петь
sit [sit]	sat [sæt]	sat [sæt]	Сидеть
sleep [sli:p]	slept [slept]	slept [slept]	Спать
speak [spi:k]	spoke [spouk]	spoken [ˈspouk(ə)n]	Говорить
spend [spend]	spent [spent]	spent [spent]	Тратить, проводить
spread [spred]	spread [spred]	spread [spred]	Распространя ться
stand [stænd]	stood [stud]	stood [stud]	Стоять
swell [swel]	swelled [sweld]	swollen [ˈswoul(ə)n]	Опухать
swim [swim]	swam [swæm]	swum [swʌm]	Плавать
take [teik]	took [tuk]	taken [ˈteik(ə)n]	Брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	Обучать
tell [tel]	told [tould]	told [tould]	Рассказывать
think [θiŋk]	thought[θɔ:t]	thought[θɔ:t]	Думать
throw [θrou]	threw [θru:]	thrown [θroun]	Бросать
understand [ˌʌndəˈstænd]	understood [ˌʌndəˈstud]	understood [ˌʌndəˈstud]	Понимать
wake [weik]	woke [wouk]	woken [ˈwouk(ə)n]	Просыпаться
wear [weə]	wore [wɔ:]	worn [wɔ:n]	Носить (одежда)
win [win]	won [wʌn]	won [wʌn]	Выигрывать
write [rait]	wrote [rout]	written [ˈritn]	Писать